

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 # S149A160031

Grants.gov Tracking#: GRANT12114440

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="956067343"/>	* c. Organizational DUNS: <input type="text" value="030579213"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="Research & Sponsored Programs"/>	Division Name: <input type="text" value="Research-Academic Admin"/>
--	--

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="909/5373315"/>	Fax Number: <input type="text" value="9095377028"/>
--	---

* Email:

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:

S: Hispanic-serving Institution

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:**

CAMP at CSUSB

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="423,909.00"/>
* 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="423,909.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

Additional Program Districts: CA-036

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>Jeffrey M Thompson</p>	<p>TITLE</p> <p>Associate Provost for Research</p>
<p>APPLICANT ORGANIZATION</p> <p>University Enterprises Corporation at CSUSB</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: University Enterprises Corporation at CSUSB * Street 1: 5500 University Parkway Street 2: _____ * City: San Bernardino State: CA: California Zip: 92407-2318 Congressional District, if known: CA-031		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name: NONE Middle Name: _____ * Last Name: NONE Suffix: _____ * Street 1: NONE Street 2: _____ * City: NONE State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name: NONE Middle Name: _____ * Last Name: NONE Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Jeffrey M Thompson * Name: Prefix: Dr * First Name: Jeffrey Middle Name: M * Last Name: Thompson Suffix: PhD Title: Associate Provost for Research Telephone No.: 909/5375058 Date: 03/07/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160031

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA1001609611.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act Activities (GEPA) Statement
Migrant Education--College Assistance Migrant Program (CAMP)
(CFDA NUMBER: 84.149A)

Most of the activities proposed by the attached project directly touch on overcoming many barriers described in the six GEPA areas. The CSUSB CAMP Program will provide an array of activities and support services in order to build a sustainable infrastructure in the service area that promotes college readiness, increases college enrollment, and supports degree attainment. The goals of the program are to: (1) provide CAMP students access to an Institution of Higher Education for the purpose of pursuing and obtaining a postsecondary degree, (2) offer activities and support services that increase the readiness of CAMP students to succeed in a postsecondary environment, (3) immerse CAMP students in activities and support services that are proven to increase postsecondary retention, and (4) support migrant student success in their first-year of obtaining a postsecondary degree and track progress of CAMP students beyond their 1st year. The proposal narrative details specific plans to accomplish all of these ends. However, significant points are as follows:

Disability and Age. A focus on access and ADA compliance. The program, as are all programs at CSUSB, required to ensure full opportunities for persons with disabilities to gain optimal access to educational opportunities at all levels. The CSUSB Office of Services to Students With Disabilities is an integral and continuing resource to this program, as an expert support system to provide individual professional assistance and any necessary assistive devices to the special needs of the students with disabilities.

Gender, Race, National Origin, Color/Language Barriers. Program recruitment and service activities, support systems, training, and materials are directly targeted at supporting and overcoming any barriers to educational opportunity due to race, color, national origins, and language barriers.

Economic and Other Barriers. The proposal speaks directly to providing greater access and educational readiness through outreach and support information, as well as a concerted focus on breaking down information barriers to access to support systems that will enhance the educational performance of disadvantaged people.

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

University Enterprises Corporation at CSUSB

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr

* First Name: Jeffrey

Middle Name: M

* Last Name: Thompson

Suffix: PhD

* Title: Associate Provost for Research

* SIGNATURE: Jeffrey M Thompson

* DATE: 03/07/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Name of Applicant: University Enterprises Corporation at CSUSB

City and State of Applicant: San Bernardino, California

Project objectives and activities:

Objective 1—Access. Activities 1.1: Outreach and Recruitment; 1.2: Special Admissions Assistance; 1.3: Assistance in Obtaining Financial Aid. **Objective 2—Readiness.** Activities 2.1: Financial Literacy; 2.2: Exposure to Cultural Events; 2.3: Internships; 2.4: Summer Bridge. **Objective 3—Retention.** Activities 3.1: Tutoring and Instruction Assistance; 3.2: Health Services; 3.3: Housing Support; 3.4: Community Referrals. **Objective 4—Success.** Activities 4.1: Monitoring Academic Progress; 4.2: Participation in Recognition Ceremony.

Applicable priorities: Invitational Priority 2 – Faith-Based and Community Organizations.

We will collaborate with Coachella Valley Economic Partnership a CBO in service delivery.

Proposed project outcomes:

Program Goal #1. 150 CAMP-eligible HS students and their parents will attend the recruitment events; 75% will fill out an interest form. 60 participants per year will be selected. 100% of CAMP participants will complete and submit a FAFSA. **Program Goal #2.** 80% of CAMP participants will attend a Financial Literacy workshop. 100% of the CAMP participants will attend at least one field trip. 80% of CAMP participants and their families will attend Commencement. 80% of those who complete the program will attend an End-of-Year ceremony. 30% of CAMP participants will visit the Career Center and apply for an internship. 100% of CAMP participants required to complete Early Start math will do so by fall enrollment. 100% of CAMP participants will attend SOAR. **Program Goal #3.** 85% of CAMP participants will receive a grade of 'C' or better in all of their 1st year classes, and report meeting with the Program Coordinator once per quarter. 100% of students who reside on campus will have enough funds for housing. 100% of participants will report having access to health care. 75% of CAMP students will attend one quarterly partner event. **Program Goal #4.** 100% of former CAMP participants will be contacted 2x/year by CAMP staff to determine academic progress. 100% of students requesting follow-up support will receive referrals. 90% will report CAMP was useful/extremely useful in navigating their 1st of college.

Number of participants to be served annually: 60 residential participants per year

and location of proposed sites: CSUSB campuses—1) San Bernardino; 2) Palm Desert.

Project targets for annual GPRA measures: Goal #1: 1st Completion. 90% of participants will complete the 1st academic year with grades C or better in all classes and an overall GPA of no less than 2.0. Goal #2: Persistence to 2nd Year. 85% of participants will enroll in CSUSB the fall term following their 1st academic year.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

**CAMP at CSUSB
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NEED	1
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I. NEED

A. Magnitude of the Need. The Inland Empire, about 45 miles east of Los Angeles, is a key economic engine of Southern California. The migrant farmworker population, about 80% of which are foreign-born, are significant to the prosperity of the region and its impact on the rest of Southern California (NAWS, Farmworker Justice). Cox and Shill report (*Housing the Future: The Inland Empire as Southern California's Indispensable Geography, 2015*) that, "Perhaps the most critical group flowing into the [Inland Empire] are immigrants and their offspring. Over the past decade, the Inland Empire increased its population of foreign-born residents dramatically, more than three times over and at nearly **18 times** [emphasis added] the rate of coastal counties." The target service area, located within the heart of the Inland Empire, is composed of the Coachella Valley and the City of San Bernardino. The magnitude of the need for project services and activities is demonstrated by the fact that migrant families within the target service area face significant economic and educational barriers. **1. Economic Barriers.** As noted by the data in Table 1, there are a significant number of low-income families residing in the target area based on data for unemployment, poverty, and mean household income. **a. Unemployment.** The unemployment rate in Coachella (14.2%) and San Bernardino (10.1%) is greater when compared to California (7.0%) and the United States (5.8%). **b. Poverty.** In addition, the poverty rate in San Bernardino (28.2%) and Coachella (27.8%) is higher when compared to the rate for the U.S. (11.5%) and California (12.3%). **c. Household Income.** Finally, the mean household income in San Bernardino (\$50,498) and Coachella (\$49,178) is lower when compared to the U.S. (\$74,596) and California (\$86,704).

Table 1: Evidence of Low-Income Families			
	Unemployment	Poverty	Mean Household
	Rates	Rates	Income
United States	5.8%	11.5%	\$74,596
California	7.0%	12.3%	\$86,704
Coachella	14.2%	27.8%	\$49,178
San Bernardino	10.1%	28.2%	\$50,498
U.S. Bureau of Labor and Statistics (2015); U.S. Census Bureau (2010-2014).			

2. Educational Barriers. As demonstrated by the data in Table 2, the percentage of persons with a high school diploma in San Bernardino (67.7%) and Coachella (50.6%) is lower when compared to the U.S. (86.3%) and California (81.5%). In addition, the percentage of persons with a bachelor’s degree in San Bernardino (11.9%) and Coachella (4.1%) is lower when compared to the U.S. (29.3%) and California (31.0%). Finally, the percentage of persons with a Graduate or Professional degree in San Bernardino (3.7%) and Coachella (0.6%) is lower when compared to the U.S. (11.0%) and California (11.4%).

Table 2: Secondary and Postsecondary Attainment Levels (%)				
Degree	US	CA	SB	Coachella
High School Graduate	86.3	81.5	67.7	50.6
BA Degree	29.3	31.0	11.9	4.1
Graduate/ Professional degree	11.0	11.4	3.7	0.6
US Census Bureau, 2014				

B. Addressing Needs of Project Participants. In response to the emerging academic, financial, and supportive service needs of the ever growing Hispanic student (and migrant student) population, CSUSB established the Dreamers Resource & Success Center (Center) in the San Manuel Student Union—located in the heart of the San Bernardino campus and the main thoroughfare for student engagement. The Center was developed to assist students with special circumstances, such as migrant and other disadvantaged students. Olivia Rosas, Associate Vice President for Enrollment Services, is the founder of the Center. Growing up in a family of

migrant workers she understands first-hand the struggles of the farmworker lifestyle and will serve as a positive role model to program participants. Based on reported data, Ms. Rosas has found that there are no less than 600 students with special circumstances that use the Center. In order to leverage resources already allocated by the university, it is planned that the CAMP program will be housed in the Center and that no less than 60 students per year will be served by the proposed project. The *specific* needs of the project participants are based on published research conducted by Stephen Villaseñor, Ph.D, CSUSB Executive Director of Pre-College Programs and Grants. Dr. Villaseñor’s research suggests that the most viable roadmap to success for migrant students is a Postsecondary Educational Pathway (PEP) as outlined in (Figure 1). The PEP consists of four main components—access, readiness, retention, and success. The proposed, researched-based activities that address needs are outlined in Exhibit 1.

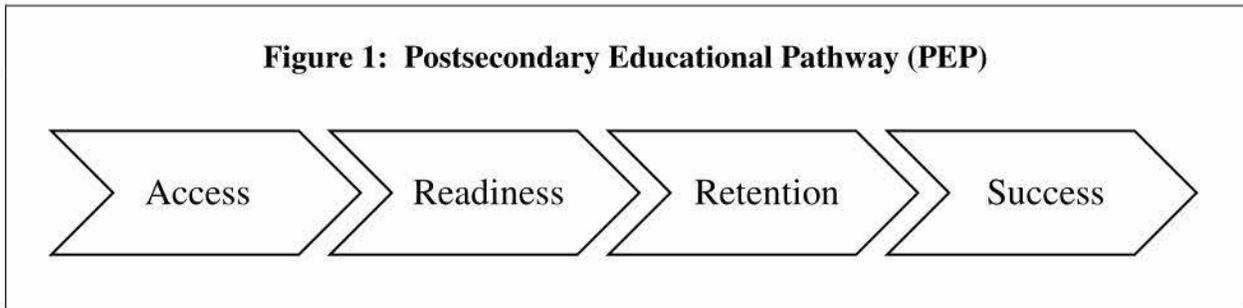


Exhibit 1: Postsecondary Educational Pathway (PEP) Activities	
Goal 1 Access:	Activity 1.1: Outreach and Recruitment Activity 1.2: Special Admissions Assistance Activity 1.3: Assistance in Obtaining Financial Aid
Goal 2 Readiness:	Activity 2.1: Financial Literacy Activity 2.2: Exposure to Cultural Events Activity 2.3: Internships Activity 2.4: Summer Bridge
Goal 3 Retention:	Activity 3.1: Tutoring and Instruction Assistance Activity 3.2: Health Services Activity 3.3: Housing Support Activity 3.4: Community Partner Referrals
Goal 4	Activity 4.1: Monitoring Academic Progress

C. Gaps and weaknesses in services, infrastructure, and opportunities. The needs in the service area are driven by identified gaps and weaknesses in services, infrastructure, and opportunities. **(1) Gaps and Weaknesses in current services.** Simply put, there are no CAMP programs in the target service area. The nearest known CAMP program at this time is located at Cal State Fullerton—no less than a 90-minute drive from the Coachella Valley. This means there is a gap/weakness in current services because there are no CAMP-like programs in the area. *a. How the gap/weakness will be addressed.* The CSUSB CAMP Program will be in a unique position to provide services to the area because there CSUSB is the only institution of higher education of its kind to have a campus in San Bernardino and a satellite campus in the Coachella Valley. **(2) Gaps in Infrastructure.** There is a glaring gap in infrastructure due to a significant lack in funding for service area school districts, particularly those serving San Bernardino and the Coachella Valley. For example, in August 2012 the City of San Bernardino made national news by becoming one of the largest municipalities ever to file for bankruptcy. As late as April, 2014, the city still faced \$17 million in back payments and penalties. This underscores the economic struggles in the region, and San Bernardino City Unified School District (SBCUSD) is not immune to such financial calamity. According to the *2013 SBCUSD Budget Review and Comparative Analysis*, “The District must take swift action with both budget cuts and negotiated concessions in order to meet its financial obligations and remain fiscally solvent (page 2)”. With the anticipated budget cuts at the district level, schools will not have the funding available to provide services. Coachella Valley Unified School District fairs no better. It narrowly avoided bankruptcy by using reserves (down from \$20.6 million to \$11.4 million—a “cushion” of about 1 year), and most recently proposed a district wide layoff of about 147 persons (or about 6% of all teachers and classified

employees). This lack of funding has translated in to fewer college readiness programs, and as a result students matriculating from San Bernardino and the Coachella Valley often need to take part in remedial education. Nationally, it has been estimated that more than one-third of first-year undergraduate students took at least one remedial course (NCES, 2013). In the CSU System, it is estimated that *at least* 50 percent of freshman require remediation in English or Math (California Legislative Analyst Office, 2014). Remedial education is not only costly but it also delays the time to graduation; and it is well known that one of the strongest predictors of postsecondary attrition are the number of developmental classes required (Hawley and Harris, 2015). *a. How the gap/weakness will be addressed.* The CSUSB CAMP Program will work with school districts to secure funding that can provide activities and support services in order to build a sustainable infrastructure in the service area that promotes a college-going mentality. **(3) Gaps in Opportunities.** There is a dearth of other, non-CAMP federal programs offered by postsecondary institutions in the proposed service area. For example, there are zero Upward Bound Math & Science, Talent Search, or other similar programs offered by CSUSB in the proposed target area. In fact, the only type of federal (TRIO) program offered by CSUSB at this time in the service area is one Upward Bound program and one Student Support Services (SSS) program. *a. How the gap/weakness will be addressed.* The presence of a CSUSB CAMP program will increase the number the number of overall sponsored programs in the area and will strengthen collaboration between CSUSB and project stakeholders. **D. Importance in Outcomes.** CSUSB's Vision Statement expresses the need for the crafting of a life transforming educational initiatives such as the CAMP program. Likewise, the university's Mission Statement emphasizes strong engagement with the vitality of the region and with the broader globally connected society. Working under the Core Values of inclusivity, integrity, respect, social justice and equity, the university is one which

sees itself as “actively seek[ing] to eliminate barriers for those who are disadvantaged and disempowered so they may participate fully in university life”. Providing direct and focused services to CAMP participants will enable the university to fulfill its mission and vision. The CAMP grant will allow CSUSB to provide a multicultural learning community whereby the campus will serve historically undereducated and low-income populations, will provide educational support to migrant and seasonal students who have the greatest need for these services, and will connect migrant students to other specialized, county services in the area.

II. PROJECT DESIGN

Table 3: Measurable goals, objectives, and outcomes.
Overall Program Outcome: Increase the number of migrant students who successfully complete the first year of college.
<u>Program Goal #1: Provide CAMP students ACCESS to an Institution of Higher Education for the purpose of pursuing and obtaining a postsecondary degree.</u>
<u>Program Goal #1a: Outreach.</u> <i>Objective:</i> Provide K-12 and community outreach and recruiting efforts in 5-10 HS, at 3 community events and at 2 CSUSB-based events annually to identify potential CAMP participants. Distribute informational resources (fliers, CAMP program interest forms) to high school counseling offices and Region VII MEP program. <i>Measurable Outcome:</i> At least 150 high school CAMP-eligible migrant students and their parents will attend the recruitment events and at least 75% of those students will fill out a CAMP interest form.
<u>Program Goal #1b: Recruitment.</u> <i>Objective:</i> Recruit at least 60 CAMP participants demonstrating academic, support services and/or financial need by the start of the summer preceding fall enrollment as first time freshman. <i>Measurable Outcome:</i> At least 80 CAMP participant applications from eligible students will be received by the CAMP office and at least 60 participants will be chosen based a rubric that measures academic, financial and other criteria.
<u>Program Goal #1c: Admissions Assistance.</u> <i>Objective:</i> Provide admission support and assistance (e.g., application support) to potential participants, who expressed the presence of special circumstances during recruitment events, through the CAMP program interest forms or through the referral from high school counselors or local MEP office. <i>Measurable Outcome:</i> 100% of individuals who received special assistance will submit an admissions application.
<u>Program Goal #1d: Financial Aid Support.</u> <i>Objective:</i> Ensure that all selected CAMP participants are completing and accepting Financial Aid in a timely manner. <i>Measurable Outcome:</i> 100% of identified CAMP participants (n=60) will complete and submit FAFSA application by August of each year and 100% of those eligible for financial aid will receive the Offer of Financial Aid.

Program Goal #2: Offer activities and support services that increase the READINESS of CAMP students to succeed in a postsecondary environment.

Program Goal #2a: Financial Literacy. *Objective:* Provide opportunities for program participants to attend at least two Financial Literacy workshops annually related to academic, personal, and career economic education. *Measurable Outcome:* At least 80% of CAMP participants will attend no less than one Financial Literacy workshop. **Program Goal #2b: Exposure to Cultural Events.** *Objective:* Provide opportunities for all CAMP program participants to attend cultural and community events and gain community service experience. *Measurable Outcomes:* 1) CSUSB will organize a minimum of two field trips each year of the grant, where CAMP project participants will travel to a cultural event, academic program, or other educational activity (university campuses, historical sites, migrant worker sponsored functions, and event centers that focus on an educational or academic themes). 100% of the CAMP participants will attend at least one of those events and at least 85% of those attending will be satisfied with the event, as measured by the event satisfaction surveys. 2) At least 80% of available new CAMP participants and their families will attend CSUSB-organized CAMP program Commencement and at least 80% of those who complete the program will attend an End-of-Year ceremony. At least 90% of those attending will be satisfied with the event, as measured by the event satisfaction. **Program Goal #2c: Opportunities to Take Part in Internships.** *Objective:* CAMP program staff in collaboration with the campus career center will put together a workshop for CAMP participants on the importance and value of internships. All (100%) of the CAMP participants will attend the workshops *or* be informed of internship opportunities available. *Measurable Outcome:* At least 30% of CAMP participants will visit the Career Center and be offered an opportunity to apply for an internship. **Program Goal #2d: Participation in Summer Bridge Program.** *Objective:* CAMP participants will be extended an opportunity to participate in the Coyote First Step Summer Program and SOAR Freshman Orientation in order to increase readiness for postsecondary rigor. *Measurable Outcome:* 100% of CAMP participants who are required to complete Early Start math courses will participate in the First Step program and complete the required math courses by the end of the summer. 100% of CAMP participants will attend SOAR Freshman Orientation. At least 85% of CAMP participants who participated in the summer program will report through satisfaction surveys that the program made them more familiar with the campus and helped them form new social circles.

Program Goal #3: Immerse CAMP students in activities and support services that are proven to increase postsecondary RETENTION.

Program Goal #3a: Tutoring or Instructional Assistance. *Objective:* Tutoring or Instructional Assistance will be provided to CAMP participants no less than three weekdays per week—taking into consideration holidays, breaks, and other school-days-off to increase student academic skill and first-year success. *Measurable Outcome:* At least 85% of CAMP participants will receive a grade of ‘C’ or better in all of their first-year classes and maintain a 2.0 Overall GPA.

Program Goal #3b: Monitoring Academic Progress. *Objective:* The Program Coordinator will review the PAWS (academic) report of each CAMP student and have a 1-1 meeting with each

CAMP student no less than once per quarter. *Measurable Outcome:* At least 80% of CAMP participants will receive C or better in all of their first-year classes, maintain a 2.0 Overall GPA, and report meeting with the Program Coordinator no less than once per quarter. **Program Goal #3c: Housing Support and Transportation Support.** *Objective:* To provide housing support for up to 12 CAMP program participants who are enrolled in residential programs and provide institutional supported transportation to program participants who have to travel between CSUSB campuses (e.g., shuttle between Palm Desert and San Bernardino campuses). *Measurable Outcomes:* 100% of students, who reside on campus will have enough funds to cover housing costs (whether through financial aid received or by funds provided through CAMP program) and 100% of students who will request transportation between campuses will be provided transportation. **Program Goal #3d: Health Services.** *Objective:* CAMP participants will have access to CSUSB Health Center Services for no cost (or low cost). *Measurable Outcomes:* All (100%) of participants will report having access to health care on their end-of-year satisfaction surveys. **Program Goal #3e: Materials/Supplies Assistance.** *Objective:* Provide textbook assistance for CAMP participants based on financial need as measure by the greatest funding gaps on student FAFSA reports. *Measurable Outcomes:* No less than 12 CAMP participants who have the greatest financial need based on FAFSA reports will receive up to \$300/annually. **Program Goal #3f: Community Partner Referrals.** *Objective:* CAMP project students will be invited to attend a community partner event (e.g., Kiwanis or Rotary Club meetings) no less than twice per quarter. *Measurable Outcome:* At least 75% of CAMP students will attend and actively participate in at least one of the quarterly partner events and at least 80% of those who attended will express satisfaction benefits from community connections.

Program Goal #4: Support migrant student SUCCESS in their first-year of obtaining a postsecondary degree and track progress of CAMP students beyond their 1st year.

GPRA Goal #1: First Year Completion Rate. *Objective:* CAMP participants will complete their first year in good academic standing. *Measurable Outcome:* 90% of all participants served annually will complete their first academic year with grades C or better in all classes and an overall GPA of no less than 2.0. **GPRA Goal #2: Persistence to Second Year.** *Objective:* CAMP participants will continue their postsecondary education into their second academic year, after completing the first academic year of college. *Measurable Outcome:* At least 85% of all participants served annually will be enrolled in CSUSB during fall semester following their first academic year and will be on a continued trajectory to successful graduation. *Data Sources/Documentation:* Student class enrollment records, transcripts and retention queries obtained in October-November (by Annual Performance Report deadline) of the year immediately following their first academic year. **Program Goal #4a: Follow-Up Support Beyond First Year.** *Objective:* All former CAMP participants will be followed up with until graduation. *Measurable Outcome:* 100% of former CAMP participants will be contacted at least twice annually until their graduation (via phone call or an email) by CAMP program staff member to determine student's progress toward timely graduation and if the student needs any additional follow-up support. 100% of students requesting additional follow-up support will

receive referrals to appropriate follow-up services. **Program Goal #4b: Overall Program Satisfaction.** *Objective:* CAMP program in collaboration with the project's external evaluator will create and administer to all students a CAMP program expectation surveys (pre and post) to measure CAMP students' beliefs and perceptions about the usefulness of the program and specific needs as related to their first year of college. *Measurable Outcome:* 1. Number of students perceiving that CAMP program can be useful/extremely useful in helping them navigate their first year of college will increase by 10% or will be maintained at 90% of students from pre to post survey. 2. At least 85% of students will report that they are overall satisfied/extremely satisfied with their CAMP program experience.

B. Proposed project is appropriate to and will successfully address needs. The above goals, objectives, and outcomes were selected to carefully align with the Postsecondary Education Pathway that links research-based activities to the aforementioned data-supported participant needs. **C. Linkages with agencies and organizations.** Partnerships and close collaboration with similar programs and agencies will ensure that CAMP participants will receive services in compliance with Section 418A(d) of the reauthorized Higher Education Opportunity Act. A Resource Guidebook that includes the following resources and more will be developed and available to CAMP students. **1. University Programs**—The CAMP project will be integrated into the Division of Student Affairs through Enrollment Services—this area includes Admissions, Financial Aid, Registrar, Housing, Campus Life, Health and Wellness Center, Advising, and Athletics. Coordinated efforts between the departments are in place for access by CAMP participants. CAMP staff will coordinate workshops with these different offices designed specifically for CAMP participants. The Financial Aid Office will work with CAMP staff to maximize award packaging. **2. State Resources**—CAMP staff will work with individuals such as Myra Sanchez from the Office of Migrant Education in Riverside County to leverage additional resources for CAMP students such health care, scholarships, and economic opportunities. **3. Federal Resources**—Federally funded Upward Bound (UB), Student Support Services (SSS) and EOP are also part of enrollment services and will coordinate efforts with

CAMP staff to outreach to migrant and seasonal high school eligible students for inclusion into the CAMP program. Furthermore, eligible CAMP students may participate in the SSS and EOP programs. **4. Off-Campus Programs and Organizations**—CAMP staff will work with Sheila Thornton from the Coachella Valley Economic Partnership and partner with Boys and Girls Clubs, Kiwanis, Rotary, and other community organizations for recruitment efforts and providing financial aid assistance to potential CAMP participants. A Partnership with the League of United Latin American Citizens (LULAC) Councils in the region will be developed to outreach to students and parents as well as provide scholarship information through their educational programs. **D. Increasing efficiency in the use of time, staff, money, or other resources.** CSUSB will augment to its current infrastructure a set of innovative, sustainable uses of technology and open educational resources. The end result will be lowering the CAMP per-participants cost while not only maintaining but improving program components. **1. Innovative and Sustainable Use of Technology:** CAMP will utilize Google Apps for Education. Such apps are **Secure** (SSAE 16 Type II audited. Data is private and secure, with 99.9% uptime and best in class disaster recovery at no charge), **Open** (Extensive APIs and support of open industry standards lets Google Apps easily integrate with existing IT systems), **Free** (for students, faculty, and staff and **Collaborative** (Real-time collaboration across operating systems without attachments). The proposed project will use cloud computing via **Google Docs** in order to share documents between students, staff, and other project stakeholders. **2. Innovative and Sustainable Use of Open Educational Resources:** In order to increase the efficiency of project resources, the Coordinator will work the CSUSB Division of Information Technology, at no additional cost to the project, to setup innovative and sustainable educational technology strategies that significantly improve student learning. Brightstorm.com and Khan Academy are

but two examples of such available resources. **a. Brightstorm.com** offers free resources, including access to over 2500 math and science instructional videos covering topics in Mathematics, Biology, Chemistry and Physics. Students can use videos as a supplement to tutoring—this will be more efficient because tutors can engage students at a more advanced level and not have to repeat certain materials. **b. Khanacademy.org** is a website with resources available completely free of charge and includes videos from various academic disciplines. Resources also include practice exercises, a complete custom self-paced learning tool, dynamic system for getting help, and a custom profile complete with points and badges to measure progress. **E. Proposed project is supported by strong theory.** Each of the activities and support services described herein are based on strong theory. For example, some activities are based on High Impact Educational Practices that have been widely tested and have been shown to have a positive, broad-reaching impact (Kuh, 2008). Other activities are based on research from Tinto (1999), where it was found that retention is greater, especially for 1st-year students, when they participated in CAMP (learning) communities. Moreover, students who participate in proposed CAMP activities exhibit significantly higher levels of involvement, interaction, integration, and experience greater gains in learning than students not involved in a cohort (Pike 1999). Having a peer support network and membership in affinity organizations also played a contributing factor to the retention (for Hispanic students in particular) (Cerezo and McWhirter, 2012). Finally, CAMP (learning) communities are positively related to student success (Zhao and Kuh, 2004) and promote higher retention rates, (Lenning and Ebers, 1999).

III. PROJECT SERVICES

I. Professional development. One of the priorities identified in the Division of Student Affairs Strategic Plan is the professional development of all staff, thus CAMP staff will be able to take

advantage of professional development offered through the department, campus, community, and/or the Federal Department of Education, as noted in Table 4.

Table 4: Professional Development for CAMP Staff				
<i>Activity</i>	<i>Agency</i>	<i>Offerings</i>	<i>Duration</i>	<i>Improvements</i>
CAMP Training	U.S. Dept of Ed.	Updates from the Office of Migrant Education, APR Assistance, Budget	Annually for 3 days	Enhance skills for program management
National CAMP Association	Migrant Offices of Education and peer colleagues.	Offering updates and best-practices for CAMP Projects	Annually for 3 days	Enhanced knowledge of best practices
CSUSB Retreats	Consultants, internal offices.	Professional and personal development.	Annual for 1 day	Enhanced understanding strategic plans

B. Focusing on those with greatest needs. After receiving applications through the outreach and recruitment process, the Coordinator will initially screen each application to determine whether students meet federal administrative requirements as outlined in (34CFR§206.3). Then, eligible student applications will be reviewed by a CAMP Selection Committee. The committee membership will include the Director, Coordinator, at least one other member of the Student Affairs Divisions not affiliated with CAMP (e.g., Director of Financial Aid), and at least one community representative. The committee will discuss and score applications and supporting materials. A rubric with a maximum score of 100 points will be created with areas such as (potential) First Generation status, financial need, academic need, desire & potential to pursue a postsecondary education, and interview. The committee will then rank the applications and approve participants from highest to lowest score. In the event of a tie, the applications will be approved in the order in which they were received, based on the application time stamp. **C. Improvements in the achievement of students.** CAMP participants will enter into and complete credit bearing courses designed to include the necessary, faculty-approved student learning outcomes that are consistent with the university’s rigorous academic standards. In order

to ensure that participants are meeting these standards, and to prevent participants from being put on academic probation, CAMP staff will work with faculty in courses where participants are enrolled so that a six-week and twelve-week progress report can be provided to CAMP staff for review. These progress reports will act as an early alert system and serve as a first warning of academic struggles for the participant. Participants that are struggling will meet with the Program Coordinator in order to create an improvement plan specific to that student's struggles. If necessary, the improvement plan may include participation in additional CAMP activities (eg, tutoring) and/or a referral to other departments (eg, Math and Science Student Success Center). Improvement plans will include weekly meetings with the Coordinator and assignment of a peer mentor. In the most drastic of circumstances, holds are placed on the participant's registration until the improvement plan is completed and the participant demonstrates adequate progress. In an effort to mitigate academic struggles and further increase the likelihood that services lead to student improvements in academic achievement (measured against the aforementioned faculty-developed student learning outcomes that meet rigorous academic standards), CAMP participants will attend a required Summer Bridge. This program runs approximately 6 weeks and includes immersion in Coyote 1st Step and SOAR. Student will receive academic instruction and attend a comprehensive student to prepare them for the rigors of postsecondary rigor During Summer Bridge, the Coordinator will develop a 4-year plan with each student that serves as a roadmap for their college education. Summer Bridge will include additional instruction and/or workshops covering topics such as time management, text anxiety, and how to read/interpret a college text. CAMP staff will liaison with Undergraduate Advising to confirm that CAMP participants are not enrolled with an overwhelming course load for the upcoming Fall Quarter.

IV. QUALITY OF PERSONNEL

A. Project Director. Following is a description of the Co-PIs, Project Director (Exhibit 2), and other Key Personnel (Exhibit 3), including qualifications (education) and training/experience.

Exhibit 2: Project Director
Bibiana Díaz, M.A., PhD; Project Director (Full-Time Faculty, 10% dedicated to project)
Education: Dr. Bibiana Díaz holds a Bachelors of Arts in Journalism, a Masters degree in Latin Literature and Linguistics from California State University, Long beach and a PhD from the University of California at Irvine in Latin American Culture and Theater with an emphasis Gender and transnational cultural fields.
Work Experience: Dr. Díaz has extensive experience in community outreach. In her daily pedagogical practice, Professor Díaz is an advocate for migrant students and their families. It was through her engagement with migrant students, precisely, that the idea of a CSUSB CAMP grant proposal first took form. Outside of the classroom, as the Director of <i>Acto Latino Student Theater Group</i> , she has worked tirelessly with first generation college students at CSUSB (many of whom are migrant workers or are children of migrant workers), so as to produce theater plays by El Teatro Campesino (Migrant worker Theater), a theater company which touches on the themes of life in the fields and workers’ rights. With this theater group, Dr. Díaz has been able to do outreach and migrant rights forums through performances at other CSUs (Long Beach and San Diego) as well as in high schools and community halls from the local San Bernardino region. She will serve as Outreach and Recruitment Advisor for the program. Before entering academia, Dr. Díaz also served as interpreter and advocate for Spanish-speaking migrant patients attempting to gain Workers’ Compensation for injuries incurred on the job, at Ibero American Ontario Orthopedic clinic.
Training: Dr. Díaz has attended training in OPI (Oral Proficiency Interview) tester training from ACTFL and Middlebury College. She also has training in translation and interpretation from the UCLA. She has taken and imparted numerous pedagogy-focused workshops throughout her career. Her theater experience, as a practitioner and facilitator of collective theater organization, has also been developed through participation in world-renown workshops in both Bogotá, Colombia and Cádiz, Spain (at the Annual International Theater Festival).
Intangibles: Dr. Díaz knows first hand about the experience of migration. She moved to the US from Colombia as a young adult. She had to learn English while working full time before being able to gain access to a Masters and then doctorate level education. She is therefore quite sensitive to the unique characteristics and needs of the migrant farmworker population.
Exhibit 3: Other Key Personnel Descriptions
Program Coordinator (Exempt, 1.0 FTE, 100% dedicated to project)
Education: Bachelor’s degree in Education, Counseling, Social Sciences, or other related field. A Master’s Degree is preferred.

Work Experience: The Program Coordinator must demonstrate a minimum of two-years proven success in working with CAMP or similar programs. Must have experience with recruiting students, pupil records management/training, preparing workshops, coordinating student services, working with parents, strong organizational, management, leadership, interpersonal, oral and written communication skills are required. Must demonstrate work experience with or the ability to develop, participate, and facilitate activities listed in narrative.

Identified Candidate: Maria obtained her bachelor's degree in Communication Studies with a concentration in Human Communication and a Minor in Intercultural Communication from Cal State University, San Bernardino. As a recent CSUSB graduate from an underrepresented group and the first in her family to attend and graduate from college, Maria understands the challenges students face as they enroll at the university. She is familiar with the population we strive to serve through the CAMP grant. Maria speaks both English and Spanish, a skill that will prove extremely beneficial in her work with migrant families. Furthermore, Maria has cultivated relationships with other departments on campus that will serve as allies to the migrant students.

Olivia Rosas, M.A., Co-Principle Investigator, AVP of Enrollment Services
(MPP, Exempt, 1.0 FTE, 5% dedicated to project)

Education: Ms. Rosas is a graduate of Indio High School (in the Coachella Valley) and received a Bachelor of Arts in Psychology, Chicano Studies and Spanish from the University of California Riverside and a Masters degree in Education with a concentration in Educational Counseling.

Work Experience: Ms. Rosas has been in higher education for over 30 years and has held various positions in the Division of Student Affairs. Under her leadership, CSU San Bernardino has witnessed record student enrollments, increased financial aid and scholarships and the development of programs to assist students from the point of interest to enrollment. She also has collaborated with local school districts to promote college access college readiness.

Intangibles: Ms. Rosas has been an advocate for students throughout her career and continues to be of service to families across Riverside and San Bernardino counties. Recently, Ms. Rosas co-funded a DREAMers Center at the university to provide support services to undocumented students. The oldest daughter of migrant workers, Ms. Rosas knows first-hand the challenges faced by migrant students and she is the first in her family to attend and graduate from college and had a positive influence on her siblings (also college graduates), students and colleagues.

Volunteer(s)

(non-exempt, Part-Time, not to exceed 20 hours per week, 100% dedicated to project)

Education: There are no minimum education qualifications for a Volunteer position. However, Volunteers must demonstrate the desire and capacity to work with low-income, traditionally underrepresented students in the service area.

Work Experience: There are no minimum work experience qualifications for Volunteers. However, Volunteers will preferably be parents of current program participants, previous CAMP participants, or participants from other programs.

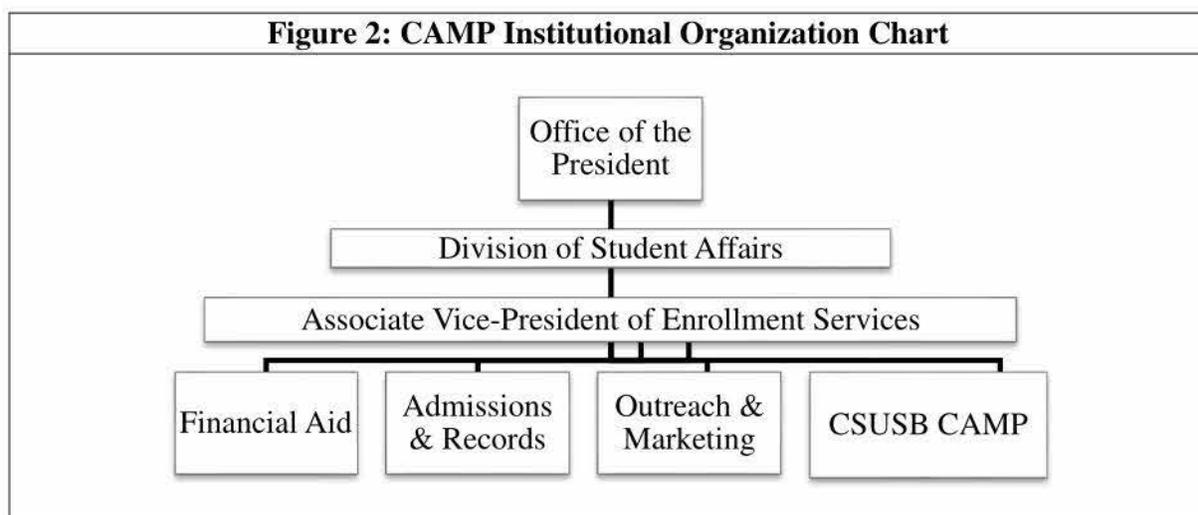
Training: Within the first 30 days of being hired, Volunteers will receive FERPA training, review CAMP goals/objectives, and attend training workshops (eg, mandated reporting).

Tutor(s)

(non-exempt, Part-Time, not to exceed 19 hours per week, 100% dedicated to project)

Education: Tutors must be currently enrolled in an Intuition of Higher Education and making satisfactory progress towards earning a post-secondary degree.
Work Experience: Tutors must have previous experience with tutoring and MUST have an overall GPA of 3.0 in the subject matter in which they will tutor.
Training: Within the first 30 days of being hired, Tutors will receive FERPA training, review CAMP goals/objectives, and attend training workshops (eg, effective tutoring techniques).
Student Assistant(s) <i>(non-exempt, Part-Time, not to exceed 20 hours per week, 100% dedicated to project)</i>
Education: Student Assistants must be currently enrolled at CSUSB and making satisfactory progress towards earning a post-secondary degree.
Work Experience: Student Assistants must have previous experience with working in an office environment or demonstrate an aptitude, willingness, and ability to learn such skills.
Training: Within the first 30 days of being hired, SAs will receive FERPA training, review CAMP goals/objectives, and attend training workshops (eg, front office etiquette).
Instructor(s) <i>(Special Consultant, Part-Time, Per Diem, 100% dedicated to project)</i>
Education: An Instructor must possess a Bachelor’s degree with a major that is related to the subject area the instructor will be teaching. A Master’s degree and credential, is preferred.
Work Experience: An Instructor must have at least one year experience with teaching in a classroom environment. Experience teaching similar CAMP groups is preferred.
Training: Within the first 30 days of being hired, Volunteers will receive FERPA training, review CAMP goals/objectives, and attend training workshops (eg, classrooms technology).

V. MANAGEMENT PLAN



A. Infrastructure for achieving the objectives on time and within budget. 1. Org Chart.

As outlined in **Figure 2**, CAMP will be located within Enrollment Services in the Division of

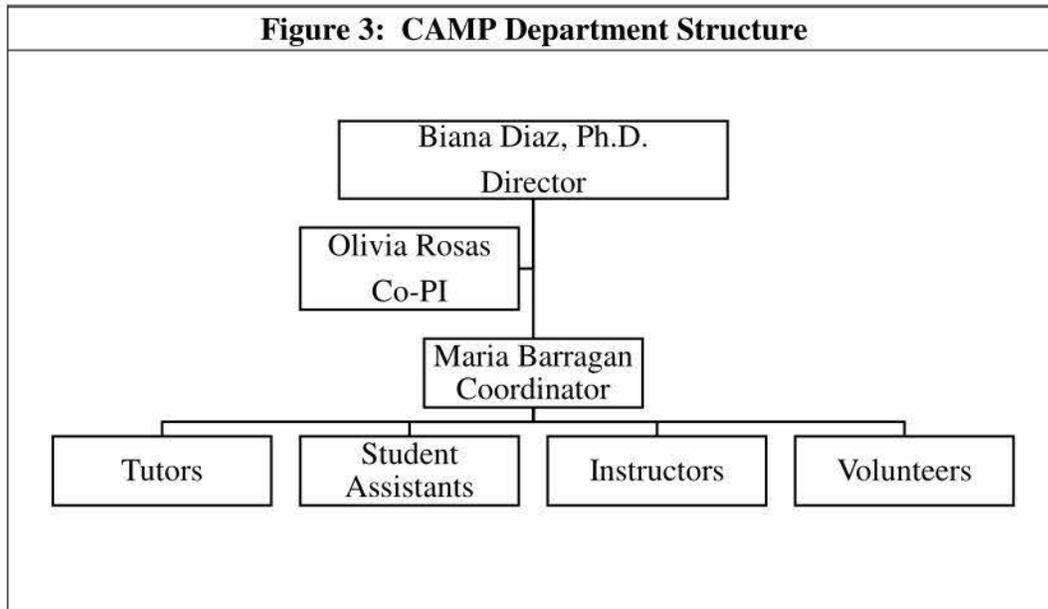
Table 5: Milestones	
Pre-Admission	<ul style="list-style-type: none"> • CAMP cohort identified and selected • All students receive application assistance • Comprehensive financial aid offers are estimated for all participants
Summer Bridge	<ul style="list-style-type: none"> • Pre-tests place students in proper academic enrichment courses • Post-tests demonstrates increase in CAMP participant aptitude and ability to success in postsecondary instruction
During Each Quarter	<ul style="list-style-type: none"> • Students enroll in a manageable course load • Mid-term grade checks reveal satisfactory progress • Students are connected to peer mentor • Students complete courses with passing grades
End of 1 st Year	<ul style="list-style-type: none"> • Students reports successfully completing freshman coursework with passing grades • Recognition ceremony is conducted to demonstrate program success. • Follow-up contracts are implemented
2 nd Year and Beyond	<ul style="list-style-type: none"> • Students are monitored for progress towards a postsecondary degree • Students participate as peer mentors to incoming cohorts • Students graduate

Student Affairs. The Associate Vice-President of Enrollment Services (AVP) will have direct oversight of CAMP and will provide progress reports to the Vice-President of Student Affairs regarding goals and objectives. The Program Coordinator will manage other CAMP staff, programming, and operations, and will be assisted by the Director with executing project activities and support services as outlined in this narrative. **2. Financial Management.** The fiscal agent for the project will be The University Enterprises Corporation (UEC), an auxiliary of CSUSB. The UEC will assign a Research Assistant to the CAMP project, and together the Director, Coordinator, and Research Assistant will ensure that all project expenditures are reasonable, allowable and allocable, and comply with all state, local, federal laws, and rules and regulations. **3. In order to ensure the project is on time and within budget,** the Director, Program

Table 6: Timeline	Staff Assignment	Activity Location	During Quarters	2 nd Year and Beyond	Summer Session
Activity 1.1 Recruit	D/C	B	X		+
Activity 1.2 Admit	C	B	X		+
Activity 1.2 Fin Aid	C	B	X	X	+
Activity 2.1 Fin Lit	C	B	X	X	+
Activity 2.2 Trips	C	B	X	X	+
Activity 2.3 Internships	C	MC	X	X	+
Activity 2.4 Summer	C	MC	+		X
Activity 3.1 Tutoring	C	B	X	X	+
Activity 3.2 Health	C	MC	X	X	+
Activity 3.3 Housing	C	MC	X	X	+
Activity 3.4 Community	D	B	X	X	+
Activity 4.1 Progress	C	MC	X	X	+
Activity 4.2 Ceremony	D	MC	X	X	+
'X'—activity takes place; '+'—the collection/evaluation of data. Staff Key: D=Director. C=Coordinator. MC=Main Campus, PDC=Palm Desert Campus, B = Both.					

Coordinator, and CO-PI will review budget reports and timelines on a monthly basis. This includes reviewing G5 balances and encumbered expenditures, and forecasting anticipated expenses to ensure the projected year-end balance is positive. In addition, they will work to ensure that federal reports are accurate and submitted on-time. **4. Clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.** Table 5 reflects the project milestones. Meeting these milestones ensures the project is completing the required CAMP goals, objectives, and measurable outcomes in a timely manner. Table 6 reflects the annual timeline for proposed activities, including the staff assignment and activity location. **B. Ensuring feedback and continuous improvement.** The proposed project will include quantitative, qualitative, and

anecdotal evaluation measures to allow for continuous program feedback and improvement. In order to accomplish this, the Director will select evaluation data—and feedback from a diversity of perspectives in Part D of this section—and other topics for discussion during a quarterly review meeting. CAMP staff meet once per week and will have a chance to submit their own agenda topics one day in advance of the meeting in order to address other concerns. Surveys as noted in the evaluation section will capture participant feedback. **C. Appropriate/adequate staff to meet the objectives of the proposed project.** **1. Personnel Management.** CAMP staff will consist of a Director (10% dedicated), Co-Principle Investigator (10% dedicated), Program Coordinator (100% dedicated), Part-Time Tutor(s), Part-Time Student Assistant(s), Instructors, and Volunteers (FTE varies). Altogether, CAMP personnel working in concert with external partners will provide appropriate and adequate staff to meet the objectives of the project.



VII. ADEQUACY OF RESOURCES

A. Support from the applicant organization. The Co-PIs have received assurances from the CSUSB Associate-Vice President of Enrollment Services, Vice-President of Student Affairs, and President, that the university will provide dedicated office space, including furniture, fixtures;

resources from offices such as Admissions and Recruitment, Financial Aid, Services to Students with Disabilities, Coyote Peer Advisors, Career Center, Student Support Services, EOP, and others. **B. Partner Commitments.** Letters of support from partners such as the Office of Migrant Education in Riverside County and the Coachella Valley Economic Partnership have been secure in order to confirm the commitment leveraged resources. **C. Reasonable Costs of proposed projects and D. Number of persons served.** The proposed project will serve no less than 60 students per year. With an average expenditure per student of less than \$7,083 it was determined by the Co-PIs and project stakeholders that costs are reasonable in relation to the objectives and scope of the project, based in part on per-student expenditures of other federally sponsored programs. For example, the average expenditure per student for an Upward Bound grant—which has similar goals and objectives to the proposed project—is approximately \$4,166 per student. However, Upward Bound does not include support for housing, tuition, books, transportation, and other postsecondary related expenses. In addition, the costs are reasonable because of the broad scope of the project—considering that the applicant proposes to provide services at a wide service area; thus exposing the CAMP well beyond the campus boundaries. It is anticipated that CAMP will be known to many and that the college-going culture will have residual effects on non-program participants. **E. Continuing activities and support services beyond the project period.** Dr. Brian Haynes, CSUSB Vice-President of Student Affairs, has provided assurances to the Co-PIs that there is a significant likelihood that program components will continue or even expand beyond the grant period through the already established Center. Additionally, the Center personnel will continue to explore funding from non-federal resources, including working with University Advancement to pursue external resources from Foundations, private donors, alumni, and others.

VI: PROJECT EVALUATION

A. Methods of evaluation are thorough, feasible, and appropriate. The methods of the evaluation will include the use of objective performance measures that are directly related to the intended measurable outcomes of the CSUSB CAMP program and will produce quantitative and qualitative data to assist in the process of making data-driven decisions for program modification and improvement. Each GPRA goal and program goal/objective has at least one or more measurable outcomes to assess progress and goal attainment. The evaluation of CSUSB CAMP program will seek to answer the following questions: “Is the program achieving its goals?” and “How well is the program being implemented?” If the answer to either of these questions is “not well enough,” the evaluation will focus on determining the following: (1) *Why not?* (2) *What needs to change?* (3) *Who is responsible for making the change(s)?* and (4) *How will the effect of these changes be monitored/tracked?* To best answer these questions, the evaluation will use a multi-faceted approach, including the use of multiple measures and sources of data. **Evaluation measures:** The project evaluation will be conducted by the project’s external evaluator (Key Data Systems) in collaboration with CSUSB Office of Research. The table presented below demonstrates the alignment between the evaluation plan and the goals/objectives and outcomes in the project design.

Table 7: Evaluation Outcome Indicators

Note: Each Outcome Indicator is related to a respective Measureable Outcome as noted in Table 3 (page 6 of this narrative). For example, Outcome Indicator 1a is related to Measurable Outcome 1a; Outcome Indicator 1b to Measurable Outcome 1b, and so on.

Program Goal #1: ACESS

Outcome Indicators 1a: Number of recruitment events conducted, event sign-in sheets (# of attendees), number of CAMP interest forms filled out by potential students during recruitment events, CAMP interest forms received from MEP and/or high school. **Outcome Indicators 1b:**

Number of applications to the CAMP program from eligible students, number of selected participants. **Outcome Indicators 1c**: Number of admission consultation appointments, program coordinator notes from the meetings, number of completed admissions applications for students who received admissions support. **Outcome Indicators 1d**: Copy of financial aid application for each student, copy of award letter (both of which will be maintained in permanent student files).

Program Goal #2: READINESS

Outcome Indicators 2a: Number of flyers to financial literacy events, review of sign-in forms from financial literacy workshops to determine the number of CAMP participants attending.

Outcome Indicators 2b: Event flyers, sign-in sheets (to determine the number of CAMP students attending), event satisfaction surveys. **Outcome Indicators 2c**: Event flyers, sign-in sheets, copy of career center counseling notes, # of CAMP students who applied for and were offered an internship. **Outcome Indicators 2d**: Math and English placement exam scores for all CAMP students to be reviewed by program staff, confirmation that students, whose scores indicate the need for the First Step program have signed up for and were accepted to participate.

Program Goal #3: RETENTION.

Outcome Indicators 3a: CAMP student course grades, overall GPA data obtained from Student Information System (PAWS report), academic advisor/counselor reports, and performance evaluation forms completed by tutors after tutoring sessions. **Outcome Indicators 3b**: Student course grades, overall GPA data obtained from Student Information System (PAWS report), academic advisor/counselor reports, academic progress form completed by the CAMP program coordinator after each meeting. **Outcome Indicators 3c**: Financial Aid disbursement forms, receipts of paid housing fees, intra-campus shuttle request form. **Outcome Indicators 3d**: Student end-of year program satisfaction surveys, Health Center records, referral forms. **Outcome Indicators 3e**: CAMP textbook assistance application forms, textbook receipts from each student who received textbook assistance support. **Outcome Indicators 3f**: Event flyers, invitation emails, event sign-in sheets, student self-reported engagement with community partners, student satisfaction surveys with community partner collaboration.

Program Goal #4: SUCCESS

GPRA # 1 Outcome Indicators: Student course grades, overall GPA data obtained from Student Information System (PAWS report), transcripts, final academic progress reports completed by CAMP program coordinator at the end of each student's first year. **GPRA # 2 Outcome Indicators**: Student class enrollment records, transcripts and retention queries obtained in October-November (by Annual Performance Report deadline) of the year immediately following their first academic year. **Outcome Indicators 4a**: Contact logs, student emails, and referral forms to additional services. **Outcome Indicators 4b**: CAMP Program Student Expectation and CAMP Program Student Satisfaction surveys.

B. Performance feedback and periodic assessment of progress. Both implementation and outcome data will be collected and analyzed to determine the impact of the CAMP program.

Formative reports will be generated at mid-year and end-of-year to provide timely feedback that can be used to improve the program. Annual Performance Reports will be generated and submitted in November of each year, for each cohort of completers. A Final Performance Report will be submitted upon program culmination. **Data Collection Timeline:** The table below outlines the data collection timeline.

<u>Measure</u>	<u>Frequency of Collection</u>	<u>Goal Alignment</u>
Student Records: grades, overall GPA, financial aid docs	Quarterly	1d, 3a, 3b, GPRA 1 & 2
CAMP program interest cards, CAMP applications.	Ongoing	1a, 1b,
Recruitment events docs: flyers, sign-in sheets	Ongoing	1a, 1b,
Financial Literacy event docs: flyers, sign-in sheets	Ongoing	2a
Cultural Event docs: flyers, agendas, sign-in sheets	After each event	2b
Intern. Opportunity docs: flyers, agendas, sign-in sheets	After each event	2c
Summer Bridgedocs: confirmation letters, course completion confirmation	Summer before first year	2d
Health Services: referrals and health center records (within HIPPA guidelines)	Ongoing	3d
Follow-up Support: contact logs, records of follow-up referrals and services provided	Ongoing until graduation	4a
Student Program Expectation Survey	BOY	4b
Student Program Satisfaction Survey	EOY	4b

Data Collection and Storing Procedures: Some of the student performance measures will be collected through the existing student records kept in the CSUSB student information system (course grades, GPA, enrollment records, confirmation of financial aid awards, etc). The project external evaluator has a data sharing agreement in place with the CSUSB Office of Research to be able to use student records and perform statistical analysis for the sake of this project and ensures confidentiality/password protected security. The project external evaluator will work with the CSUSB Office of Research to identify a comparable non-equivalent sample of CSUSB freshman matched to CAMP participants on import demographic characteristics to perform a group comparison analysis on the effect of CAMP program on first year academic outcomes and

persistence to second year. Other data sources and documents used for this evaluation will include CAMP program interest cards, CAMP program applications, financial aid award letters, CAMP program event sign-in sheets, event flyers, tutoring notes, academic monitoring performance reports, etc. These files will be kept either in CAMP student files or in the CAMP program files at the CAMP Program office. The external evaluator will verify the existence of these documents qualitatively and will create an EXCEL or ACCESS database to keep track of these documents quantitatively. Separate spreadsheets will be created to track the number of interest cards and CAMP applications, attendance at CAMP related events and the number of CAMP events conducted annually. CAMP Program Expectation and CAMP Program Satisfaction surveys will be created by the project external evaluator in collaboration with the CAMP program coordinator. The surveys will assess the experiences of the students, as they relate to the project and supports provided by the CAMP program. Program external evaluator has an extensive experience with creating survey instrument and assessing their psychometric properties. All data collection instruments will be assessed for reliability using Cronbach's alpha. Survey instruments will be offered in either scan sheet formats or using an online survey software to decrease potential error in data entry. Data collection instruments will be barcoded with unique pseudo IDs assigned to each participant by the external evaluator. This will allow for linking of different sources of data together. Survey data will be collected, organized and analyzed by the program external evaluator. **Reporting of Findings and Data-Driven Decision Making:** Key Data Systems (KDS) in collaboration with the CSUSB Office of Research will perform data analysis and interpretation, assist with generation and submission of the annual performance and the final report to the Department of Education, present the evaluation results, and work with program staff and stakeholders to make data-driven decisions about program

improvement. At regular intervals, the program coordinator and the evaluator will meet to discuss where the data point and what should be done. Modifications will be made to meet the needs of the program participants. Additionally, data will allow for an examination of which aspects of the project are more or less effective. **C. Evidence of promise. Data Analysis and Design:** The CAMP program research design will employ a matched comparison non-equivalent group design that would allow for group comparisons of CAMP students and CSUSB freshmen, who did not participate in the program. Additionally, CAMP student outcomes will be compared between the five different cohorts served under the grant to determine how the program is progressing in its ability to improve student outcomes. Student outcomes assessed in this analysis will include control and CAMP students' first year course grades, GPA, completion of first academic year and persistence to second academic year variables. Control sample will be selected by matching CSUSB freshman to CAMP students on several demographic characteristics: ethnicity, primary language, gender and socioeconomic variables. Additionally, baseline equivalence analysis will be conducted on the CAMP and control participants to assure that both groups had comparable initial academic performance, as measured by English and math initial placement test scores. Mean differences on student outcomes will be calculated using independent sample t-tests. To be considered statistically significant, the relationship must have an alpha level less than .05 (i.e., $p < .05$). In addition to tests of significance, effect sizes will be calculated, where appropriate, to assess the magnitude of the project's impact. To calculate the effect sizes, the difference in means between the CAMP and comparison group outcomes will be calculated and divided by the pooled standard deviation. What Works Clearinghouse (WWC, 2014) guidelines for effect size interpretation will be used to determine if the CAMP program effect is substantively important.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.



DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

JUL 18 2013

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@psc.hhs.gov

Diane Trujilo
Director, Sponsored Programs Administration
California State University, San Bernardino
University Enterprises Corporation
5500 University Parkway
San Bernardino, CA 92407-2397

Dear Ms. Trujilo:

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

An indirect cost proposal together with required supporting information must be submitted to this office for each fiscal year in which your organization claims indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 06/30/15 is due in our office by 12/31/15.

Sincerely

(b)(6)

Arif Kajim, Director
Division of Cost Allocation

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL OR FAX

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:	DATE:06/20/2013
ORGANIZATION:	FILING REF.: The preceding
Calif State Univ, San Bernardino	agreement was dated
University Enterprises Corporation	04/03/2008
5500 University Parkway	
San Bernardino, CA 92407-2397	

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	06/30/2013	43.00	On-Campus	All Programs
PRED.	07/01/2013	06/30/2016	44.50	On-Campus	All Programs
PROV.	07/01/2016	06/30/2017	44.50	On-Campus	All Programs

*BASE

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

ORGANIZATION: Calif State Univ, San Bernardino University
Enterprises Corporation
AGREEMENT DATE: 6/20/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

This organization charges the actual cost of each fringe benefit direct to Federal projects. However, it uses a fringe benefit rate which is applied to salaries and wages in budgeting fringe benefit costs under project proposals. The following fringe benefits listed below are treated as direct costs:

TREATMENT OF PAID ABSENCES

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

DEFINITION OF EQUIPMENT

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

The following fringe benefits are treated as direct costs:

FICA, SUI, HEALTH/LIFE INSURANCE, WORKERS COMPENSATION, AND RETIREMENT.

ORGANIZATION: Calif State Univ, San Bernardino University
Enterprises Corporation
AGREEMENT DATE: 6/20/2013

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:

Calif State Univ, San Bernardino University Enterprises
Corporation

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Jeffrey Thompson

(NAME)

Associate Provost of Academic Research

(TITLE)

8/5/2013

(DATE)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

6/20/2013

(DATE) 0176

HHS REPRESENTATIVE: Jeanette Lu

Telephone: (415) 437-7820

Rosa Olivia Rosas

PROFILE SUMMARY: Highly motivated administrator with over 25 years of experience in higher education. Goal-oriented individual with excellent communication skills. A team player and collaborator with proven track record of success in the areas of enrollment, staff development and project management. Seasoned professional committed to working with and serving academically striving students, educational constituencies and campus communities.

EDUCATION

Master of Arts, Counseling and Guidance, 1995, California State University, San Bernardino, California

Bachelor of Arts, Psychology, Spanish and Chicano Studies, 1985, University of California, Riverside, California

PROFESSIONAL EXPERIENCE AND ACHIEVEMENTS

MAR 2010 – PRESENT: Associate Vice President, Enrollment Management, California State University, San Bernardino.

- Provide leadership and support to all enrollment management units within the Division of Student Affairs and direct responsibility for the departments of Admissions, Student Recruitment and Visitor Services, Financial Aid and Scholarships, University Registrar, Pre-College Programs and Grants (Upward Bound and Gear Up).
- Responsible for ensuring that all aspects related to student services from the point of interest to enrollment are in place and that best practices are implemented.
- Oversee operational budget of over six million dollars and supervision of 100+ employees.
- Work closely with departments throughout the university and campus community to ensure services to students are not compromised.
- Consistent success in meeting or exceeding campus enrollment target for the university.
- Collaborated with Academic Affairs and successfully obtained approval from Chancellor's Office to declare campus impactation.
- Work closely with Provost and Enrollment Management Team to ensure student access and success are top priorities.
- Serve on system-wide and campus committees and chaired various university recruitments.

MAY 2002 – FEB 2010: Director, Admissions and Student Recruitment, California State University, San Bernardino, California

- Developed and implemented a successful university recruitment and marketing plan to identify, attract, admit and enroll a diverse student body to include traditional freshman, transfer students, and international students.
- Conducted on-going strategic planning, data gathering and outcomes to evaluate the effectiveness of recruitment and marketing plan.
- Worked with AVP of Enrollment Services and IR Director to establish and project enrollment goals while also developing benchmarks to measure the effectiveness of recruiting programs.
- Collaborated with Enrollment Task Force members and campus community to develop a vision and plan for improving the academic profile of entering students.
- Supervised and guided the recruitment and admission of undergraduate students to the university.
- Built both informal and formal networks with campus departments and relevant community groups and individuals.
- Managed the evaluation and processing of admission applications.
- Handled personnel, budgetary, and operations issues for a department composed of 30 professionals and staff, along with numerous student assistants.
- Engaged in territory management of a cultural and ethnically diverse area while coordinating respective recruitment campaigns.

- Proposed needed adjustments and changes in the enrollment management plan to ensure the plan's effectiveness.
- Assisted in meeting the established recruitment and enrollment goals and objectives.
- Developed recruiting materials such as viewbook, DVD and promotional materials to better position CSUSB.
- Utilized technology tools to enhance recruitment, applicant profile and enhance yield.
- Monitored and addressed issues related to PeopleSoft that may compromise our ability to meet enrollment target.
- Worked closely with AVP and other Enrollment Managers on conversion strategies for new and continuing students.
- Met with team leaders regularly to address daily operation issues in the areas of recruitment, admissions and evaluations, customer service, tours and events.

SEP 2001 – APR 2002: Interim Director, Admissions and Student Recruitment, California State University, San Bernardino, California.

- Responsible for the development and implementation of the university's recruitment and marketing plan.
- Worked with recruitment and admissions staff to identify, attract, admit and enroll a diverse student population including undergraduate, graduate and international students.
- Developed a comprehensive evaluation plan, establish enrollment goals, and collaborate with various constituencies on and off campus to improve the services of student we serve.
- Managed personnel, budget and office operations.

AUG 2000 – AUG 2001: Assistant to the Associate Vice President (AVP), Enrollment Management, California State University, San Bernardino, California.

- Responsible for the development and implementation of special projects such as CSU Counselors' Conference, Counselor's Day and Freshmen Advising Day.
- Assisted AVP with recruitment strategies and programming. Develop collaborative projects with administrators, faculty, school representatives and other constituencies to research the effectiveness of programs and strengthen recruitment efforts. Counsel and advise prospective and continuing students.
- Represented AVP at meetings on an as-needed basis.

FEB 1998 – JUL 2000: Associate Director, Admissions and Student Recruitment, California State University, San Bernardino, California.

- Responsible for the development, implementation and assessment of recruitment and counseling strategies.
- Developed and monitored recruitment programs that address specific students' needs.
- Researched and explored grant opportunities related to outreach services and recruitment of students.
- Planned and developed recruitment territory assignments.
- Managed and projected budgetary expenditures.
- Directly oversaw the implementation of lottery funded programs coordinated at high schools and community colleges.
- Selected, hired, trained and evaluated professional, clerical, and office support staff.

Spring 1998 / Spring 1999: Instructor, Educational Psychology and Counseling, California State University, San Bernardino, California

- Taught graduate level course in Law and Ethics to prospective high school and community college counselors.

Fall 1998 / Fall 1999: Instructor, Office of Undergraduate Studies, California State University, San Bernardino, California.

- Taught undergraduate level course to first time freshmen.
 - Topics included: Time management, study skills, writing and speaking skills, choosing a major and note-taking.

FEB 1997 – JAN 1998: Assistant Director, Outreach Services, California State University, San Bernardino, California

- Supervised Outreach Services professional, clerical and paraprofessional staff.
- Responsible for the development, implementation, and assessment of recruitment strategies for high school and community college students.
- Assessed new strategies including implementation of electronic technology such as the RESPONSE System and direct mail service.
- Collaborated with CSUSB staff from various departments such as Upward Bound, EOP, and SAIL to ensure support services for the recruitment process.
- Oversaw budgetary expenditures.

JUL 1994 – JAN 1997: Enrollment Coordinator, Outreach Services, California State University, San Bernardino, California

- Monitored the effectiveness of high school and middle school recruitment strategies.
- Oversaw the establishment and maintenance of database to ensure the collection of data and reporting meet the information needs to support recruitment.
- Developed and monitor recruitment programs that address specific student needs.
- Hired, trained and evaluated clerical and professional staff.

JUL 1991 – JUN 1994: Admissions Counselor, Outreach Services, California State University, San Bernardino, California

- Provided extensive and detailed admission counseling to prospective students.
- Advised students of support programs available at the University.
- Evaluated and analyzed transcripts and make students aware of college opportunities.
- Counseled students in unusual or difficult circumstances including denial of admission, possibility of probation, and special admission.
- Consulted with high school and community college personnel to ensure effective transitioning.
- Developed, implemented and conducted workshops for students and parents.

SEP 1986 – JUN 1991: Early Outreach Coordinator, Student Affirmative Action, California State University, San Bernardino, California

- Planned, developed, implemented and assessed the Early Outreach Component (Project UPBEAT) for middle school students and their parents.
- Worked closely with faculty and other CSUSB constituencies to ensure that services reflect positively on the University.
- Initiated payment procedures for speakers, catering services, room rental fees, and parent and student workshops.
- Coordinated Parent Summer Institute. Allocated funds for lottery program.

DISTINCTIONS

- Recipient – Team Achievement Award, Website Development and Management System
- Recipient – 25-year Service Award, CSUSB
- Recipient – Team Achievement Award, Freshman Advising Day
- Recipient – Team Achievement Award-Credential Pell Team, CSUSB
- Recipient – “Friends of EOP” Award for commitment and support of students, CSUSB
- Recipient – Appreciation Award, Coyote Athletics, CSUSB
- Recipient – Women of Distinction, Inland Empire
- Certificate of Excellence, Outstanding Service to Lambda Theta Alpha Latin Sorority, Inc. CSUSB
- Staff Speaker at President Karnig’s Installation Ceremony, CSUSB
- Outstanding Staff Employee, Student Affairs, CSUSB
- Certificate of Completion, Supervisory/Lead Skills Enhancement Series
- Participant, University Wide Diversity Training Program

PROFESSIONAL ACTIVITIES

- CSU System Admissions, Recruitment and Enrollment Managers
- Member – Administrative Council, CSUSB
- Member – Academic Affairs Council, CSUSB
- Member – Student Administration Campus Solutions, PeopleSoft, CSUSB
- Member – University Budget Council, CSUSB
- Member – WASC Accreditation Committee, CSUSB
- Member – Graduation Initiative Committee, CSUSB
- Member – CMS Executive Council, CSUSB
- Member – Palm Desert Campus Council Committee, CSUSB
- Member – Housing Expansion Project Committee, CSUSB
- Member – Enrollment Management Task Force, CSUSB
- Member – SOAR Program, CSUSB
- Member – Early Start Program Committee, CSUSB
- Member – Continuity Plan Committee, CSUSB
- Member, National Association of College Admission Counseling (NACAC)
- Member, Western Association of College Admission Counseling (WACAC)
- Past Chair and current member, Association of Latino, Faculty, Staff and Students, CSUSB
- Member, Social Media University Committee, CSUSB
- Advisor, Lambda Theta Alpha Latin Sorority, Inc., CSUSB
- Member, American Association of College Registrars and Admissions Officers (AACRAO)

C. BIBIANA DIAZ RODRIGUEZ

(b)(6)

EDUCATION

University of California, Irvine

Degree: Ph.D. ABD

Major: Spanish and Portuguese

Concentrations: Latin American Literature and Theater

California State University, Long Beach, California

Degree: M.A.

May 2005

Major: Spanish

Concentrations: Latin American Literature and Linguistics

University of California, Los Angeles

2003 - 2004

Attended to the Certificate Interpretation and translation program through Extension University.

Universidad de la Sabana, Chía, Cundinamarca, Colombia

Degree: B.A.

June 1998

Major: Journalism

Emphasis: Literature and Business Communication

TEACHING EXPERIENCE

Full Time Lecturer: Department of World Languages and Literature. **California State University, San Bernardino** Literature of the Conquest (Spanish 370), Teoría y práctica en español (Spanish 302), curso de escritura y análisis literario (Spanish 402), Narrative of Spanish America (Spanish 445), and Spanish 103, 201, 202, 203. Fall 2012 - Current date.

Spanish Faculty: Escuela española, Middlebury Language Schools. **Middlebury College, Vermont.** Spanish American Culture & Civilization, and Intermediate Writing & Composition courses. Summers 2012 - 2013

Adjunct Faculty: Department of Modern Languages and Literature. **California State University, Fullerton** Spanish American Literature and Culture courses, Upper division (Span 416 and 440). Spring 2012.

- Adjunct Faculty:** Department of Modern Languages. **Chapman University, Orange.** Spanish 201. Fall 2010- Spring 2012.
- Teaching Associate:** Department of Spanish & Portuguese. **University of California, Irvine.** Spanish: Beginning, Intermediate and Advance, Conversation, Advanced Composition and Introduction to Literature. Upper division courses: Introduction to Latin American Literature.
- Teaching Associate:** Department of Romance, German, Russian Language and Literatures. **California State University, Long Beach.** Intermediate Spanish 201A, 201B. Spring. 2004 Spring 2005
- SI leader instructor:** Spanish Department **Harbor College, Wilmington, California.** Spanish I, II and III level. Spring 2002 - 2003.

EDITORIAL WORK

Website and Assistant Editor. *Gestos Journal*, University of California, Irvine. UCI. 2009-current date.

Member of Consejo editorial, *Revista Francachela*, Coyhaique, Chile. June 2010- current date.

AWARDS AND FELLOWSHIPS

Academic Research Grant- FESTIVAL ALTERNATIVO DE COLOMBIA. March 2012.

SUMMER FELLOWSHIP, 2011. University of California, Irvine. UCI

Academic Research Grant- FESTIVAL IBEROAMERICANO DE CADIZ (FIT) October 2011.

MIGUEL VELEZ FELLOWSHIP, academic year of 2007/08. University of California, Irvine. UCI

DEAN'S GRADUATE FELLOWSHIP, April 2007. University of California, Irvine. UCI

Recipient of OUTSTANDING GRADUATE STUDENT AWARD, May 2005. California State University, Long Beach, California

Member of PHI DELTA GAMMA, Graduate Honor Society, CSULB, CA. 2004-2008

OUTSTANDING STUDENT CONTRIBUTION AWARD, for work done in the capacity of university ambassador, Universidad de la Sabana, Colombia, June 1998.

ACADEMIC ACHIEVEMENT FELLOWSHIP, Universidad de la Sabana, Colombia, June 1996.

PUBLICATIONS

"Entrevista a Eusebio Calonge: la dramaturgia de *La Zaranda*". (Premio nacional de teatro, España). *Gestos Journal of University of California, Irvine. UCI. Peer Reviewed*, Biannual Publication. No.55, April 2013. pp. 162- 171.

"Juegos peligrosos: infancia y nación en Estaba la pájara pinta sentada en el verde limón, de Albalucía Ángel." *Taller de letras*. Pontificia Universidad Católica de Chile. Peer Reviewed No. 47, 2010. pp. 61-68.

(http://www.letraspuc.cl/index.php?option=com_content&view=article&id=424:juegos-peligrosos-infancia-y-nacion-en-estaba-la-pajara-pinta-sentada-en-el-verde-limon-de-albalucia-angel&catid=78:taller-letras&Itemid=421)

Pellettieri, Osvaldo. *Medio siglo de farándula: Memorias de José J. Podestá*. Buenos Aires: Galerna, Instituto Nacional del Teatro, 2003. 216pp.

Book review. *Gestos Journal of University of California, Irvine. UCI. Peer reviewed*, Biannual Publication. Fall 2005.

"Sab, más allá de una novela abolicionista," *IN VERSO*, Número 5 – Primavera 2005.

(http://www.csun.edu/inverso/public_html/Issues/Issue%205/Diaz%20Rodriguez.htm)

"El Metro de Medellín. Un metro más hacia la modernidad para los Paisas" *CAMPUS*, newspaper of the Universidad La Sabana, March 1998. pag 6.

I was responsible for articles covering local and some national events published by the university newspaper *CAMPUS*, Universidad la Sabana, Spring 1996- Fall 1997.

CONFERENCES

"(Re) Escribiendo historia desde una perspectiva de minoría Genérica." Latin American Studies Association (LASA). Washington, DC. May 29– June 1, 2013.

"Unspeakable Utterances in Colombian Queer literature." The Latin American Studies Association (LASA). San Francisco, May 23- 26, 2012.

"Against the grain: (Un)official Discourses of the Nation in the Work of Gustavo Álvarez Gardeazábal and Fernando Vallejo." American Comparative Literature Association (ACLA). Vancouver March 31-April 3, 2011.

"La literatura *queer* colombiana: una perspectiva torcida de la nación." LAGO Conference. Tulane University. October 28-30, 2010

"*Estaba la pájara pinta sentada en el verde limón*, una historia y discurso nacional colombiano disidente." JALLA Brasil IX Jornadas Andinas de Literatura Latinoamericana. Universidade Federal Fluminense. August 2-6, 2010.

"*The Revamping of Space and Language in the Work of Alberto Fuguet*," American Comparative Literature Association (ACLA) Harvard University. March 26-29, 2009

"*La dualidad del sujeto en Deli Romero*" The Fifteenth Annual Mexican Conference, University of California, Irvine. April 30-May 2, 2009.

"*Estrategias para la representación teatral de identidades Queer en Deporting the Divas y Eduardo II*" Congreso de Nuevas Tendencias Teatrales en España y América Latina", Department of Spanish and Portuguese, UCI. June 12, 2008.

"La construcción de la memoria en el teatro colombiano de la Candelaria." Pacific Coast Council on Latin American Studies (PCCLAS) Conference at Claremont McKenna College. November 2-3, 2007

"*Nayra La memoria: la construcción de un imaginario social a través del sincretismo de mitos, ritos y creencias populares.*" International Conference at the Festival Internacional de Teatro (FIT 2007). Cádiz, España. Octubre 26-27, 2007

"*Tú/You.*" AATSP Conference. California State University, San Bernardino. October 19-21, 2007

"*Sab, más allá de una novela abolicionista.*" Graduate conference held at California State University, Northridge, May 7th, 2005.

ACADEMIC ACTIVITIES

Invited the Spanish nationally-awarded playwright Eusebio Calonge to conduct theater workshops and to assist in a student play production on May 23. SMSU Theater, CSUSB

Directed a student play production on May 23rd. SMSU Theater, CSUSB

Directed a student play production on May 17th. Pollock Theater, Palm Desert Campus.

Participated in the organization of Latin American Studies Conference: Study of the Americas, April 24-25 CSUSB.

Invited forum discussion. The International Conference at the Festival Internacional de Teatro (FIT 2013). Cádiz, España. Octubre 18-26, 2007.

Conference session Organizer. Latin American Studies Association (LASA) 2013 Congress. "Literary interstices: Destabilizing coercive national discourses in Latin America in the 20th Century" into the Track: Literary Studies: Contemporary. May 29 – June 1 in Washington, DC.

Invited lecturer. "Experiencias de teatro colectivo en Colombia." November 16, 2011. Department of Romance, German, Russian Language and Literatures. California State University, Long Beach.

Conference Organizer. Simposio Chile urbano. October 14-16, 2011 at University of California, Irvine with collaboration of Universidad Católica de Chile.

Seminar Coordinator. American Comparative Literature Association (ACLA). Seminar: "Revising the State and Urban Spaces Beyond Repression and Coercion." Vancouver March 31-April 3, 2011.

Conference Organizer. XIV Annual Mexican Conference "The Other Mexicos/ Los otros Mexicos" April 10-12, 2008 at UC Irvine.

Film Forum Organizer. "A tribute to Professor Juan Bruce Novoa." Department of Spanish and Portuguese UC Irvine. October 4, 2010.

WORKSHOPS ON TEACHING METHODOLOGY

TEACHING WORKSHOPS CONDUCTED:

2011 TA/instructors Training workshop: "Designing interactive PowerPoint presentations." Instructor. UCI

2010 TA/instructors Training workshop: "Creating efficient and clear Spanish tests." Instructor. UCI

2009 TA/instructors Training workshop: "Designing interactive PowerPoint presentations." Instructor. UCI

2008 TA/instructors Training workshop: "How to beat the IER -Instructor Evaluation Report." Instructor. UCI

PROFESSIONAL DEVELOPMENT

2011 Pearson World Languages Symposium for Educators. Dana point. Participant.

2009 TA/instructors workshop: "Mastering Centro" *Puntos de partida* personnel. UCI. Participant.

2007 TA/instructors workshop: "Spanish TA-Training seminars" with Dr. Jurgen Kempff. UCI. Participant.

2005 TA/instructors workshop: "Incorporating reading and writing in the language classroom/peer editing" with Dr. Markus Muller. Cal State Long Beach. Participant.

2004 TA/instructors workshop: "Utilization of skits in the classroom" with Dr. Markus Muller. Cal State Long Beach. Participant.

2004 TA/instructors workshop: How to integrate communicative activities in the classroom with Dr. Markus Muller. Cal State Long Beach. Participant.

REFERENCES

(b)(6)



Monday, March 07, 2016

Ms. Olivia Rosas,
Associate Vice President of Enrollment Services
California State University, San Bernardino

Dear Ms. Rosas,

Key Data Systems is pleased to submit this letter of commitment for the College Assistance Migrant Program (CAMP). The collaborative partnership with our research team will provide a rare opportunity to conduct rigorous applied research of a postsecondary education program that could provide a replicable model to improve education of migrant students.

As evaluators, we are committed to supporting this project during the funding period. During the grant application process, we have worked with the CSUSB staff to create and complete a comprehensive and rigorous evaluation design. We will continue to work closely with CSUSB to develop valid and reliable instruments and data collection protocols, as well as analyze and report formative and summative data to the CSUSB team and the United States Department of Education. We also pledge to provide support and assistance for any state-wide or federal evaluation efforts.

Key Data Systems conducts educational research, consultation, and systems development, with over 15 years of experience in the field. KDS offers a wide range of reports, professional development, and consultation in the areas of assessment, accountability, data analysis and program evaluation. KDS evaluators have conducted extensive research in both K-12 and postsecondary settings and are well qualified to carry out all of the analyses and reporting for CAMP grant. Two of our evaluators hold doctoral degrees (in Education and Psychology) and one holds a master's degree in Educational Evaluation.

The evaluation team led by Dr. Ekaterina P. Forrester (Senior Evaluator) served as external evaluators for several state and federally-funded programs. Recently, KDS has served as an evaluator on the local comprehensive needs assessment for California Region VII Migrant Education Program that involved over 3,000 migrant students in grades PK-12. Additional grants that KDS was involved in as an external evaluator included: Riverside County Office of Education High School Graduation Initiative, Corona-Norco USD i3 (Investing in Innovation) grant and Alvord USD Carol M. White Physical Education Program (PEP) grant.

In conclusion, we see our partnership as an extraordinary opportunity to conduct applied research with great potential for generalizability and replicability.

Sincerely,

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Shannon Wells, Ph.D.
President/CEO
Key Data Systems

(951) 245-0828 office
(951) 674-2479 fax
www.keydatasys.com



March 3, 2016

U.S. Department of Education CAMP Program
Office of Elementary and Secondary Education
Office of Migrant Education
Washington, D.C. 20202-6200

US Department of Education CAMP Program,

Coachella Valley Economic Partnership (CVEP) is pleased to write this letter of support and collaboration for CSUSB's proposal for a Department of Education College Assistance Migrant Program (CAMP). CVEP and CSUSB have a long history of partnership in our regional efforts to improve the educational achievement and economic prosperity of our citizens and industries.

For a decade CVEP has been working with all our three local school districts and numerous industry partners through the support of foundations, education and community based partners on the strategies outlined in the Coachella Valley Regional Plan for College and Career Success which details how business and education collaborate to develop, refine, and sustain college and career pathways for more than 71,000 local students in the region's public K-12 schools. The plan includes the initiatives below.

Career Pathways and Academies: CVEP helps the three local school districts partner with businesses to deliver K-12 career pathways programs, including high school career academies, which embed three- to four-year programs accelerating college and career readiness at the secondary level. The programs embed small learning communities (a "school within a school") and curricula built around specific industries, such as healthcare, digital arts, culinary arts, and renewable energy. Academy students take career-themed courses in conjunction with high rigor, college prep academic classes. Currently, more than 3,700 students gain real-world experience and rigorous academics in 21 academies across the Coachella Valley, while partner employers help develop the pipeline of next-generation talent.

Work-Based Learning: Students gain career skills and knowledge through internships, job shadows, mentorships, career exploration, workshops, and more. CVEP invites businesses to participate as partners and help develop the emerging young workforce.

Industry Councils: Education and business partners review labor market information, assess workforce needs, and tailor career pathways to prepare local students for the workforce. CVEP facilitates three industry councils — Healthcare; Advanced Technology; and Arts, Media, and Entertainment — and invites business leaders in these fields to help shape the course of career-specific learning.

Scholarships and Student Financial Aid: CVEP provides Pathways to Success scholarships - more than 2,200 to date - to students by matching scholarship funds with local nonprofits to increase college access and completion for low-income students. CVEP also promotes the Free Application for Federal Student Aid (FAFSA), the most important application for students to complete to be considered for free



federal funding for college, including scholarships from colleges and universities, and low-interest government loans.

These initiatives will be leveraged through CSUSB's CAMP program by helping high school students from migrant farmworker families in the Coachella Valley: (1) explore STEM career pathways, particularly in the health sciences, (2) participate in career academies and internships prior to matriculation at CSUSB, (3) complete their FAFSA, and (4) compete for a Pathway to Success scholarship. Those who are selected for a scholarship will have an additional \$5000 to put toward the cost of their first year of postsecondary education at CSUSB.

Working in the Coachella Valley with our local school districts for the past 11 years, I have witnessed the life-changing impact these educational initiatives have made on our local students and their families. This is particularly the case for the migrant farmworker families, with thousands of students being impacted by our region's commitment to assuring all students are prepared for success in college, career and life. I applaud CSUSB's effort to establish a specialized **CAMP** program on their Palm Desert and San Bernardino campuses to serve the migrant population from Coachella Valley. CVEP is strongly committed to supporting this work.

(b)(6)

Sheila Thornton
Vice President, Workforce Excellence
Coachella Valley Economic Partnership



**RIVERSIDE COUNTY
OFFICE OF EDUCATION**

KENNETH M. YOUNG
Riverside County Superintendent of Schools

3939 Thirteenth Street
P.O. Box 868
Riverside, California
92502-0868
(951) 826-6530

47-110 Calhoun Street
Indio, California
92201-4779
(760) 863-3000

24980 Las Brisas Road
Murrieta, California
92562-4008
(951) 600-5651

**Riverside County
Board of Education**

Jeanie B. Corral

Bruce N. Dennis

Jay N. Hoffman, Ed.D.

Susan J. Rainey, Ed.D.

Elizabeth F. Romero

Wendel W. Tucker, Ph.D.

Ralph R. Villani, Ed.D.

March 4, 2016

US Department of Education CAMP Program,

It is my pleasure to provide this letter of collaboration and support for California State University San Bernardino's College Assistance Migrant Program (CAMP). As the Director of Migrant Education, Region VII, Riverside County Office of Education, I support CSUSB in attaining the CAMP grant because it is within the region's service area. The Coachella Valley is the primary area where the migrant farmworkers and their families reside, in particular, the Coachella Valley comprises of the majority, (~80%) of the migrant children in the entire region.

The migrant population we work with, and who will be participants in CSUSB's CAMP, has high needs for educational and financial support. The work that will occur in collaboration with CSUSB will help ensure improved educational attainment, future employability, and long-term quality of life for the participants and their family members. At the time of a very recent comprehensive needs assessment (December 2015), the count of migrant students in Region VII was 3, 849. Ninety-eight percent (98%) of migrant students in grades K-12 were Hispanic and 97.7% reported their primary language as Spanish. About 52% of migrant students were male, 95% qualified to receive free or reduced price lunch, 8.3% received special education services and 71.5% had parents who have not graduated from high school. Overall, in 2013-14 in Riverside County, migrant student cohort graduation rate was 77.0% compared to 85.2% graduation rate for all students.

The Riverside County Office of Migrant Education works diligently to support the educational achievement of the migrant students through the K-12 system. Migrant Education is a federally funded program designed to provide supplementary educational and support services to identified migrant students. Migrant Education, Region VII provides support services through collaborating with school districts and other community agencies to maximize the potential of migrant students. In addition, the region provides leadership, professional development opportunities for teachers, instructional program support, fiscal program support to districts, technical assistance, and identification & recruitment of students to the participating districts.

We will align our efforts to provide outreach and recruitment for students to matriculate to CSUSB, continue into postsecondary education, and receive

US Department of Education CAMP Program
March 7, 2016
Page 2

additional support via the new CAMP program. Our office has been working with the CAMP program at CSU Long Beach for many years, and understands the requirements of the program as well as the most effective techniques to reach students and parents. Due to the size of the migrant population in Coachella Valley, there is great need for expanded capacity for services that the new CSUSB program will offer our students. Additionally, with the CSUSB Palm Desert campus now enrolling cohorts of first time freshman, the CSUSB CAMP program will provide postsecondary education within the local community. The proximity to family and friends is very important to this student population, and can represent a cost savings to the migrant families for housing their college-going family member.

I enthusiastically support this proposal to the US Department of Education by CSUSB, and look forward to collaborating with them on their new CAMP program.

Sincerely,

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Myra Sanchez, Director II
Migrant Education
Division of Children and Family Services
(760) 863-3363 / FAX: [760] 863-3393

MO:mb

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

VI. BUDGET NARRATIVE

Stakeholders of the proposed project worked diligently during the planning stages to ensure that the budget for the project is adequate to support planned project services/activities and that costs are reasonable in relation to the objectives and scope of the project.

A. PERSONNEL:

Project Director (*Exempt, 1.0 FTE; 10% dedicated*). Dr. Bibiana is a full-time Assistant Professor. She will dedicate 10% of her time to this project. The amount of \$6,100 is based on her current annual salary. The method by which she participates, either overload or release time, will depend upon the circumstances of her department at the time of award, and specific responsibilities confirmed during project start-up.

Program Coordinator (*Exempt, Full-time, 1.0 FTE; 100% dedicated*). This position is an exempt, full-time (1.0 FTE), benefited position with the University Enterprises Corporation (UEC). It is anticipated that 100% of the Coordinator's time will be dedicated to the project. The salary of \$50,000 per year is consistent with federal exempt-status positions.

Student Assistants. It is anticipated that during the academic year (12 weeks x 3 quarters = 36 weeks) there will be a need for student assistant support in recruitment, organizing of educational activities, clerical support and other duties as assigned. We intend to hire two students to work 20 hours per week at a rate of \$10/hour. Student volunteers may also be hired in this capacity. Any such savings from Work Study or Volunteers will go towards student services (eg, tuition, housing, books, etc).

Tutors. It is anticipated that during the academic year (12 weeks x 3 quarters = 36 weeks) there will be a need for up to 160 hours (roughly 2.5 hours per participant) of tutor support per week at a rate of up to \$12/hr. We anticipate hiring 4 tutors who will work 20 hours per week in this

capacity. It is anticipated that 100% of the Tutors' time will be dedicated to the CAMP project. Any such savings from Work Study or Volunteers will go towards student services (eg, tuition, housing, books, etc).

Summer Instructors (4 x \$4,000). Up to four Summer Instructors will be hired during the Summer Bridge to supplement, not supplant, Coyote 1st Step and SOAR activities. Instructor duties may include additional academic support and/or creating and conducting workshops for CAMP participants. The salary rate for Instructors is expected not to exceed \$16,000 (4 instructors x \$4,000 per instructor) per year.

B. FRINGE BENEFITS: The current UEC Human Resources estimated fringe benefit rate for full-time benefited Program Coordinator (1.0 FTE) is 60%. The current fringe benefit rate for faculty overload time is 18% and 12% for student assistants and tutors.

C. TRAVEL: Staff Travel (COE/WESTOP/etc.). It is anticipated that no less than one *local* CAMP-related professional development conference per year (e.g., SoCal WESTOP) will be attended by at least CAMP staff, most likely the Program Coordinator—who will return and share information with the rest of the project stakeholders as necessary. However, expenses related to travel for this conference will be depend on location, time and place. Nevertheless, based on previous staff experience with such travel, the cost is expected not to exceed \$1,200—including travel, food, and registration. As CAMP staff will be required to travel between San Bernardino and the Coachella Valley (approximately 120 miles roundtrip), an additional expense of \$5,300 will be set aside for mileage reimbursement at the state approved rat.

D. EQUIPMENT. NONE.

E. SUPPLIES. General and Administrative. Based on a review of the previous project budget reports and staff experience with new CAMP type of grant activities that require supplies

the average monthly supplies expenses is anticipated to be \$500—for a total not to exceed \$6,000 (\$500 x 12 months) per year. The end-of-year recognition ceremony is expected not to exceed \$1,352 (60 persons x \$22.53 per person). Other supplies or resources may be leveraged by the university or other outside public/private entities at no cost to the project.

F. CONTRACTUAL. Key Data Systems (KDS) will be contracted as the external evaluator on this project. KDS conducts educational research, consultation, and systems development, with over 15 years of experience in the field. KDS offers a wide range of reports, professional development, and consultation in the areas of assessment, accountability, data analysis and program evaluation. KDS evaluators have conducted extensive research in both K-12 and postsecondary settings and are well qualified to carry out all of the analyses and reporting for CAMP grant.

The evaluation team will be led by Dr. Ekaterina P. Forrester (Senior Evaluator), who recently served as external evaluator for several state and federally-funded programs. Recently, KDS has served as an evaluator on the local comprehensive needs assessment for California Region VII Migrant Education Program that involved over 3,000 migrant students in grades PK-12. Additional grants that KDS was involved in as an external evaluator included: Riverside County Office of Education High School Graduation Initiative, Corona-Norco USD i3 (Investing in Innovation) grant, and Alvord USD Carol M. White Physical Education Program (PEP) grant. The collaborative partnership with CSUSB's CAMP project will provide a rare opportunity to conduct rigorous applied research of a postsecondary education program that could provide a replicable model to improve education of migrant students.

KDS has developed a comprehensive and rigorous evaluation design, including both formative and summative aspects. KDS will work closely with CSUSB to develop valid and

reliable instruments and data collection protocols, as well as analyze and report formative and summative data to the CSUSB team and the United States Department of Education. We also pledge to provide support and assistance for any state-wide or federal evaluation efforts. The contract for KDS for external evaluation is \$40,000 per year (9.4% of annual costs).

G. CONSTRUCTION: NONE.

H. TRAINING STIPENDS: Given the low-income status of most Migrant students, it is anticipated that CAMP participants will receive a diverse and comprehensive financial aid package. However, it is anticipated that roughly 20-25% (15 students) will need additional support for Tuition (\$2,000 per quarter x 3 quarters; includes student fees), Book Stipends (\$300 x 3 quarters), and Housing (\$500/month x 3 months x 3 quarters) per year.

Student Travel/Activities. It is anticipated that no less than three trips will be taken per year. Trips may include overnight stays. Funds are requested for the cost for transportation (e.g., commercial passenger bus), incidentals (admissions fees, supplies, and other expenses related to travel), staff support, and room and board (\$125/person x 60 persons x 3 trips) per year. ****If local instead of overnight trips are taken, then Travel savings may be diverted to pay for bus, or other public transportation, for program participants to attend CAMP-related activities***.*

I. TOTAL DIRECT COSTS. The total direct costs is \$407,953 per year.

J. TOTAL INDIRECT COSTS. The total indirect costs are 8% of direct cost (*less student support*) for a total of \$15,956 per year.

K. TOTAL FUNDS REQUESTED. The total funding requested, consisting of direct plus indirect costs, is \$423,909 per year. The cost per participant is \$7,065.

Annual Line Item Budget	
PERSONNEL	
a. Salaries and Wages	
a. Director (1.0 FTE, 10% Dedicated; Faculty Backfill/Overload)	\$ 6,100
b. Program Coordinator (1.0 FTE, 100% Dedicated)	\$ 50,000
c. Student Assistants 2 @ (20 hrs/wk, 36 wk @ \$10/hr)	\$ 14,400
d. Tutors 4 @ (20 hrs/wk, 36 wk @ \$12/hr)	\$ 34,560
e. Summer Instructors (4 @ \$4000)	\$ 16,000
Total Salaries and Wages	\$ 121,060
b. Fringe Benefits	
a. Faculty Backfill/Overload (18%)	\$ 1,098
b. UEC full time (60%)	\$ 30,000
c. Part-Time Students (12%)	\$ 1,728
d. Part-Time Tutors (12%)	\$ 4,147
e. Summer Instructors (12%)	\$ 1,920
Total Fringe Benefits	\$ 38,893
Total salaries, wages and fringe benefits	\$ 159,953
SUPPLIES	
Office supplies & expendables	\$ 8,000
Total Supplies	\$ 8,000
TRAVEL	
Staff Travel	\$ 6,500
Total Travel	\$ 6,500
Contractual Services	
External Evaluation (Key Data Systems)	\$ 40,000
Participant Support (assumes 80% are completely covered by financial aid)	
Tuition Assistance (15 students x \$2,000 x 3 quarters)	\$ 90,000
Book stipends (15 students x \$300 x 3 quarters)	\$ 13,500
Housing (\$500/month x 15 students x 3 months x 3 quarters)	\$ 67,500
Student Participant Field Trips (60 participants x \$125/person x 3trips)	\$ 22,500
Total Participant Support	\$ 193,500
TOTAL DIRECT COSTS	\$ 407,953
Indirect: 8%	\$ 15,956
GRAND TOTAL AMOUNTS	\$ 423,909
Cost Per Participant (60/year)	\$ 7,065

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:
Ms	Rosa	Olivia	Rosas	

Address:

Street1:	5500 University Parkway
Street2:	
City:	San Bernardino
County:	San Bernardino
State:	CA: California
Zip Code:	92407-2318
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
909/5377577	9095377028

Email Address:

orosas@csusb.edu

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available: 00004865

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

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

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

Name of Institution/Organization

University Enterprises Corporation at CSUSB

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	121,060.00	121,060.00	121,060.00	121,060.00	121,060.00	605,300.00
2. Fringe Benefits	38,893.00	38,893.00	38,893.00	38,893.00	38,893.00	194,465.00
3. Travel	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00	32,500.00
4. Equipment						
5. Supplies	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	40,000.00
6. Contractual	40,000.00	40,000.00	40,000.00	40,000.00	40,000.00	200,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	214,453.00	214,453.00	214,453.00	214,453.00	214,453.00	1,072,265.00
10. Indirect Costs*	15,956.00	15,956.00	15,956.00	15,956.00	15,956.00	79,780.00
11. Training Stipends	193,500.00	193,500.00	193,500.00	193,500.00	193,500.00	967,500.00
12. Total Costs (lines 9-11)	423,909.00	423,909.00	423,909.00	423,909.00	423,909.00	2,119,545.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 44.50%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.
PR/Award # S149A160031

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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