

Porterville College

CAMP Proposal

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A. Need for the Project

(1.) Need for the services to be provided:

Kern Community College District (KCCD) serves communities over 24,800 square miles in Tulare, Tulare, Inyo, Mono, and San Bernardino counties through the programs of Porterville College, Cerro Coso College, and Bakersfield College. Porterville College (PC), a Hispanic Serving Institution, is located in the rich fertile agriculture farmlands of the San Joaquin Valley in Tulare County, California. Porterville College covers approximately sixty acres and provides educational opportunities covering 2,800 square miles area in southeastern Tulare County. Porterville College serves the community of Porterville, with a population of approximately 62,623, and a larger service area population of more than 140,000. The College enrolls approximately 4,500 full- and part-time students each year. The College offers non-credit and credit educational programs for degrees, transfer and career and technical education.

California's San Joaquin Valley is the nation's single most productive agricultural region and one of the most productive in the world, providing more than two thirds of the vegetables and nuts, and half of the fruit grown in the United States. California is first in the nation for the highest migrant/farmworker (MSFW) population (US Census Bureau, 2017) the total number of farmworkers employed in agriculture is 829,300, and 22% of the total employees are in Kern and Tulare County (Hooker& Stockton 2018). According to Department of Labor, California is a Significant MSFW State.¹ Tulare County also ranks in the top 3 of all farm counties in America. Agriculture is the largest private employer in Tulare County with farm employment accounting for nearly a quarter of all jobs. Processing, manufacturing, and service to the agriculture industry provides many other related jobs. Six of the top fifteen employers in the county are food

¹ Significant MSFW States are those States designated annually by the Department of Labor (the Department) and must include the 20 States with the highest number of MSFW participants. 20 CFR 651.10

handling or processing companies, which includes fruit packing houses and dairy processing plants. One in five jobs in the San Joaquin Valley is directly related to agriculture. However, migratory and seasonal nature of the work leaves the worker and their families vulnerable and left struggling to pay for housing in a state where the median home price is \$800,000, and the county is \$307,000, putting homeownership out of reach for 9 out of 10 workers (COR).

Households in Porterville, CA have a median annual income of \$43,823, which is less than the median annual income of \$65,712 across the entire United States. Hispanic is the largest ethnic group (65.6) and 22.4% of Porterville, CA residents were born outside of the country (higher than the national average of 13.7%). Disadvantages for MSFW in Tulare County that are not prevalent in other, more affluent and urbanized, parts of California, are plentiful. The needs of eligible migrant and seasonal farmworkers (MSFW) and their families will be targeted by the CAMP program activities at Porterville College.

(2) Need for the services to be provided or activities to be carried out by the proposed project

The needs of eligible migrant and seasonal farmworkers and their families will be targeted by the CAMP program activities at the main PC campus, its satellite sites, and include rural sites: Earlimart, Popular, Strathmore, and Terra Bella.

Low or Fragmented Educational Attainment: The area PC students live has one of the least educated metro areas in the country, one fourth of adults do not have an education past the 9th grade, the graduation rate is 66.8%, and **only** 6.7% of adults have a Bachelors. The educational attainment of 'High School Education or Higher' for Hispanics is 52.8% compared to 87.5% of Caucasians (US Census). In a cross-ethnic study, it was found that "Latinos/Hispanics have the lowest college completion rate of any ethnic group" (Bravo-Morena, p. 429). 99% of MSFW in the service area identify as Hispanic and Porterville's population is 65.4% Hispanic. As

primarily first-generation students, MSFW wrestle with anxiety about educational inadequacy, low self-efficacy, financial concerns, and family commitments; they also enter college with a lack of study skills and low information competency. 77% of MSFW reported that 30% did not speak English and some report they spoke "a little" (NAWS, 2016). Individuals in the service area are in the top 10% for being at risk for linguistic isolation (living in a home where one family member over the age of 14 speaks English well). PC CAMP will address the mental health, social, cultural, and financial barriers of educational attainment with culturally appropriate activities in requested language(s).

Poverty: Porterville ranks in the top 20 for highest poverty rates (poverty rate 30.1% vs 12.3% national, U.S. Census Bureau). Close to half of households in the target area are **below** 150 percent of poverty level (47.5%) significantly above the 15.1% state average. Over 85% of the children in the service area receive free/reduced lunches, an indicator of familial poverty, the state average is 60% in 2018 (CA Dept. of Education, 18-19). Average wages for farmworkers in the PC rural sites are paid at the minimum wage making the yearly salary for California farmworkers \$33,280 (if fulltime), in addition most farmworkers are excluded from federal minimum wage laws, labor, and overtime. College is viewed as a luxury and students work during high school and after graduation to support their family. Students relate they feel an obligation to work even though they understand how beneficial college is for future jobs. However, the immediate financial burden is too great, and students work rather than attend or be retained in college. PC CAMP activities will include FAFSA assistance, financial literacy, work study, stipends, and budgeting.

Lack of Role Models: Many MSFW are academically capable of succeeding in college but have few role models to help them to see college as a possibility. Of the approximately 14,000

enrolled in target area high schools, 82% are Hispanic, 3,761 (26.5%) are enrolled in an English Language Learning program (majority speak Spanish 97%), and 534 are enrolled in migrant education (California Department of Education). PC CAMP activities include peer mentoring, career exploration, tutors, and internships.

No CAMP Program in Tulare County: Despite a large number of MSFW in Tulare County there are no CAMP programs. The nearest CAMP program is over an hour and half away.

Additional Issues: Faculty may not have a clear understand of the challenges students face in the classroom to be successful and MSFW students rarely seek out assistance. Students disclose mental health issues; fear, anxiety, depression with no access to resources. Migrant students that do start college struggle with the obstacles of the migrant life, generational poverty, and being first-generation college students. In addition, there are financial hurdles of college life. Migrant students require assistance in choosing a post-secondary program, completing the enrollment and financial aid forms, and support services beyond the classroom to succeed in college. PC activities will provide academic counseling, academic connections, financial literacy, mental wellness, and faculty professional development.

COVID-19 pandemic has affected the MSFW community that live paycheck-to-paycheck. MSFW were more likely to have spotty internet access in rural areas which increased the already daunting challenge of remote learning and led to students dropping out of school. The closing of restaurants and other food-related industries had a cascading effect on California agriculture, resulting in wage losses in farmworker communities. Farmworkers experienced uneven COVID-19 protections and little enforcement of protocols. Food insecurity is an issue, from not only wage loss but also increased costs because of school closures and stay-at-home orders. Student hunger, or food insecurity, affects up to two-thirds of California Community College students.

The data collected and interpreted from California Community Colleges shows that “Students experiencing food insecurity were less likely than those who did not experience food insecurity to report that they were on track to achieve their goals in the college,” (Wood, Harris & Delgado, 2017). Porterville College is now participating CalFresh. The goals are to increase participation in CalFresh, promote retention, and educate people potentially eligible for the program about CalFresh and address barriers. Many MSFW students are unaware they are eligible for CalFresh, California’s Supplemental Nutrition Assistance Program (SNAP), which helps prevent hunger and gives people access to nutritious food. PC CAMP activities: access to food pantry, technology grants, Wifi hotspot loaners, parking permit incentive, Student ID card incentive, technology loaners, TeleHeath, access to CalFresh, and SNAP information.

Low Perceived Access to Educational and Cultural Capital: The inequality between MSFW and native-born students can reflect a disadvantage originating in lower educational capital, in the form of competencies, skills, knowledge, and by objectified cultural capital. Inequality in capital is related to differences in family educations. A student’s cultural capital depends heavily on a child’s family and valuable familial cultural capital can be devaluated by student and society. PC CAMP activities include parental involvement, cultural exploration events, peer mentors, social interaction with mentors.

B. Quality of the project design

(i) Goals, objectives, and outcomes to be achieved by the project are clearly specified and measurable

The PC CAMP program will identify, enroll, and assist 60 migrant students *each year* in completing their first academic year of college and continue with postsecondary education-providing funding for first year tuition and fees and books (lending library & zero cost textbooks), tutoring, advising, counseling and enrichment opportunities to ensure academic success, and developing an

educational plan based on the Guide Pathway framework. Continual follow up to potential students will be done in order to meet the numbers of students served by the program. Students in the program will be assigned an Academic and Career Guided Pathways based on their major. Through the Guided Pathways framework the students will be able to clarify their pathways goals, choose and enter a pathway, stay on a path, transfer, and engage in learning inside and outside the classroom. Students will also utilize Program Pathways Mapper, which is a customized visual representation of the Porterville College catalog. CAMP is designed around three (3) program measures and three (3) Areas of Focus: Academics, Counseling/ Support Services, and Enrichment. Program goals align with GRPA 1: 86% of CAMP students will complete the first academic year of their postsecondary program and GPRA 2: 92% of CAMP students who complete their first academic year of college will continue their postsecondary education. PC defines a successful first year (including summer) completer as passing 30 college units (15 units a semester), and enrolled as a full-time student with a minimum GPA of 2.0. Advisors will complete a transfer exit plan.

The program will hold a MSFW two-week summer bridge program (July-August), offer textbook and textbook code financial assistance, enact effective student retention strategies, practice student-focused academic advising, early academic intervention services, tuition financial assistance, computer lab access, tutoring, access to all academic services (library, learning center, and printing), and counseling. MSFW students will tour the Innovation centers and learn about available internships.

CAMP goals, objectives, and outcomes are clearly specified and measurable in order to exceed national averages. Using a data management template, data will be collected monthly and each academic semester to measure results, keep a record of the CAMP program's success and prepare the CAMP APR.

Table 1: GPRA1: National and Program Target: 86% of CAMP participants will complete the first academic year of their postsecondary program.			
OBJECTIVES	OUTCOMES	TIMELINE	RESPONSIBLE
1.1 CAMP students will receive support to finance 1 st year of college	1.1 80% of eligible CAMP students receive support toward their unmet financial need for tuition, fees, books	August review in January	AE, Financial Aid, PC Foundation
1.2 CAMP students (60 py) register as full-time students	1.2 86% of CAMP students will end 1 st year with 30 units	August	Advisers

1.3 CAMP students will be monitored with academic progress reports 4 xs a semester	1.3 75% of CAMP students will submit completed progress reports on time	September, October, November (2xs) February, March, April (2xs)	PD, AE faculty
1.4 CAMP students will work with an Advisor to develop a Ed Plan and chose a pathway before the start 1st semester.	1.4 80% of CAMP students will have their personal and academic needs assessed before semester	July/August	AE
1.5 CAMP students will attend a 2 week Bridge summer program & meet staff & mentors. Parents invited.	1.5 50% of CAMP students will attend summer bridge. 60% of CAMP students will understand academic success requirements for year 1.	July/August	PD, AE, faculty
1.6 Intensive academic, career, and personal development counseling will be provided 3-4 xs per semester	1.6 86% of student successful completion of enrolled courses	Fall and Spring semester (Summer if needed)	PD, Institutional Effectiveness
1.7 Tutoring services will be available to CAMP students.	1.7 75% of CAMP students will participate in a tutoring session.	Fall and Spring semesters (Summer if needed)	AE, tutors
1.8 CAMP students will have the opportunity to explore STEM careers with an emphasis on internships	1.8 20% of CAMP students will undertake STEM classes 50% of CAMP students will attend an internship event	Spring (Summer if needed)	PD, faculty, mentors, community partners
GPRA 2: National and Program Target: 92% of CAMP participants who complete their first academic year of college will continue their postsecondary education.			
OBJECTIVES	OUTCOMES	TIMELINE	RESPONSIBLE
2.1 CAMP- attend field trips, meetings, mentor event(s), Financial Literacy, university trips, enrichment activities.	2.1 95% of CAMP students will take part in at least one of the listed enrichment opportunities.	Fall and Spring semesters (Summer if needed)	PD, AE, faculty, mentors
2.2 Enroll and advise students for subsequent terms. Including Transfer Exit Plan.	2.2 100% of students enrolled for fall are advised, 60% will complete a Transfer Plan by 2nd semester	Fall & Spring semester (If needed Summer)	PD, AE
2.3 CAMP students will be informed of college Support Services-EOPS, DSPS, CARE, Cal Works, Job Services, Financial Aid, Work Study.	2.3 70% of CAMP students with identifiable learning challenges will take advantage of special services for their needs or referrals services.	ongoing	PD, AE, DSPS

2.4 CAMP 1st Year Completers will receive financial aid inform on continuing school (work study scholarships, aid) & help completing Yr 2 FAFSA.	2.4 80% of CAMP students will take advantage of additional college support programs.	March	PD, AE Financial Aid
2.5 CAMP students invited to monthly mentor and discussion meetings	2.5 50% of CAMP students will attend at least 1 monthly meeting or mentoring session.	Ongoing	PD, AE, mentors
2.6 CAMP students who complete the 1 st year invited to a Recognition Reception	2.6 50% of eligible students will attend the end of year Recognition Reception	April	PD, AE, mentors,
2.7 Follow up services referral to supportive services for 2nd and subsequent years' students	2.7 95% of CAMP completers will receive referral for 2 nd yr PC services.	March/April	PD, AE, mentors, college program
Project Director: PD, Educational Advisor: AE,			

(ii) Design will successfully address, the needs of the target population.

The proposed PC CAMP program is designed to strategically address the identified needs of students from MSFW backgrounds. MSFW students need proactive recruitment, support during the application process, financial resources, academic support, etc. The proposed activities will be effective for working with MSFW students. As a result of these activities, PC CAMP will consistently retain at least 86% of students during their first year, and at least 92% of those who complete their first year, will enroll for the subsequent year. Financial obstacles to MSFW higher education will be identified and support to funding of tuition, books, and fees for each of 60 accepted CAMP students. To demonstrate the strength of program design, the following table developed for PC CAMP (Table 2).

Table 2: Address the Needs of the Target Population	Timeline
1. Outreach and Recruitment	
a. The PC CAMP Program Director (PD) will visit at least 4 high schools with a high number of migrant students. The PD will distribute informational brochures about CAMP and PC. PD will host at least 4 information nights at the college and invite parents and engage students. The PD will distribute information in the community and stakeholders (Internal & External). b. The CAMP PD will develop and maintain strong collaborative relationships with local migrant educators and state and federal agencies that provide support MSFW.	A. Spring Semester (March/April) B. ongoing
2. Support during the Program & College Application Process	

<p>a. Potential participants will receive adequate information about PC admissions, deadlines, and requirements. The PD will help students complete the application. b. CAMP will provide support and advocacy for students who require special admissions. c. CAMP staff will review applications to ensure students with the highest need and meet federal and institutional eligibility guidelines are admitted to CAMP.</p>	<p>a.b. & c. April and May</p>
<p>3. Assisting in obtaining financial resources</p>	
<p>a. The PD will meet with Financial Aid staff to discuss each student's aid award. Also, CAMP staff will meet one-on-one with students to explain their awards. b. CAMP students will participate in a scholarship-writing workshop, where students will learn how to write successful essays and apply for scholarships for their second year in college. c. General financial support from CAMP is an average of \$500 for supplemental tuition aid, based on unmet need, d. attend workshops on financial literacy & applying for funding for college, e. Assistance in applying for Tele-Health, CALWorks, access to food, CALFresh, SNAP, and other eligible resources.</p>	<p>A. June B. March C. November & March D. July E. Ongoing</p>
<p>4. Academic support services</p>	
<p>a. Students will attend summer bridge program to develop a cohort and serves as the base structure for the programming during their CAMP year. b. Students will meet at least twice a term with the Academic Counselor or other CAMP staff to discuss academic progress, advising for classes, Ed plans, Pathways, and other issues that affect students' college acclimation. If a student is struggling, staff will meet with students more often. CAMP will provide bilingual tutors as needed to enhance students' success. CAMP students will be referred to campus resources (tutoring, DSPS, EOPS) to become familiar with campus resources & tutoring services. Students will participate in the Mentor program, to develop the support system critical for their success. Students and mentors will participate in educational, cultural, and recreational activities.</p>	<p>A. July & August B. September & November March & April C. ongoing D. ongoing</p>
<p>5. Cultural, recreational, and academic events</p>	
<p>CAMP students will have access to at least 2 events planned by CAMP staff: plays or concerts; museum visits, and visits to four-year universities. Students will be informed of on-campus events and encouraged to attend these events.</p>	<p>ongoing</p>
<p>6. Ongoing Services</p>	
<p>CAMP students will be fully integrated and supported by existing academic support programs: Advising Center, Writing Center, Innovation Centers. PC CAMP will continue to track the academic progress, retention, and graduation for all continuing students and recruit continuing students as peer mentors for subsequent cohorts</p>	<p>ongoing</p>
<p>7. MSFW are isolated in college environment</p>	
<p>PC will provide college and community activities that enhance connections, increase a sense of belonging, develop peer relationships, reduce the imposter complex, and reduce anxiety.</p>	<p>ongoing</p>
<p>8. Promoting Living Wage Education, With a focus on STEM/internships</p>	

PC CAMP staff will provide comprehensive services for student social, emotional, and academic needs (IP) through creating a supportive, positive, identity-safe, and inclusive climate for students who are migratory or seasonal farmworkers or immediate family members on campus and in the classroom. PC CAMP staff will foster partnerships, human services or employment agencies, educational agencies, community organizations, adult school, and postsecondary education institutions.	ongoing
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(iii) Project will establish linkages with other appropriate agencies and organizations

CAMP will coordinate with local, State, and Federal programs to maximize the resources for MSFW.

Table 3: Internal Linkages	Partnerships Services Provided
Student Services* Disability Services; EOPS, Cal-SOAP	Priority registration, accommodation assistance, advising, book vouchers and grants for low income, 1 st generation, foster youth, and homeless,
PC Foundation*	Scholarships
PC Financial Aid*	Financial Aid-assistance with FAFSA application and financial resources; IGRAD (internet-based financial literacy management)**
PC Office of Instruction*	PC Business Innovation Center-Internships, Career Center-resume, interview workshops, Career and Technical Education-stackable certificates, associate’s degree and transfer, Dual Enrollment
PC Rural Initiatives *	Outreach and recruitment of migrant students from rural locations
PC Outreach*	Community Relations, outreach and recruitment
External Linkages Workforce Innovation and Opportunity Act (WIOA)	Job Center Resources: Workshop & Event Calendar; Job Seeker Services; Job Connect - Porterville Area Job Opening; Resume services, Referrals, Outreach, partner service presentations
Porterville School District*	Outreach events, meeting space, connections,
Porterville Adult School**	Provide services to ineligible applicants, outreach, referrals, meeting space
California Farmworkers Association**	Outreach, events, connection with agriculture/farmworkers
Tulare County Schools Migrant Education	Provide outreach, meeting space, mentors, workshops
California State Migrant Ed	Outreach, education, webinars
US forest Service/USDA	MOU on file for summer work experiences/connections
*Letter of Support on File; **Letter of commitment in Appendix	

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(iv) The extent to which the proposed project demonstrates a rationale

LOGIC MODEL: builds the proposed project on a basis of Strong Theory of having a strong start, clear pathways, integrated support, high expectations matched with high support, intensive student engagement, & professional development (cont. page 22). The **project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.**

Table 4			Process			Outcomes		
Inputs	Activities	Output	Short	Intermediate	Long			
Resources- <ul style="list-style-type: none"> • CAMP Funding (proposed) • Partners • Migrant students • Faculty • Curriculum • Co-requisite classes in English and Math • English as a 2nd language • Community Referrals • Advising • EOPS • DSPS • CalFresh • Financial Aid • Pirate Pantry • Accommodations • Classroom space 	<ol style="list-style-type: none"> 1) Summer Bridge & orientation <ul style="list-style-type: none"> • Comprehensive Counseling** 2) Financial assistance <ul style="list-style-type: none"> • Financial advising • FAFSA assistance • Scholarships • Annual stipend 3) Contact with academic, career and financial advisers <ul style="list-style-type: none"> • Workshops • Textbook library • Field trips • Work based learning • Internships • Academic advising tailored to meet migrant students • Career counseling 4) Skill building workshops; Increase capital 5) Services for wellbeing, Telehealth 6) Peer mentoring, 	<ul style="list-style-type: none"> • Migrant populations enrolled • Reporting completed • Ongoing data analysis • Complete Financial management and long-term Fiscal planning for students • Higher GPA • Increase in Time management skills • Decrease in college drop out • Increase in college satisfaction • Access to Social/academic/cultural Capital 	Engagement <ul style="list-style-type: none"> • 60 students per year • Enroll in 15 units semester (30 a year) • Develop an educational plan • Chose a Pathway • Receive academic, social, and financial support. • Receive tutoring • Receive referrals to internal & external partners • Students exposed to different careers 	See Table 1 for Objectives <ul style="list-style-type: none"> • Enroll for 2nd year in college • Progression on a Guided pathway toward an AA degree • 86% of CAMP students will finish 1st year in good academic Standing • 92% of CAMP students who complete their 1st year of college will successfully enroll for their 2nd year of college 	<ul style="list-style-type: none"> • Continued education to a Bachelor's degree • Increase transfer • Increase access to living wage career 			

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<ul style="list-style-type: none"> • Community Partners • Mental Health • Writing Center • Library • Co-requisite classes • Telemedicine 	<ul style="list-style-type: none"> • Retooling of academic and study skills • Tutoring • Campus Tours • End of year Celebration • Mentor sessions 7) Faculty professional development • Improved academic support • Navigating higher education 	<ul style="list-style-type: none"> • Faculty staff Professional Development • Faculty training • Research • Family attendance at events • Evaluation 	<ul style="list-style-type: none"> • Faculty recognize MSFW challenges 		
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Research citations in bibliography

Bourdieu’s (1986) cultural capital theory is comprised of different forms of capital: cultural, and social. Cultural capital is access to the understanding of the value of social relations and how to dovetail the relations with academia to increase success in higher education. Social capital is the actual resources of a person or group that provides exchanges of material and symbolic profits (Bourdieu, 1986) and acquired knowledge used by college students (Weinstein & Savitz-Romer, 2009). All three types of capital as necessary for stable social structure. If a person is not born into a family with the capital, upward mobility is possible through advanced schooling; however, the foundation of capital is society’s hierarchical structure that is controlled by the upper and middle classes. Weinstein & Savitz-Romer (2009) argue that a college culture is a form of social capital for non-traditional students. The school is a network where individual relationships between faculty and students influence social mobility. When a student has multiple opportunities to develop relationships with staff and faculty, their access to social capital increases. The quality of the student-teacher relationship can determine the degree of trust that affects the quality of social capital transmission that increases college success. The PC Camp proposal seeks to increase the skills to develop and access all forms of capital.

** Evaluation will produce promising evidence about this intervention’s effectiveness see page 25.

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C. Quality of Project Services

(1) Quality and sufficiency of strategies for ensuring equal access and treatment.

The comprehensive services to be provided outlined in the Quality of Project Design section are focused on serving MSFW students with greatest need. PC's CAMP outreach and recruitment efforts will prioritize isolated rural areas that are typically underserved by traditional programs and ensure equal access and treatment for eligible project participants. PC CAMP staff/faculty will attend at least two national or regional conferences that focus on outreach and retention issues relevant to the MSFW population: identified are Annual HEP CAMP Conference, National Association of State Directors of Migrant Education Conference, and annual CAMP directors. CAMP staff will take advantage of training and staff development opportunities provided by community partners including mentoring programs, Industry Sector Summits through the Tulare-Kings College and Career Collaborative with the purpose to provide local Career Technical Education pathway educators exposure to local Industry Partners. CAMP staff will attend the Migrant Education Program webinars on achieving success as well as webinars on curriculum and toolkits from the California Migrant Education that supports educators and parents of migrant students and English learners with more than 200 video of research-based, effective instructional practices strategies. Weekly staff meetings will include planning, problem solving, and focus on current literature and research about MSFW students.

Recruitment strategies will ensure equal access for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. All PC CAMP recruitment materials will clearly state that we encourage participants with disabilities and from minority groups, and all recruitment materials describing the program will state the availability of accommodations, including the translation of

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any materials into other languages or Braille, physical accommodations, and any other adaptations and assistance that is required (e.g., TTY line). All web notifications will be accessible to individuals with disabilities. High priority will be given to advertising for and recruitment to individuals who are from underrepresented culturally and linguistically diverse populations and persons with disabilities.

There are several strategies that ensure PC CAMP applicants with the greatest financial and academic needs are a priority. The CAMP will conduct an interview, review financial information, and rank using the 30-point Student Selection Matrix (table 5). Referrals will be encouraged and accepted from community partners. Staff will complete the Matrix to rank and identify those that are eligible and with greatest need to fill the 60 annual slots. If an eligible supplicant does not make the program, they will be referred to other supportive college services (EOPS, financial aid, workforce, admissions). If the applicant is unable to academically enroll they will be referred to the Porterville adult school to improve basic reading, writing, and mathematics skills. In addition, the student must:

1. Be a US Citizen or Permanent Resident.
2. Be eligible to receive federal financial aid.
3. Be enrolled or be eligible for admittance for enrollment on a full-time basis (12 credit hours) as a first year student (under 30 credit hours or less).
4. Be 16 years of age or older.

Criteria	Verification	Score
Financial Need	Verify via tax documents, payroll stubs	No-0 Yes 5
Demographics	Underrepresented population (1 Point per area underrepresented race, color, national origin, gender, age)	Max 5 pts
Seasonal Farmworker or Immediate family member	Primary employment was in farmwork for a period of at least 75 days within the past 24 months.	No- not eligible Yes 5

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Migrant farmworker or Immediate family member	Seasonal farmworker (employment required travel that precluded the farmworker from returning to domicile in the same day).	No-not eligible Yes 5
High School Diploma (or equivalent)	Verify through transcripts (<i>note: if no refer to adult school</i>)	No-0 Yes 3
First-Generation	An individual whose parents have not completed a four-year degree	No-0 Yes -1
Student with a Disability	An individual with a documented learning, physical or emotional disability.	No-0 Yes -1
Low-Income	Household taxable income meets guidelines established by the U.S. Department of Education	Below -5 Meets-3 Above -0
TOTAL Max 30 pts <i>Note-Those not chosen will be referred to college services for admission in non CAMP programming</i>		

i. Services are appropriate to the needs of the intended recipients or beneficiaries of those services.

The academic and support services will lead to improvements in the achievement as measured against rigorous academic standards, which include curriculum, assessments, and professional development.

Services were designed after the Strong Theory of Evidence and completion of Logic Model (Table 4) developed a rationale for the interventions. Student achievement will be ensured by meeting student needs through 1) Summer Bridge & orientation; 2) financial assistance; 3) regular contact with academic, career and financial advisers; 4) skill building workshops; 5) Services for wellbeing, 6) peer mentoring, and 7) faculty professional development. If required, ESL classes will be offered for the Certificate of Competency in Advanced English as a Second Language which is designed to give students the reading, writing, listening and speaking skills necessary for advanced workplace communication and to transition to credit programs at Porterville College. Students will be concurrently enrolled in English Expanded Expository Composition for extra practice and sustained support in the coursework while co-enrolled in English 101A (College level English).

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- 1) CAMP families are invited during Summer Bridge and end of year celebrations to foster a sense of cultural acceptance. Vela, et al, (2015) studied the factors in Hispanic college student's success. The findings found parental, family support strongly influenced student performance and resilience, and traditional values may lead to increased paternal involvement (Vela, et al., 2015).
- 2) CAMP students will receive financial assistance in completing FAFSA applications, completing scholarship applications, internet-based financial literacy management, and budget workshops.
- 3) CAMP students will sign a written agreement to participate in all services, regularly attend classes and activities, meet with advisors, and strive to meet academic standards. Faculty professional development is integrated into each component to improve project practices and procedures to ensure student supports are offered on time. Progress reports will be completed several times a semester. Students failing behind in classes will receive variety of tutoring and other resources to assist in accomplishing academic goals.
- 4) Skill building workshops will be provided through Office of Instruction innovation Center programs to explore language, the arts, reading and writing to empower students to discover new perspectives and develop crucial skills that builds upon rigorous classroom learning. **STEM workshops will center on** innovative high-quality STEM experiential learning and mentoring experiences.
- 5) CAMP students will be enrolled in Virtual Medical and Mental Healthcare (TeleHealth) with 24/7 access to Counselors, doctors, nurse practitioners at no cost. Currently students have access to free COVID testing and vaccines on campus. Students will also be eligible for technology grants, (laptops, tablets) check out technology through the library, emergency grants, wi-fi hotspots loaners, Pirate Pantry food bank, free parking passes.
- 6) Peer mentors will be recruited from successful CAMP completers and those from a similar MSFW background and are designed to provide activities that lend structure and space for strengthening community, leadership, and critical consciousness. Math Mentor will provide assistance to CAMP students through a range of mathematics courses.

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- 7) Strategies for ensuring equal treatment focus on ensuring more equal opportunities, and those aimed at more equal treatment within education itself. One strategy focuses on the elimination of discriminatory behavior within the education process at the college through programs with faculty to discuss the challenges of MSFW students to remove the obstacles threatening their educational development. Professional development will focus on the reduction of access barriers and will explore the specific needs of the students and provide referrals information on services to fill social and academic needs (ex. prescriptive tutoring, food assistance, book grants, interview clothing).
- (ii) Proposed project involve the collaboration of appropriate partners for maximizing the effectiveness

The proposed project is designed to recruit, prepare, and retain MSFW and family members in higher education instruction. Given the co-construction, collaboration, and commitment of the college and community and educational partners of this proposal, the likelihood of sustainability after the project ends is high. This project incorporates an intentional collaboration across educational partners, includes sustainability and scale-up plan beginning in year 4 and involves reporting, publishing and dissemination of products and knowledge across state and national venues. Additionally, the predominant number of diverse faculty included in this program are Porterville College employees who are committed in serving MSFW students. Further, the PC Deans support this proposal as enhancements to the instructional programs, certifications, and will continue to be offered. This project will benefit from the established components of these programs. Further, Central California is a rapidly growing, diverse rural area with positive opportunities for a variety of learning experiences and rich in supportive resources to address learning needs. All of these factors make study in the proposed program highly desirable. Strategies and resources, especially addressing mathematics and literacy, while improving students' social, emotional, academic, and career development (See Appendix-Letters of Support). At the project outset, key personnel (See CVs and listing of Key Personnel) will co-construct learning communities in mathematics, interventions, literacy, social-emotional learning/mental health, and instructional coaching from evidence-based practices reviewed by

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the What Works Clearinghouse. The resulting content will meet college course content, district professional development requirements, and applicable state requirements (certification and licensure) to address individual student needs.

(iii) The likely impact of the services the proposed project on the intended recipients of those services.

In partnership with our community, the PC CAMP proposal includes a continuum of coordinated supports, services, and opportunities for MSFW students success in postsecondary education, transfer, and career attainment. Both new and existing services will be coordinated under a comprehensive framework. All strategies are supported by promising evidence and effective practice and intentionally selected based on Strong Theory and identified needs described previously. As noted previously and in later sections, PC has integrated full service services and supports. However, the PC recognizes that strengthened coordination of these services, especially at the community and classroom level, is critical to successful implementation. Therefore, the addition of staff and outreach activities and PC CAMP funding is viewed as a core strategy that underscores all new and coordinated strategies outlined in this proposal.

D. Quality of Project Personnel

(i.) Applicant encourages applications for employment...have been underrepresented.

PC encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. Job announcements list the requirement for bilingual in English and Spanish and preference for applicants who have worked with MSFW populations and a member of MSFW backgrounds. Job announcements will be advertised with community partners that work with MSFW populations, and regional migrant education facilities. Porterville College is an equal opportunity employer and fosters a positive environment and overall hospitable atmosphere to staff of all cultures and heritage, encouraging the appreciation and value of diversity to the college community.

(i) The qualifications, including relevant training and experience

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PC is an Equal Opportunity Employer and hires qualified individuals with experience running federal grants and supporting student success. The Project Director will be (1.0 FTE) who will be responsible for the administration and success of the CAMP program and provides oversight, including hiring, training, supervising and evaluating program staff, fiscal and program management, and serve as CAMP liaison in the community and community partners. The PD will report to the Vice President of Student Services, Primavera Arvizu, who holds a Master's degree in Counseling with a concentration in Student Affairs and has worked in higher education for 20 years addressing student success and equity.

The Project Director (PD) will be a fulltime (1.0) employee. The qualifications are possess a Master's degree in an academic area, five years of full-time experience in administration, and demonstrated understanding of the diverse MSFW academic, socioeconomic, cultural, ethnic, and disability backgrounds. The PD will participate in meetings, conferences, trainings, and other professional development activities to maintain the expertise required to provide accurate and reliable information and support to students seeking to complete a certificate, associate degree, or transfer; Provide support for outreach, enrollment, and onboarding activities for students and communicate regularly with high schools' personnel, students, parents, counselors, and faculty as primary contact for CAMP. Collaborate with deans and faculty to build First-Year Experience pathways Utilize technology to track student progress.

(3) Relevant training and experience, of key project personnel. Qualifications of key project personnel.

Table 5: Title	Job Duties	Experience	Education
Counselor (.50 FTE)	Provide counseling services to CAMP students, academic, career, personal and life transitions counseling; Assist in the implementation of activities, orientation, and follow-up services to students; Assist students with major & career planning	Demonstrated knowledge in the discipline. Ability to assess student learning outcomes & effectively work with students	Master's degree in counseling or social work & demonstrated sensitivity to and understanding MSFW population

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Educational Advisor (.50 FTE)	(12 months) EA will work with PD to provide recruitment, assessment, orientation, and serve as a para-professional counselor advising students related to academic careers, graduation, transfer and majors; advise students on careers and the requirements for career goals.	Experience working with MSFW students and will be bilingual in Spanish and English. Knowledge of Counseling/advising techniques	Bachelor's degree and 1 yr experience in a student services or related function. Preference with experience working with MSFW backgrounds.
Program Technician (100%)	Identify, inform and recruit students eligible for MSFW programs and services; assist in the coordination with summer bridge, set up community events, schedule meetings, and work to ensure students files are complete	Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of MFSW	Associate degree with courses in behavioral science, business or a related field and 2 yrs of experience in student services area.
Tutors (19 hours)	Student tutors (2) hired 19 hours/week to provide tutoring for students	Tutor in a subject, which may include limited/non-English speaking students.	High school graduate and 1 yr experience. Preference with a MSFW backgrounds.

(Job descriptions in Attachments.)

(E) Adequacy of Resources

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

CAMP staff will have private offices ensuring privacy, secure storage of student files, and adheres to all FERPA rules. In accordance with Section 427 of GEPA, the office has been selected for its ability to help participants, staff and faculty overcome barriers to participation. PC assures equity of access for all responsible to ensure students, teachers, administration, and others -with special needs that all potential regardless of gender, race, national origin, color, age, or disability. All facilities at CAMP sites will have equal access to buildings, rooms, and furniture. PC will provide items to assist students with special needs, including, special class materials, tutors, Braille books, sign language, computer accessibility and interpreters. Students will access the PC computer lab and writing center. Parking spaces are available for

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disabled students and the office will be accessible according to the Americans with Disabilities Act. PC will commit classroom space for the CAMP workshops and the Academic Support Center will provide space for tutoring in the Writing Center and the Tutoring lab. CAMP staff will have access to all college conference and meeting rooms for workshops, orientations, and cultural activities. CAMP staff has access to student records, admissions data, financial aid, transcripts, evaluations, and other student records.

Equipment and Supplies: PC will provide ample equipment, technology, and supplies for the project.

Services: Advising and Counseling, Disability Resource Center, CalWORKs, Wellness Center, Financial Aid, Extended Opportunity Program and Services, Cooperative Agencies Resources for Education, Transfer Services, and Veterans' Education. The Office of Student Services is committed to the general mission of the college in addition to the vision, mission, and values statements serving CAMP students.

For staff use: office furniture, desks, desk chairs, filing cabinets, computers, telephones with voice messaging, shared use of printer, copy and fax machines, multi-media equipment, and college vans for program activities. **For student use:** Students will have access to computers in the library (including Internet access), lending library, wi-fis hot spots, check out technology, Computer Labs, Job Entrepreneur, and Career Center (for career, job, four-year college, scholarship searches), Tutoring Center, instructional equipment in science and computer labs, athletics/gym, accommodations, assistive technology equipment, and testing materials.

(ii) Relevance and demonstrated commitment of partners in implementation and success of the project.

Office of Instruction Dual Enrollment program will continue the strong partnerships with feeder high schools and adult education sites to ensure that MSFW high school students or children of MSFW are fully aware of the benefits and enrollment process of the PC CAMP program. The PC Information Technology (IT) department will support the program with technical assistance with software/hardware, distance learning, and other online platforms. The Office of Institutional Effectiveness will provide internal data to monitor program effectiveness and assist in the completion of evaluation and reports.

Outside Partners: Porterville Unified school district will provide space for outreach, workshops, recruitment events. Porterville Adult School will refer candidates, provide services to applicants who

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require additional academic support, and encourage outreach events. California Farmworkers Foundation will offer and create opportunities to outreach to MSFW on the job (farms etc) and learn about the program ([CFF partners with Porterville College to provide educational resources to Farmworkers - California Farmworker Foundation \(californiafarmworkers.org\)](#) through a dedicated outreach worker.

PC serves as a hub for the California Community College Immigration Legal Services project to access free personalized immigration legal services from highly qualified legal practitioners one day a week.

USDA and US Forest Service have entered into agreements with PC to provide summer paid internships for CAMP participants interested in of natural resources, recreation, heritage, anthropology, STEM or/and forestry. Through a crew-based and individual placement work experience and education will enhance skills and even future employment.

(iii) Costs are reasonable in relation to the objectives, design, and potential significance of the project.

PC proposes to serve a total 300 migrant students by year five. The CAMP budget has been carefully developed to attain the objectives outlined in this grant narrative. The proposed direct cost per student is reasonable at \$7445 which is **below** the national average target set of \$16,194 per student in CAMP commuter programs for 2022 (U.S. Department of Education). The program provides the reasonable per student costs as every effort was made to balance program staff salaries, use existing college programs & infrastructure, current student resources, community partners, and institutional resources while expanding programing specific for MSFW. Staff positions are in alignment with institutional salary scales² and will enable sustained contact with MSFW, area high schools, families and members of the MSFW community. As described in earlier sections, our partnerships are committed to leveraging resources to provide **superior support** for MSFW and dependents.

As described in earlier sections PC resources are allocated to promote success. In addition, CAMP will provide cultural enrichment activities and will offer quality experiences in leadership and community service. The CAMP program will broaden career options for migrant students emphasizing

²California salary rates are higher than the national average, however, salaries adhere to the KCCD salary schedule and are in proportion to California cost of living.

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family wage careers. The grant objectives align with the national program goals and specifically address the needs of migrant students. Objectives are specific, measurable and are attainable within both the budget and program period. In preparing the evaluation design, careful attention was given to time, resources, and staff expertise required to implement the program. A core PC value is *Equity* - reducing achievement gaps between demographic groups. PC is committed to serving high-need student populations, such as MSFW, there is the potential that the college will institutionalize the successful elements of CAMP and continue to build on its success after the end of federal funding.

(F) Quality of the Project Evaluation.

(i) Methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes

In developing the evaluation and logic model, a reverse mapping procedure started with the questions and the three CAMP project goals. Then staff identified formative and summative assessments designed to measure specific objectives with specific, measurable, attainable, and relevant goals and activities. Depicted are the evaluation questions, objectives, personnel responsible, data collection methods/sources and target dates (Table 7). Program evaluation will be conducted using both quantitative (Quant) and qualitative (Qual) assessments including formative and summative evaluations. Instruments and procedures designed specifically for CAMP programs will be used to collect data from a variety of sources. Data sources are used for decisions concerning development and modification of education plans, support services, programs, and outreach. Quantitative evaluation methods will gather information from admission to meet the three objectives (1) Enroll 60 MSFW students, (2) 86% of CAMP participants will complete the first academic year of their postsecondary program, and (3) 92% of CAMP participants who, after completing the first academic year of college, continue their postsecondary education.

Table 7: Objective	Measurement Criteria	Measurement Sources	Staff and Timeline for Data
What percentage of MSFW enrolled in Porterville College earn college credit?			
Enroll 60 eligible MSFW students with the highest need.	90 students identified & 60 selected on the basis of	Eligibility (Quant) Needs Assessment (Qual) Intake Interview (Qual)	PD, AE, key staff recruit May &

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	greatest need according to the matrix.	# students (Quant) Complete Ed Plan (Qual)	June, enroll by August annually
What percentage of MSFW completed first year of college with 30 credits?			
Ensure 1 st year completion of 86%	Each year 52 CAMP students will complete 1 st year	Advising Early alert (Qual) Completed credits on transcripts (Quant), mid-term progress reviews (Qual)	PD /Advisors/ Faculty middle, and end of term
What percentage of MSFW enrolled in second year of college?			
Continuation in college of at least 92% of students who complete the 1 st year	48 CAMP student completers will continue in higher education	Registration records (Quant), Student files & student questionnaires (Qual)	PD/Advisor at end of year (annually)

An external evaluator (EE) will be chosen for this project. The evaluator will bring an evaluation framework to address the evaluation questions, the target populations, plan for data collection, ensuring validity and reliability, data management and data analysis. The requirements will be the capacity for building and implementing internal data collection, assessment protocols and development of relevant assessment tools. Additional skills needed; communication skills, planning and organizational skills, manage multiple priorities, evidence of effective collaborative skills, and knowledge of best practices and current trends in CAMP MSFW programs. The following will be reviewed:

Student Survey- EE will develop/administer online surveys to students to determine motivations for participating in CAMP, satisfaction with the program/services, and demographics. **Student Files:** Student files randomly selected for review of accuracy and completion of Eligibility documents, Application & Intake, Academic Services received, academic progress, Financial literacy, Meetings (contacts), and Exit Plan. **Financial Management:** EE will examine the financial management through purchases and invoices are sent to the Business Office for record keeping, per federal regulations.

(ii) Methods of evaluation will provide performance feedback and permit periodic assessment of progress.

The evaluation will systematically collect information to inform the program and to help PC staff make decisions about program improvement and success (Formative and Summative). The evaluation

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will report implementation data to determine implementation of strategies using Fidelity of Strategy Implementation (FSI) tool using a) official records b) staff case management notes c) participant interviews, d) participant logs, and e) key informant interviews with partners. Implementation evaluation will answer the questions: What academic support is delivered and how is it provided? How is student academic growth monitored? To what extent are students engaged in instructional services? What was the effect of PD was offered to faculty?

There is a continual process for each step of evaluating the effectiveness of activities to determine what modifications should be made. Staff will meet with IR and EE to share information increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving services and instruction. Formative assessment will monitor student success and provide ongoing feedback to staff and students to identify their strengths and challenges, to improve skills to manage their education goals. Assessment informs mid-course corrections and improves program services through reviewing program monitoring results and offer additional professional development to faculty and staff to improve programs and services.

The step-by-step process in which feedback is turned into a plan of action to improve program implementation and identify improvement opportunities starts with identifying existing process and recognizing issues. First step, using student feedback on orientation, leadership, classes, and cultural enrichment activities will provide a means to gauge success and identify areas for improvement. Quantitative methodologies will ascertain the criteria for each activity, specifying the type of data to be collected, the frequency of data collection, and source of documentation leading to quantifiable outcomes for each objective and activity. Qualitative measures are completing student surveys, key informant interviews, document interactions and recording comments. Questionnaires will be completed by students at the end of each semester as well as after critical program activities to measure the effect that the interventions had on the participant and college success. Second step is to design the improvement plan by outlining adjustments in forming a plan. Adjustments will provide useful recommendations for

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program enhancement and will be utilized in planning for the following year. Third step will implement the new plan and fourth will monitor and test.

(iii) Methods of evaluation will produce promising evidence about the project's effectiveness.

PC CAMP program will use a Correlational Design (which meets the What Works Clearinghouse Evidence Standards) to produce evidence of promise with statistical controls for selection bias. In choosing a WWC study, PC asked “Which interventions are effective at helping students improve access and enrollment in college?”

The proposal will use the study “Stemming the tide of summer melt: An experimental study of the effects of post–high school summer intervention on low-income students’ college enrollment: College Access and Enrollment Domain.”³ In the WWC study, predominantly low income and minority, with large numbers first generation college students were sampled from seven urban schools, worked with school-based counselors throughout the summer to “secure financial aid, complete necessary paperwork, and alleviate concerns about going to college.” The positive and statistically significant difference between the intervention group and the comparison group on the percentage of students who enrolled in college in the fall after high school graduation. The WWC characterizes this finding as a statistically significant positive effect. The intervention to be researched is the summer counseling program. While there are no commonalities among summer courses reviewed by WWC, the interventions examined will include summer programs to reduce informational barriers in all services studied and socioemotional barriers. The population for the intervention is MSFW students to compare with a control group of randomly chosen low income first generation students who did not receive any interventions (summer counseling). PC will measure the PC CAMP summer counseling program to assess effectiveness using the protocols in the defined study. Did a higher rate of students receiving summer counseling enroll in college and be more successful over those who did not?

³ <https://ies.ed.gov/ncee/wwc/Study/79721>