

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**CAMP-84.149A-1**

**CFDA # 84.149A**

**PR/Award # S149A150008**

**Grants.gov Tracking#: GRANT11831765**

OMB No. , Expiration Date:

Closing Date: Feb 12, 2015

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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:<br><input type="checkbox"/> Preapplication<br><input checked="" type="checkbox"/> Application<br><input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application:<br><input checked="" type="checkbox"/> New<br><input type="checkbox"/> Continuation<br><input type="checkbox"/> Revision | * If Revision, select appropriate letter(s):<br><input type="text"/><br>* Other (Specify):<br><input type="text"/> |
|--|--|--|

|  |  |
|--|--|
| * 3. Date Received:<br><input type="text" value="02/10/2015"/> | 4. Applicant Identifier:<br><input type="text"/> |
|--|--|

|  |   |
|--|---|
| 5a. Federal Entity Identifier:<br><input type="text"/> | 5b. Federal Award Identifier:<br><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):<br><input type="text" value="74-1109641"/> | * c. Organizational DUNS:<br><input type="text" value="0664220980000"/> |
|--|---|

**d. Address:**

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

**e. Organizational Unit:**

|   |   |
|---|---|
| Department Name:<br><input type="text" value="CAMP"/> | Division Name:<br><input type="text" value="Academic Affairs"/> |
|---|---|

**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:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 3: Select Applicant Type:

X: Other (specify)

\* Other (specify):

Minority-Serving Instituion

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.149

CFDA Title:

Migrant Education College Assistance Migrant Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-122914-001

\* Title:

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

**13. Competition Identification Number:**

84-149A2015-1

Title:

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

Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

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

The College Assistance for Migrants Program (CAMP) at St Edward's University

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

|                     |   |
|---------------------|---|
| * a. Federal        | <input type="text" value="425,000.00"/> |
| * b. Applicant      | <input type="text" value="(b)(4)"/>     |
| * c. State          |   |
| * d. Local          |   |
| * e. Other          |   |
| * f. Program Income |   |
| * g. TOTAL          |   |

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

The St. Edward's University C.A.M.P. does not have geographic boundaries; however, the majority of the students served are from Texas. In particular, the students served tend to be from Central and South Texas, and the Rio Grande Valley area of the state (border counties of Texas).

## 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>Gloria White</p> | <p>TITLE</p> <p>Director of Sponsored Programs</p> |
| <p>APPLICANT ORGANIZATION</p> <p>St. Edward's University</p>           | <p>DATE SUBMITTED</p> <p>02/10/2015</p>            |

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

|  |  |  |
|--|--|--|
| <b>1. * Type of Federal Action:</b><br><input type="checkbox"/> a. contract<br><input checked="" type="checkbox"/> b. grant<br><input type="checkbox"/> c. cooperative agreement<br><input type="checkbox"/> d. loan<br><input type="checkbox"/> e. loan guarantee<br><input type="checkbox"/> f. loan insurance | <b>2. * Status of Federal Action:</b><br><input type="checkbox"/> a. bid/offer/application<br><input checked="" type="checkbox"/> b. initial award<br><input type="checkbox"/> c. post-award | <b>3. * Report Type:</b><br><input checked="" type="checkbox"/> a. initial filing<br><input type="checkbox"/> b. material change |
|--|--|--|

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: St. Edward's University  
\* Street 1: 3001 S. Congress Avenue    Street 2: \_\_\_\_\_  
\* City: Austin    State: TX: Texas    Zip: 78704-6489  
Congressional District, if known: TX-021

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

|   |   |
|---|---|
| <b>6. * Federal Department/Agency:</b><br>Department of Education | <b>7. * Federal Program Name/Description:</b><br>Migrant_Education_College_Assistance_Migrant_Program<br>CFDA Number, if applicable: 84.149 |
|---|---|

|   |   |
|---|---|
| <b>8. Federal Action Number, if known:</b><br>_____ | <b>9. Award Amount, if known:</b><br>\$ _____ |
|---|---|

**10. a. Name and Address of Lobbying Registrant:**

Prefix: Ms.    \* First Name: Jayne    Middle Name: \_\_\_\_\_  
\* Last Name: Jones    Suffix: \_\_\_\_\_  
\* Street 1: 370 Marshall Avenue #410    Street 2: \_\_\_\_\_  
\* City: St. Paul    State: MN: Minnesota    Zip: 55102

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

Prefix: Ms.    \* First Name: Jayne    Middle Name: \_\_\_\_\_  
\* Last Name: Jones    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: Gloria White  
\* Name: Prefix: Dr.    \* First Name: Gloria    Middle Name: A.    \* Last Name: White    Suffix: \_\_\_\_\_  
Title: Director of Sponsored Programs    Telephone No.: 512-492-3149    Date: 02/10/2015

## NOTICE TO ALL APPLICANTS

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.

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

### Estimated Burden Statement for GEPA Requirements

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

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

Section427GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## **Section 427 of the General Education Provisions Act**

In adherence with Section 427 of the Department of Education's General Education Provisions Act (GEPA), St. Edward's University ensures that each student receives the services needed to succeed in higher education and in particular, the students participating in the College Assistance Migrant Program. All university students regardless of gender, race, national origin, color, disability, or age have access to the services that they need to excel. This practice is also in place in the admissions and scholarship process, as well as the hiring process at the university. Students with disabilities receive accommodations as part of the educational process at the university. The CAMP office works closely with the university's Office of Disability Services, as well as with the Counseling and Advising Center and the Student Health Center to ensure that student needs are met.

The following steps are followed to ensure the elimination of barriers, and ensure equitable access to, and participation in, the St. Edward's University College Assistance Migrant Program (CAMP) for students, parents, target schools and their personnel, and other participants:

1. Provide as needed program literature in Spanish and provide translators for events in Spanish and other languages, as needed.
2. Provide copies of the CAMP application and information materials in both Spanish and English.
3. Provide program and Federal guidelines to all interested individuals, in order to affirmatively seek potential eligible participants from a diverse population among the Migrant and Seasonal Farm Working Population.
4. Provide orientation to ensure that programs participants are aware of and make use of services for students with disabilities, including but not limited to, reading materials in a variety of formats, audio materials in a variety of

- formats, and appropriate accommodations in the classroom and office environments.
- 5. Provide orientations and training to staff to ensure that all program staff are empathetic to individuals of color, national origin, gender, race, disability or age.
- 6. Ensure that job announcements are made available to all schools in target areas and community agencies to inform them about program position availability.

Finally, referrals are made for individual testing and/or screening as appropriate and the university assists students in obtaining services (for example, speech therapy for a student who stuttered; pro bono surgical services for a student with serious health issues, dental services for a student with an abscessed tooth, services for a dyslexic student who needed books from the Texas School for the Blind and Dyslexics) as needed.

## 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.

|  |                           |                |
|--|---------------------------|----------------|
| <b>* APPLICANT'S ORGANIZATION</b><br>St. Edward's University |                           |                |
| <b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b> |                           |                |
| Prefix: Dr.  | * First Name: Gloria      | Middle Name: A |
| * Last Name: White   | Suffix:                   |                |
| * Title: Director of Sponsored Programs                      |                           |                |
| <b>* SIGNATURE:</b> Gloria White                             | <b>* DATE:</b> 02/10/2015 |                |

## 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:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

## **Project Abstract**

**Applicant:** St. Edwards University (SEU), Austin, Texas

**Project objectives and activities:** The St. Edward's University (SEU) CAMP supports 35 migrant students annually to ensure completion of their first year of postsecondary education and their persistence to graduation. SEU CAMP has been in continuous operation for 42 years with program services that meet or exceed GPRA 1 first-year completion targets and GPRA 2 retention targets, and result in six-year graduation rates that exceed those for Hispanics in Texas and the US. The SEU CAMP has 8 objectives organized under 5 goals pertaining to: 1) outreach and recruitment; 2) financial assistance; 3) academic support; 4) psychosocial and health support; and 5) cultural awareness. Activities include: targeted recruitment; admission assistance; financial services; academic planning and counseling; tutoring, developmental classes; peer advising; community building; personal counseling; health services; and cultural events.

**Applicable priorities:** The SEU CAMP program addresses Invitational Priorities 1 and 2.

**Proposed project outcomes:** Outcomes establish enrollment and performance measures for program activities and resources leading to student success and set criteria for ongoing evaluation of the effectiveness of the program to meet the GPRA measures and prepare students for continuing to degree attainment.

**Number of participants:** SEU CAMP will enroll 35 eligible students annually, 100% of whom will be residential students.

**Location:** The St. Edward's University campus in Austin, Texas.

**Project Targets:** To meet the GPRA 1 and 2 measures that 86% of CAMP participants will complete the first academic year of their postsecondary program and that 85% of CAMP participants who complete their first academic year will continue their postsecondary education.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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## 1. Need for and Significance of Project

### *i. Magnitude of the need.*

The Natl. Center for Farmworker Health (2012) reports there are more than three million migrant/seasonal farmworkers in the US. Texas is second only to California in the number of migrant families. The US Dept. of Agriculture's "Profile of Hired Farmworkers, a 2008 Update" estimates that 30% of hired farmworkers have less than a 9<sup>th</sup> grade education, only 28% have graduated from high school, and 20% have completed some college education. The 2007-2009 Natl. Agricultural Workers Survey (NAWS), an annual random sample survey of 1,500 to 3,000 crop workers, indicates that the average level of completed education was 8<sup>th</sup> grade and only 9% attained some form of higher education. The NAWS Survey found that 23% of farmworker families had total family income levels below the national poverty rate. It is estimated that 90% of migrant children are of Latino origin and that 34% are English Language Learners.

The Texas Migrant Education Program (MEP) is the second largest migrant education program in the US. During the most recent 2006-2007 reporting period, the MEP identified approximately 60,000 migrant children and youth. According to a 2013 Texas Education Agency (TEA) report, there are 35,106 migrant students in Texas. St. Edward's University (SEU), located in central Texas, welcomes students from across the US but primarily recruits CAMP students from rural Texas counties with the highest concentration of migrant families, with most students coming from Region 1 and Region 13 Education Service Centers (ESC).

The Region 1 ESC serves the Rio Grande Valley (RGV). For Region 1, the unique count of migrant students by district has remained fairly constant with cumulative student totals of 32,430 for 2010-2011; 30,097 for 2011-2012; and 25,824 for 2012-2013. Of the count for 2012-2013, 4,776 students were enrolled in 11<sup>th</sup> and 12<sup>th</sup> grade. Over 90% of SEU's CAMP eligible students

come from the RGV, including Starr, Hidalgo, Willacy and Cameron counties. In the RGV, a third of residents live below the Federal poverty level; the average 12-month per capita income is \$12,991 (US Census Bureau, 2008-2012). Recent demographics for the region indicate that the K-12 student body is 97.5% Hispanic, 85.6% Economically Disadvantaged and 35.1% Limited English Proficient (TEA, 2013). SEU also recruits students in Region 13, which encompasses Central Texas. Of the 60 school districts in this area, 34 are part of the Region 13 Migrant Shared Service Arrangement. As of December 2014, among these schools 475 migrant students have been identified, of whom 99% are Hispanic and 280 are currently in grades 9 to 12th.

On average 90% of admitted SEU CAMP students are first-generation college students and 85% are under-prepared for college coursework. The SEU CAMP is designed to address not only financial assistance and academic preparation, but also the familial, cultural, and social challenges for this target population. To qualify, high school students must meet SEU's admission requirements, be a US citizen or legal resident, show financial need, and document their migrant or seasonal farm work eligibility. The SEU CAMP program supports services for the freshman year that are essential to retention and academic success.

*ii. Extent to which the project will address the needs of disadvantaged individuals.*

Texas migrant students are 98% Hispanic; 97% are economically disadvantaged. Hispanics represent 62.4% of students served in Title 1 programs, which provide funding to meet the educational needs of low-achieving, limited English proficient and migratory children in highest-poverty schools. The 35,106 migrant students in Texas are embedded in the 'Hispanic' category. Most eligible students served by SEU CAMP come from Central Texas and the RGV.

Migrant students across the country face barriers that include poverty, mobility, limited English proficiency, and cultural and social isolation in schools (*Journal of Latinos and*

*Education*, 2009). Financial need impacts migrant students' access to higher education, and limits their ability to participate in cultural and social events outside of their own culture. Family responsibilities and/or cultural issues associated with first-generation college students present additional obstacles to migrant students' college attendance and completion.

Through annual visits to Region 1 and Region 13 by SEU recruiters, all trained in CAMP eligibility, SEU works with schools to identify students best served by the program. To address the needs of migrants, SEU CAMP offers a comprehensive package of financial, academic and psychosocial support to 35 eligible students annually. Financial need is determined by the student's EFC on the FAFSA. (Most students offered admission to CAMP have an EFC below \$5,000 which makes them Pell Grant eligible—many have a 0 EFC.) Academic need is determined by SAT/ACT scores, high school records, counselor recommendation and a student writing sample. To address their psychosocial needs, SEU provides services, support and an environment in which the student can thrive and gain the confidence and skills to succeed.

*iii. Gaps or weaknesses identified and addressed by the project.*

SEU CAMP addresses the following gaps or weaknesses for migrant students in accessing and succeeding in higher education.

**Table 1. Gaps or Weaknesses Identified and Addressed**

| <b>Gaps or Weaknesses</b>   | <b>Program Services to Address Gaps/Weaknesses</b>  |
|---|---|
| <u>OUTREACH</u><br>*Low college enrollment rate<br>*Lack of information regarding college access  | *Distribution of bilingual pamphlets detailing program benefits at recruitment presentations<br>* CAMP eligibility training for all staff                     |
| <u>FINANCIAL SUPPORT</u><br>*Financial barriers attributable to poverty<br>*Family lack of information regarding access to financial assistance | *Assistance in filing annual FAFSA form<br>*Tuition, Room/Board, books paid<br>*Monthly living stipends and travel stipends                                   |
| <u>ACADEMIC SUPPORT</u><br>*Underprepared for college level courses<br>*Many face challenges of ELL and struggle with writing                   | *Placement testing to determine academic need<br>*Developmental courses<br>*Writing and Math Labs, tutoring, Peer Academic Coaching, Supplemental Instruction |

|  |   |
|--|---|
| <p><b>PSYCHOSOCIAL &amp; HEALTH</b><br/>                 * Unrealistic view of college requirements<br/>                 *Lack of emotional support from family regarding student's college attendance<br/>                 *Low social and cultural context for college<br/>                 *Minimal access to health care</p> | <p>*Comprehensive orientations in Fall and Spring<br/>                 *Bilingual Parent Orientation<br/>                 *Personal and academic support to students<br/>                 *Vision and hearing screenings<br/>                 *Health insurance and access to Health Center</p> |
| <p><b>CULTURAL AWARENESS</b><br/>                 *Low participation in cultural activities outside their culture and/or rural communities</p>   | <p>* Free tickets to concerts, plays, performing arts<br/>                 * Free theatre tickets for productions on and off campus</p>   |

*iv. Importance or magnitude of results or outcomes likely to be obtained.*

With the services and support provided by CAMP in their first year, students gain the confidence and experience to navigate formerly unfamiliar terrain. They continue to perform well academically and socially, and their retention and graduation rates surpass those of other first-time freshmen. The magnitude of outcomes to be obtained by the SEU CAMP is indicated by data on SEU CAMP past program performance in achieving student success:

- The average first-year completion (over the last five-years) is 93%.
- The average one-year retention rate is 87% for 2009-2012 CAMP cohorts; which surpasses the average one-year Texas retention rate of 73.3% for all first-time freshmen and the national one-year retention rate of 78.4% (NCHEMS Information Center).
- The average six-year graduation rate is 60% for 2004-2007 CAMP cohorts, exceeding the most recent six-year graduation rates for Hispanics in Texas (41%) and the US (51%) (Chronicle of Higher Education; National Center for Educational Statistics, 2011).
- Of the 194 graduates from our 2000-2009 CAMP cohorts, 28% graduated with honors.

The overarching goal of CAMP at St. Edward's is for our migrant students to graduate and be prepared for success in graduate school and/or professional careers so that they may reach their fullest potential and excel as leaders in the community. Degree attainment will serve to end the cycle of poverty, improving the quality of life of migrant families.

## 2. Quality of Project Design

*i. Proposed goals, objectives and outcomes to be achieved are specified and measurable.*

Goals, objectives, and outcomes, supported by the project budget, address the legislative intent for CAMP and are aligned with best practices to meet or exceed GPRA 1 and 2 measures.

**Table 2. Goals, Objectives, and Outcomes**

|  |
|--|
| <b>Goal 1:</b> To provide <i>outreach and recruitment</i> services to eligible migrant students primarily in Texas to enroll target number in SEU CAMP.  |
| <b>Objective 1.1:</b> Recruit, verify eligibility of and enroll 35 eligible students annually who demonstrate a need for CAMP's financial, academic, and psychosocial support.   |
| <b>Outcomes:</b> 35 CAMP freshmen will be advised and registered for full-time coursework each year. 100% will meet migrant eligibility requirements.  |
| <b>Goal 2:</b> To provide <i>financial assistance</i> necessary for full-time college enrollment that will cover most of their college and living expenses.  |
| <b>Objective 2.1:</b> 100% of the CAMP cohort will receive financial counseling and assistance with completing the FAFSA   |
| <b>Objective 2.2:</b> Provide 100% of CAMP freshmen with a financial aid package that will cover all costs of enrollment except for \$1,000 per semester—a total of \$2,000 for the academic year.   |
| <b>Outcomes:</b> 100% of CAMP freshmen will receive financial assistance for the academic year with a maximum financial burden of \$2,000 allowing most not to be employed during this time.   |
| <b>Goal 3:</b> To provide <i>academic support</i> to CAMP students in areas of greatest need to succeed in academically rigorous coursework.   |
| <b>Objective 3.1:</b> Provide 35 CAMP freshmen annually targeted academic support that enables them to successfully complete first-year coursework.  |
| <b>Objective 3.2:</b> Assist Freshmen in each CAMP cohort to meet the academic requirements to enroll for their second year.   |
| <b>Outcomes:</b> 100% of incoming CAMP students will complete academic placement assessments. GPRA measures met or exceeded. GPRA 1: 86% of CAMP cohort will complete the academic year in good standing with 24 credits and a minimum GPA of 2.0. GPRA 2: 85% of those who complete will continue to be enrolled in higher education. |
| <b>Goal 4:</b> To provide <i>psychosocial and health support</i> for CAMP participants to successfully transition to college life and be empowered to interact confidently within the university.  |
| <b>Objective 4.1:</b> Provide 100% of the CAMP cohort with regular counselor-facilitated process groups, one-on-one personal counseling, and peer mentoring from prior CAMP students.  |
| <b>Objective 4.2:</b> Provide 100% of CAMP cohort with vision and hearing screening, access to SEU Health Center services, and health insurance.   |
| <b>Outcomes:</b> 95% of CAMP cohort will report by means of survey an increased sense of empowerment to recognize their talents and increased awareness of resources available to them to overcome barriers to success.  |
| <b>Goal 5:</b> To provide opportunities for students to expand their <i>cultural awareness</i> by attending  |

and/or participating in cultural events/service projects for self-actualization and personal growth.

**Objective 5.1:** Provide 100% of the CAMP cohort with the opportunity to attend at least 4 cultural events/service projects offered in the Austin area each semester.

**Outcomes:** 100% of CAMP participants will experience at least 2 cultural events/service projects either in the community or on campus and expand their knowledge of other cultures.

*ii. The design is appropriate to and will address identified needs.*

Starting with recruitment, enrollment and orientation, SEU CAMP provides a framework on which the financial, academic, and psychosocial supportive services lead to a college degree. Each CAMP cohort will receive comprehensive support services that fall into these categories. The financial support they receive will free them to concentrate on their academic load. Academic support services like tutoring, Supplemental Instruction (SI), and Peer Coaching will allow CAMP students to excel in their coursework and complete their bachelor's degree at rates equal to or higher than their peers. The psychosocial support they receive will give them confidence and the tools to navigate their prospective majors and future professional careers.

**Table 3. Project Design to Address Needs**

| Need  | Strategy to Address Needs  |
|---|--|
| Low college enrollment rates and need for targeted recruitment. | <b>Goal 1. Outreach and Recruitment</b>  |
|   | 1. CAMP Admission Counselor will collaborate with the Texas Migrant Interstate Program (TMIP), UT-Austin Migrant Program, and Service Centers for Region 1, Region 13, and Region 20 as well as local school districts in Texas to ensure that eligible students are referred. |
|   | 2. CAMP Admission Counselor will host high school visits to the university and participate in college fairs and visit with agencies that serve migrants at the various school districts.   |
|   | 3. CAMP Admission Counselor will distribute CAMP information and assist students during the application process.   |
|   | 4. Admission process will verify students' academic and financial need and eligibility per Federal guidelines.   |
| High level of poverty and need for financial assistance.        | <b>Goal 2. Financial Assistance</b>  |
|   | 1. In the first year of enrollment, each student's tuition, room and board, health insurance and books will be paid with the exception of \$2,000.   |
|   | 2. Students will also receive a travel stipend each semester and a living stipend of \$80/month for personal expenses.   |
|   | 3. A dedicated CAMP financial services counselor will meet with students   |

|  |  |
|--|--|
|  | individually twice a year and prepare the financial aid package for year 2.  |
| Underprepared for college level courses and need for academic support services.  | <b>Goal 3. Academic Support</b>  |
|  | 1. Students will enroll in appropriate developmental or college-level classes with placement determined by SAT/ACT scores and placement tests.   |
|  | 2. Each student will meet with the CAMP academic counselor once a month.   |
|  | 3. Students will be required to attend 2 hours of tutoring, Supplemental Instruction, Writing Workshops or Science Skills Workshops each week.   |
|  | 4. Students will meet weekly with a Peer Academic Coach (PAC) to learn organizational, time management, and study skills.  |
| 5. The Academic Counselor will track student attendance and progress by way of MAP-Works to analyze and provide appropriate academic interventions as early as possible. |  |
| Low social preparation for college attendance and need for psychosocial support.<br><br>Minimal access to health care and the need to provide basic medical care.        | <b>Goal 4. Psychosocial and Health Support</b>   |
|  | 1. Students will attend one face-to-face introductory session with the dedicated CAMP personal counselor who makes needed external referrals.  |
|  | 2. Students will be assigned to small process groups, Migrant Experience Groups (MEG), to discuss issues or difficulties transition to college.  |
|  | 3. Students will attend Cultural Expressions groups to better appreciate their culture and how it interfaces with the university.  |
|  | 4. CAMP has an open door policy that allows students easy access to staff.   |
|  | 5. Counselor will send monthly wellness newsletter that addresses topics significant to first-generation students.   |
| 6. Students will have access to SEU Health and Counseling Center with referrals as needed. They will receive health screenings, free health care and training.           |  |
| Low participation in outside cultural activities and the need to build cultural awareness.   | <b>Goal 5. Cultural Awareness</b>  |
|  | 1. The CAMP Senior Secretary will obtain free tickets for students to attend local performing arts and plays with transportation provided  |
|  | 2. Students will be required to participate in at least one service project each semester. Offerings include: The Diabetes Walk, Alternative Spring Break, Cesar Chavez Blood Drive, and the Cesar Chavez March. |

*iii. Linkages with other appropriate agencies and organizations providing services.*

The SEU CAMP has a 42-year history of collaboration with appropriate agencies and organizations to provide services for this student population.

**Table 4. Coordination of CAMP Services with Local, State, and Federal Resources**

| <b>Agencies and Organizations</b>                       | <b>Services Provided</b>  |
|---|---|
| 1. Local and State education agencies, school districts | Identification and referral of potential eligible migrant students. CAMP participation in college fairs and dissemination of program information. |

|  |   |
|--|---|
| 2. University Federal Credit Union   | Provision of free banking services and financial training to CAMP students.   |
| 3. Partnerships with vision and dental providers in Austin (Quality Vision & Dr. S. Garza) | Provision of low cost or free vision and dental services. Discounts and financial support given to CAMP students. (Letter of Agreement with Quality Vision on file)         |
| 4. Austin Lyric Opera, Ballet Austin, Austin Symphony                                      | Provision of free tickets to performing arts events.  |
| 5. Service Centers for Region 1 (RGV), Region 13 (Austin), and Region 20 (San Antonio)     | Network between Migrant Directors and Service Center Counselors for exchange of information regarding eligibility, resources, and opportunities for CAMP-eligible students. |
| 6. Non-profits (College Forward, GO Center, Advise Texas)                                  | Information exchange regarding resources for serving students. Provision of application and FAFSA assistance.   |
| 7. Texas Migrant Interstate Program  | Promotion of CAMP services and information sharing with SEU recruiter.  |
| 8. Other CAMP programs, especially those within the state (e.g., Univ. of TX-RGV)          | Referral of potential students to other programs or acceptance of applicants from other programs to provide desired degree/career support.                                  |
| 9. National HEP-CAMP Association   | Provision of staff development, scholarship opportunities for students, and annual conference where HEP and CAMP Directors share best practices for migrant students.       |

*iv. Efficiency in the use of time, staff, money, or other resources to improve results*

In addition to financial and academic services, the program benefits from computer technology services, account management, equipment procurement and technical assistance. The SEU CAMP office is adjacent to the Academic Counseling and Exploration Dept. (ACE), Career and Professional Development and the Office of International Education. This proximity allows CAMP staff to coordinate and refer students easily to campus resources. It also allows for best practices implemented by CAMP to inform and improve services for all students.

**Table 5. SEU Resources for Program Support**

| <b>Department</b>                    | <b>Resources Provided</b>  |
|--------------------------------------|--|
| Health and Counseling Center         | Provides health screenings, free health care, and training. Referrals to local health professionals when needed. A dedicated mental health provider on campus works with CAMP and makes outside referrals as needed. |
| Office of Student Financial Services | Works with CAMP to provide financial assistance that covers tuition, room/board, health insurance, books and stipends.   |
| Academic Support Programs            | Provide free tutoring, Peer Academic Coaching, and Supplemental Instruction to CAMP students.  |
| Student Disability                   | Assists students in accessing low-cost testing services for  |

|   |  |
|---|--|
| Services                                | learning disabilities and makes appropriate accommodations.  |
| Advancement Office                      | Raises funds to assist students in areas that enhance their education but they cannot afford (e.g., study abroad, research).   |
| Career and Professional Development     | Prepares students to enter the workforce upon graduation by assisting them in preparing professional resumes, participating in career related internships and workshops. Uses an integrated 'Map your Future' program. |
| Office of Admission                     | Dedicates one bilingual counselor to CAMP recruiting. All admission counselors receive eligibility training along with an overview of CAMP services.   |
| President Obama's Interfaith Challenge  | Fosters a campus philosophy of interfaith and inter-cultural cooperation. <b>(Inv. Priority 2)</b>   |
| Campus Ministry-SEU                     | Provides service opportunities for students during the academic year, such as Alternative Spring Break and Service Abroad.   |
| Living Learning Communities (LLC)       | Provides eligible STEM migrant students resources for summer internships and job placement, and provides academic support during the academic year in their major. <b>(Inv. Priority 1)</b>                            |
| Office of International Education (OIE) | Provides students with information on study abroad and student exchange programs within their majors.  |

### 3. Quality of Project Services

SEU's "commitment to provide educational opportunities for students of varied cultural, religious, educational and economic backgrounds" is evidenced by the Institute for Higher Education Policy awarding SEU in 2013 its Institutional Champions of Access and Success Award for successfully advancing strategies that increase opportunity, persistence and degree completion for low-income, first-generation, minority, and other underserved students.

*i. Training /professional development are sufficient to lead to improvements in practices.*

Staff participate in professional training both on campus and at the local, state and national level. SEU has an established protocol for annual performance evaluation that includes goal development and benchmarks that encourage staff to engage in professional development. On-campus training through Human Resources and support services covers topics such as diversity, Title IX on sexual misconduct, MAP-Works training (early warning system for at-risk students), Degree Works training (an interactive computer-based degree exploration system), and Banner

(institutional ERP software) training for program management. CAMP staff participates in best practices training at conferences held by Texas Education Agency, the Natl. Assoc. of Directors of State Migrant Education, and HEP-CAMP. The Director also attends the Annual Directors Meeting with the Dept. of Education's Office of Migrant Education (OME). The Academic Counselor meets weekly with the academic counselors from SEU's Academic Counseling office to discuss information regarding new majors and degree plans and requirements.

Each semester opportunities are provided for staff to learn best practices from educational experts regarding issues sensitive to the migrant population. These presentations, such as those offered by the Hispanic Association of Colleges and Universities (HACU) or sister institutions, enable staff to make appropriate changes to CAMP interventions. Some examples include: retention risks and strategies to address student needs, evaluating program objectives, making timely referrals for at-risk students, and evidence-based practices in advising and counseling.

Evidencing the professional level of the CAMP staff, OME invited CAMP Director Yacono to be the co-lead on creating a mentoring program for HEP/CAMP. Prior to this invitation, OME had selected SEU CAMP for a site visit for "demonstrating consistently high results for students" to identify effective practices that could be disseminated to all CAMP programs.

*ii. The services to be provided are focused on those with greatest needs.*

To qualify for CAMP, students must meet SEU admission requirements, be a US citizen or legal resident, and document migrant eligibility. Means of documentation are: Certificate of Eligibility on file with the high school; proof that student or parents or guardians engaged in migrant or seasonal farmwork for at least 75 days in the last 24 months before application; or student participation in a Chapter 1 MEP or Workforce Investment Act. SEU CAMP selects students based on their completed applications, academic records, SAT/ACT scores, high school

transcript including rank and GPA, counselor recommendations, extracurricular activities, and personal essays. The admission committee reviews the files to determine admissibility of the student with consideration toward serving those with greatest financial and academic need.

Need is determined by a number of factors: **Financial need:** EFC (Expected Family Contribution) is determined by the FAFSA which every CAMP applicant fills out. With few exceptions, applicants are Pell Grant eligible. **Academic Need:** SAT/ACT scores identify students needing developmental assistance (the majority of applicants score below SEU's mean SAT/ACT score); high school counselor recommendations; high school transcript, i.e., rigor of courses and enrollment in honors or AP classes; and an essay that helps determine the student's writing competency. Review of application informs the CAMP staff on student academic need.

*iii. Services will lead to student achievement as measured against rigorous academic standards.*

SEU is fully accredited by regional and national associations including the Southern Association of Colleges and Schools. For the 12<sup>th</sup> year in a row, *U.S. News and World Report* has listed SEU as one of "America's Best Colleges," and in 2015 it ranked #13 among Best Regional Universities in the West. SEU engages undergraduates in a rigorous arts, sciences and humanities curriculum designed to teach critical thinking, effective communication, and confidence to meet the challenges of a 21<sup>st</sup> century world. The academic program culminates in an ethically grounded, problem-solving Capstone project, which complements a major discipline.

On average CAMP SAT/ACT scores are 10% lower than the freshman class. SEU CAMP academic and psychosocial services support CAMP students in achieving the rigorous academic standards attained by their peers. Services are developed in response to identified needs in meeting standards. CAMP piloted the Writing Workshops in 2013 when student surveys revealed that students needed more writing assistance. Results for the 2013-14 group were very

promising: Students who attended 5 or more workshops earned an A or B in their writing courses; those who attended 3-4 workshops earned a C or higher. These students continue to perform well in subsequent writing courses. In Fall 2014, CAMP piloted the Science Skills Workshop. Cohort tracking revealed that in the past 3 years 12 students each year declared Natural Science majors. In the class of 2012-13, 5 remained in their majors; in the class of 2013-14, 2 remained. Students indicated in their year-end survey that they felt unprepared for the science courses. With the weekly Workshop introduced in Fall 2014 to address retention in STEM majors, 10 of the 12 students in that cohort remain in their science major. **(Inv. Priority 1)** Program services, informed by student input, have demonstrated improvements in student success and are holistic in addressing the many factors leading to student achievement.

**Table 6. SEU CAMP Program Services**

|   |
|---|
| <b>WRITING WORKSHOPS</b>  |
| Weekly Writing Workshops, led by faculty, will provide additional English writing skills acquisition. Small group sessions will provide individual attention for increases in writing skills.   |
| <b>PEER ACADEMIC COACHES</b>  |
| Every CAMP student will have a Peer Academic Coach (PAC) who will work with them weekly to develop academic skills. Topics will include: time management, note-taking, test-taking, etc.  |
| <b>MIGRANT EXPERIENCE GROUPS</b>  |
| Weekly support group sessions with CAMP and university staff facilitators will help students make a successful transition to college life by cultivating social and cultural capital.   |
| <b>ACADEMIC SUPPORT SERVICES</b>  |
| CAMP students will be required to attend a minimum of two tutoring sessions weekly. Tutoring can consist of one-on-one instruction from a peer tutor, SI (small group instruction by a student assistant), computer-assisted instruction, and professor assistance during office hours. Students can also receive faculty assistance in the Writing Lab and the Math Lab. |
| <b>ACADEMIC ADVISING AND COUNSELING</b>   |
| CAMP students will be advised into and registered for courses that meet requirements for their intended majors. Students who do not meet the minimum requirements for freshman level math or English writing courses will be placed in developmental courses to gain needed skills.   |
| <b>PERSONAL/MENTAL HEALTH COUNSELING</b>  |
| CAMP students will have one introductory session with the counselor to build a trusting relationship. The counselor will have drop in hours in the CAMP office twice a week to encourage students to discuss transitional difficulties in a confidential setting. The counselor understands the migrant culture and is able to provide support.                           |
| <b>STUDENT AND PARENT ORIENTATION</b>   |
| Parents of CAMP students will participate in a one-day bilingual orientation in August to receive   |

|  |
|--|
| essential information regarding university culture and requirements to help them provide appropriate support to their children. CAMP students will attend a four-day orientation that concentrates on team building among themselves and with CAMP staff. They will then attend a freshman orientation along with the other freshman in their cohort. The purpose of the freshman orientation is to prepare them to take full advantage of university resources available to them. |
| <b>CULTURAL AND ACADEMIC EVENTS</b>  |
| Financial constraints prevent CAMP students from attending cultural events. CAMP students will be provided tickets for a minimum of two cultural events each semester, e.g., opera or ballet tickets, theatre or art exhibits. Academic events/lectures will also be made available to them.   |
| <b>CAREER SERVICES</b>   |
| In order to provide an opportunity for career exploration, students will be required to participate in 'Map Your Future.' This four-year action plan helps students graduate with a strong career profile by performing a series of career-related activities. They will prepare a resume, attend career fairs and lectures on career choices, and do mock interviews. CAMP Career Day in the spring will highlight CAMP alumni in professions that relate to students' majors.    |
| <b>SCIENCE SKILLS WORKSHOPS</b>  |
| CAMP students who are science majors will be required to attend a weekly Science Skills Workshop to learn how to study more effectively for their science courses. Due to unrealistic student expectations and poor preparation for these courses, students have not performed well in the past. Workshops have been found to be a very effective intervention. <b>(Inv. Priority 1)</b>   |

**4. Quality of Project Personnel**

The CAMP staff, currently 100% Hispanic, have demonstrated knowledge of and sensitivity to the unique needs of migrant students. Most CAMP employees are bilingual. All employment-related activities and decisions, including recruitment, hiring, assignment, promotion, training, benefits, use of facilities, and other privileges are made without regard to race, color, religion, sex, national origin, age, handicap or disability (if otherwise qualified), or veteran status.

*i. Qualifications of the project director.*

Ms. Esther Yacono, CAMP **Director**, has been an educator since earning a BS in 1969 from the University of Texas at El Paso. After earning a MEd and Texas mid-management certification, she served as an elementary school principal in a minority-majority school for 8 years. She began her employment at SEU in 1994 and has been CAMP Director since 1995. The CAMP Director reports to the Associate Vice President of Academic Affairs. Ms. Yacono serves as a mentor to new CAMP projects in their first year and has served as an evaluator and

mentor for numerous other projects. She is serving as co-trainer for a Mentoring Initiative for the HEP-CAMP Association's collaborative effort with OME and is fully bilingual.

*ii. Qualifications of key project personnel.*

Most of the staff have been with the project for five or more years. The **Academic Counselor** earned a MEd in Higher Education Administration from UT-Austin. He has been with the project for 11 years. The **Senior Secretary** earned a BS in Radio, TV, and Film from UT-Austin and has worked with CAMP for 18 years. (See Appendix for Resumes)

Three other staff members are employed by other SEU offices but receive partial funding to serve CAMP. The **Personal Counselor**, a staff psychologist with a PhD in Clinical Psychology from Idaho State University, has been at SEU for 2 years. The **Admission Counselor**, a former CAMP participant at SEU with a BA in Liberal Studies, has worked with CAMP since 2009. The **Peer Academic Coaching Coordinator (PAC)** recently completed requirements for her PhD in Higher Education Administration at UT-Austin and has been with CAMP for 3 years. SEU's Office of Human Resources posts available CAMP positions which include a preference for Spanish-speaking skills and experience working with migrant students.

## 5. Quality of the Management Plan

*i. The management plan is adequate to achieve the objectives on time and within budgets.*

While the CAMP Director will be responsible for implementation of the CAMP goals and objectives, the Assoc. VP for Academic Affairs will meet bi-monthly with her to ensure the project is meeting its goals. Staff members have clearly defined responsibilities for program implementation. The CAMP budget conforms to Federal regulations and is designed to support activities to meet objectives. All expenditures are reasonable and aligned with the approved budget. Objectives are measurable and include timelines, activities, outcomes and evaluation.

SEU's fiscal policies and procedures support the program's operation. While the Director authorizes all expenditures, the Grants Accountant conducts monthly account reconciliations on CAMP's department-level expenditure records which are reviewed by the Senior Secretary and the Director. The Grants Accountant regularly attends national workshops on compliance with Federal requirements for fiscal management. Other fiscal operating procedures supported by SEU include: personnel timekeeping records, travel, equipment acquisition and inventory, and annual program audit. SEU conducts an external audit of accounts at the end of each fiscal year.

**Table 7. Management Plan**

| <b>Objective 1.1:</b> To recruit, verify eligibility of, and enroll 35 eligible students who demonstrate a need for CAMP's support. ( <i>Outreach and Recruitment</i> )  |  |  |  |  |
|--|--|--|--|--|
| <b>Activity</b>  | <b>Responsibility</b>                          | <b>Budget</b>  | <b>Timeline</b>  | <b>Milestones</b>  |
| Identify, recruit and enroll 35 CAMP eligible freshman students.   | Admission Counselor, Director                  | Salaries shared by SEU and grant                                 | Annually, primarily in Fall  | I.D. Oct.-May; Aug.: 100% recruited  |
| Update/disseminate bilingual versions of CAMP brochures to school districts, ESCs, and migrant counselors.   | Admission Counselor                            | Admission Office publishes brochures                             | Ongoing  | Update during summer; Disseminate throughout year                          |
| Collaborate with school districts and service centers throughout the state who work with migrant students.   | Admission Counselor, CAMP Director             | Mileage and other travel costs; staff salaries                   | Ongoing  | Nov.- Region 13 Preview Day ; school district visits Sept.-Feb.            |
| Conduct orientation for CAMP students and parents to provide information about CAMP and university services.   | Admission Counselor, Advisor, other CAMP staff | Lunch provided for families; staff salaries                      | Fall and Spring annually   | 100% of students will participate in both; Fall: 85% of parents            |
| <b>Objective 2.1:</b> 100% of the CAMP cohort will receive a financial aid package that covers all costs of enrollment except for \$2,000 annually. They will receive stipends for living and travel expenses. ( <i>Financial Assistance</i> ) |  |  |  |  |
| <b>Activity</b>  | <b>Responsibility</b>                          | <b>Budget</b>  | <b>Timeline</b>  | <b>Milestones</b>  |
| CAMP students' financial aid package will reflect paid cost of attendance minus \$2,000 for which student is responsible. Cost of attendance includes: tuition, room/board, books, and health insurance.                                       | Financial Aid Counselor                        | \$4,150 from Federal budget, remainder from SEU and other grants | After students receive a 'Final Acceptance Letter' for Fall; Again, in Fall for Spring course load | August and December, 100% of students will receive financial aid as stated |

|   |  |                    |   |   |
|---|--|--------------------|---|---|
| CAMP students will receive travel stipends to offset travel costs to/from SEU   | Sr. Secretary, Financial Aid Counselor | \$100 per semester | Twice each semester   | 100% of CAMP students will receive stipend                                  |
| CAMP students will receive a monthly \$80 living stipend.   | Sr. Secretary, Financial Aid Counselor | \$640 annually     | At the end of the month each semester                               | 100% of CAMP students will receive stipends                                 |
| <b>Objective 2.2:</b> 100% of the CAMP cohort will receive financial counseling and assistance with completing the FAFSA. ( <i>Financial Assistance</i> )                         |  |                    |   |   |
| <b>Activity</b>   | <b>Responsibility</b>                  | <b>Budget</b>      | <b>Timeline</b>   | <b>Milestones</b>   |
| Assist students in FAFSA and scholarship applications for continued funding.  | Financial Aid Counselor and CAMP staff | Staff salaries     | Scholarship information is provided all year; FAFSA forms in Spring | 100 % FAFSA: Pre-admission, in Fall for Spring; 100% will seek scholarships |
| <b>Objective 3.1:</b> Students in each CAMP cohort will complete each semester's course load with a minimum of 12 credit hours and a minimum 2.0 GPA. ( <i>Academic Support</i> ) |  |                    |   |   |
| <b>Activity</b>   | <b>Responsibility</b>                  | <b>Budget</b>      | <b>Timeline</b>   | <b>Milestones</b>   |
| Students will be advised and registered for a minimum of 12 credit hours on their degree plan each semester.  | Director and Academic Counselor        | Staff salaries     | August for Fall classes; October for Spring classes                 | 100% will be advised and registered in Aug. and Oct.                        |
| Require and track student attendance of 2 hours of tutoring, SI, Writing (WW) or Science Skills Workshops per week.   | Academic Counselor and Director        | Staff salaries     | Ongoing throughout the semester                                     | 90% will attend required tutoring, SI, WW or Sci. Workshops                 |
| Meet monthly with students to discuss progress reports from professors. Academic Counselor will monitor their progress and give feedback.   | Academic Counselor and Director        | Staff salaries     | Monthly throughout semester (or more often as needed)               | 100% will meet with Academic Counselor to discuss progress                  |
| Coordinate weekly student meetings with their Peer Academic Coaches to learn study skills.  | Peer Coaching Coordinator              | Staff salaries     | Weekly throughout the semester                                      | 100% will have an assigned coach; 95% will attend sessions                  |
| CAMP staff will use MAP-Works to track faculty comments regarding student attendance and performance.   | Director and Academic Counselor        | Staff salaries     | Ongoing throughout each semester                                    | 100% of students will be tracked on MAP-Works                               |
| <b>Objectives 3.2:</b> Freshmen in each CAMP cohort will meet the academic requirements to enroll for their second year. ( <i>Academic Support</i> )                              |  |                    |   |   |
| <b>Activity</b>   | <b>Responsibility</b>                  | <b>Budget</b>      | <b>Timeline</b>   | <b>Milestones</b>   |
| Provide academic advising to CAMP students using  | Academic Counselor                     | Staff salaries     | Fall and Spring   | 100% of students will be  |

|  |  |                                  |  |  |
|--|--|----------------------------------|--|--|
| student-chosen degree plan.  |  |                                  |  | advised  |
| Counsel students to remain eligible for financial assistance by passing 12-15 credit hours per semester.   | Academic and Financial Aid Counselors      | Staff salaries; handouts         | Fall and Spring semesters                                    | 86% of students will remain eligible for financial aid             |
| <b>Objective: 4.1</b> 100% of the CAMP cohort will participate in CAMP sponsored process groups, have access to a dedicated CAMP personal counselor, and benefit from CAMP staff who will interact with, mentor, and advocate for the students. <i>(Psychosocial and Health Support)</i> |  |                                  |  |  |
| <b>Activity</b>  | <b>Responsibility</b>                      | <b>Budget</b>                    | <b>Timeline</b>  | <b>Milestones</b>  |
| All CAMP students will be assigned to a weekly process group to discuss college transition topics.   | Academic Counselor and other staff         | Staff salaries                   | Weekly throughout the Fall semester                          | 90% of students will attend weekly process groups                  |
| All students will become familiar with psychological services available to them through dedicated CAMP psychologist.   | CAMP Personal Counselor                    | Staff salaries                   | One-on-one intro meeting in Fall; drop in hours in CAMP area | 100% of students will be aware of available psychological services |
| All CAMP students will receive a monthly online "Wellness Newsletter" that provides health resources.  | CAMP Personal Counselor                    | Staff salaries                   | Monthly  | 100% of students will receive monthly newsletter                   |
| <b>Objective: 4.2</b> 100% of the CAMP cohort will be provided with vision and hearing screening, access to SEU Health Center services, and health insurance. <i>(Psychosocial and Health Support)</i>   |  |                                  |  |  |
| <b>Activity</b>  | <b>Responsibility</b>                      | <b>Budget</b>                    | <b>Timeline</b>  | <b>Milestones</b>  |
| CAMP students will have a vision and hearing screening.  | Sr. Secretary, Health care staff           | Audiologist, optometrist charges | August   | 100% of students will be screened                                  |
| CAMP students will have access to SEU Health Center.   | Health care staff                          | Staff salaries                   | Ongoing  | 100% of students can access needed health services                 |
| CAMP students will receive health insurance.   | Financial aid                              | Staff salaries                   | August, January  | 100% of students will be covered                                   |
| <b>Objective 5.1:</b> 100% of the CAMP cohort will be given the opportunity to attend at least 4 cultural events/service projects offered in the Austin area each semester. <i>(Cultural Awareness)</i>  |  |                                  |  |  |
| <b>Activity</b>  | <b>Responsibility</b>                      |                                  | <b>Timeline</b>  | <b>Milestones</b>  |
| CAMP students will have the opportunity to attend 2 ballet/operas each semester.   | CAMP Senior Secretary                      | Staff salaries                   | Fall and Spring semesters                                    | 100% will have access to tickets for productions                   |
| CAMP students will be able to attend plays and concerts produced on campus at little to no cost.   | SEU School of Humanities, SEU Student Life | Staff salaries                   | Fall and Spring semesters                                    | 100% will be able to attend on-campus performances                 |

|   |                     |                |                           |  |
|---|---------------------|----------------|---------------------------|--|
| CAMP students will be able to attend guest lectures followed by receptions. | SEU Student Affairs | Staff salaries | Fall and Spring semesters | 100% will be able to attend guest lectures |
|---|---------------------|----------------|---------------------------|--|

*ii. Adequacy of the procedures to ensure feedback and continuous improvement of the project.*

Implementation of the program is based not only on “best practices,” but also continual assessment of outcomes. All goals and objectives are clearly defined and measureable. Program staff monitor student performance regularly; students are asked to fill out a survey to provide input after major program components, e.g., Orientation, Career Day. Students are required to meet individually with the Academic Counselor on a monthly basis. They also meet once each semester with the Director, the PAC Coordinator, and their Financial Aid Counselor.

SEU’s MAP-Works program, an early alert and retention software system, allows faculty and staff to serve student needs more effectively. It provides for data collection on each student in five areas—academic; socio-emotional; student profile; financial; and behaviors and activities—and generates coded risk levels, which trigger emails to appropriate SEU officials for timely response. Each cohort can be identified as a group; reports generated are sent to those with program oversight for interventions and monitoring success at different stages of degree program completion. These reports provide an evaluation tool for reviewing the efficacy of program design as well as the ongoing application of “academic prescriptions” for individual students.

The Director meets bi-monthly with the Assoc. VP of Academic Affairs to review progress of the program. CAMP staff meet bi-monthly to review student progress and program objectives and make necessary recommendations for student interventions and assistance. All evaluative data are reviewed at end-of-semester staff retreats, where objectives, timelines, and activities are discussed. Data gathered from student surveys conducted throughout the academic year allow staff to address student needs and make necessary program adjustments.

*iii. Time commitments of the project director and key project personnel are appropriate.*

CAMP staff are full-time university employees. The Director, Academic Counselor, and Senior Secretary devote 100% of their time to CAMP. Time commitments for other CAMP staff are: 40% for Admission Counselor, 25% for Personal Counselor, and 30% for PAC Coordinator. Time commitments are adequate to meet the program objectives and serve CAMP student needs, especially because these staff members are available to students 40 hours weekly. SEU commits to paying 20% of Director, Academic Counselor, and Senior Secretary salaries and shares compensation for other key personnel with CAMP.

*iv. The adequacy of mechanisms for ensuring high-quality products and service.*

Table 8 describes the areas of assurance and how the assurance is met in providing services to the target population.

**Table 8. Program Management Assurances**

| <b>Area of Assurance</b>  | <b>How Assurance is Met</b>   |
|---|---|
| Coordination with local, State, Federal Agencies/Programs to maximize resources | Collaborate with: Regional Service Centers, MEP Programs, Geneseo Migrant Center, HACU, School Districts, State Director of Migrant Education   |
| Staff knowledge and sensitivity to migrant needs and characteristics            | *University mission and articulated policy<br>*Most staff are bilingual and have extensive experience working with target students<br>*Professional development targets needs of this population  |
| Staff Professional Development  | *Eligibility guidelines reviewed annually<br>*Participation in professional conferences and university's training and diversity symposia/conferences<br>*Annual review of university policies/procedures<br>*Bi-monthly staff meetings identify areas of need |
| Training and Technical Assistance   | *Director attends annual HEP/CAMP directors meeting<br>*Staff attend and present at professional conferences<br>*University training re: majors, course requirements  |
| Travel: staff and student   | * Staff travel to recruit and enroll eligible students<br>* Staff & students attend meetings, conferences, trainings  |
| Interagency Coordination  | *Collaborate with university departments including Health and Counseling Center, Residential Life, Financial Aid, Admissions Office, and Student Academic Support Services<br>*Office of Migrant Education<br>*Regional Service Centers                       |

|                    |  |
|--------------------|--|
| Recruitment        | <ul style="list-style-type: none"> <li>*Admission Counselor travels to districts with migrant populations to provide bilingual program information</li> <li>*Admission Counselor works closely with high school migrant counselors</li> <li>*Verification of eligibility and other student documents are maintained for each participant</li> </ul>  |
| Project Evaluation | <ul style="list-style-type: none"> <li>*A process for evaluating and reporting data is in place</li> <li>* Formative and summative evaluations are conducted</li> <li>* Annual Performance Report is submitted to OME to report progress on goals and objectives</li> <li>* Each goal and objective contains an evaluation measure.</li> <li>* External evaluator in year 2 and 4 of grant period</li> </ul> |

**6. Adequacy of Resources**

*i. The support of applicant organization is adequate, including facilities and other resources.*

Since 1999, SEU has invested \$200M in campus improvements including a new state-of-the-art digital library and science building. Classrooms are multi-media equipped and on-campus residence halls accommodate all freshmen. Resources that support the CAMP program are:

**Table 9. University Resources**

| <b>Area of support</b> | <b>Resources</b>  |
|------------------------|---|
| Facilities             | <ul style="list-style-type: none"> <li>*Private office space for Director; Academic, Admission, and Psychological Counselors; PAC Coordinator</li> <li>* Shared reception area for Sr. Secretary and work-study students</li> <li>*A dedicated computer lab; access to campus 24-hour computer labs</li> <li>*A student lounge</li> <li>*Access to library, athletic facilities, health center, dining halls</li> </ul> |
| Equipment              | <ul style="list-style-type: none"> <li>*Personal desktop computers provided to all staff are updated regularly and maintained by the university's IT dept.</li> <li>*Printers, fax machines, copiers shared</li> <li>*Student lab computers purchased by SEU and maintained by IT</li> </ul>  |
| Supplies               | <ul style="list-style-type: none"> <li>* Backpacks and basic school supplies for students provided</li> <li>* Academic planners, undergraduate bulletin</li> <li>* Graphing calculators available for semester loan</li> </ul>  |
| Other resources        | <ul style="list-style-type: none"> <li>*Room and board provided</li> <li>*Open door policy for easy student access</li> </ul>   |

*ii. Demonstrated commitment of partners to the implementation and success of the project.*

SEU CAMP is an integral part of the campus community supported by SEU's upper administration and Board of Trustees in building long-standing networks and relationships for

program success. Program partners external to the university, see Table 4, are committed to providing support, including dissemination of program information, recruitment, advocacy, and financial support. External partners whose mission involves service to migrant and other disadvantaged students include the Texas Office of Migrant Education, Region 1 and Region 13 ESCs (see Appendix for Letters of Support), Texas Migrant Interstate Program, and the Natl. HEP/CAMP Assoc. Collaboration with external partners is ongoing over the life of the program.

Internal program partners, see Table 5, ensure that eligible students with the greatest need are admitted and financially, academically and psychosocially supported to graduation. The collective experience and dedication of student support offices contributed to SEU's recognition as having the highest six-year graduation rate—72.1%— among the most successful Hispanic-Serving Institutions (*The Chronicle of Higher Education*, September 30, 2013).

*iii. Costs are reasonable in relation to the objectives, design and potential significance.*

The budget, detailed in the Budget Narrative, is reasonable and adequate to support a strong program designed to address the gaps and weakness facing migrant students in access to and success in higher education. The SEU CAMP budget supports 35 full-time residential students annually. Direct student support and personnel costs are the primary grant expenditures. Each CAMP student benefits from funding sourced by SEU, which covers just over 90% of the cost of attendance. The Federal budget covers \$4,150 of these costs; the student meets a maximum financial contribution of \$2,000 as a show of personal commitment. (Students often receive local scholarships to help cover this cost.) Each CAMP student's financial aid package includes room and board, books, fees, and health insurance, living and travel stipends. The grant supports a full range of comprehensive evidence-based support services under the direction of a designated knowledgeable staff. SEU CAMP has a proven track record of meeting GPRA measures.

*iv. Costs are reasonable in relation to the number of persons served and anticipated results.*

SEU is a highly ranked private liberal arts and sciences university offering an exceptional educational experience including small class size, high expectations, faculty mentoring, opportunities for undergraduate research, internships, and affordable integrated study abroad. Costs are reasonable to provide program services and direct support for 35 residential students annually. Average first year retention rates of 90% for CAMP students equal or surpass those of their peers. Even though CAMP is a freshman year program, SEU views CAMP as a pathway to graduation. The Federal investment of \$425,000 annually provides essential services for academic success of CAMP students. Upon completion of the first year, SEU guarantees full tuition support for four years to students who maintain satisfactory academic progress, maximizing the potential of the CAMP program funding to result in degree attainment.

*v. The potential for the incorporation of project at the end of Federal funding.*

The CAMP Director works with both academic and student life staff across campus to implement CAMP best practices into SEU programming for all undergraduates — examples of such implementation are peer academic coaching, expanded orientation for incoming freshmen and the university's "Getting to Year 2" program.

Due to its successes and the number of CAMP alumni in the workforce, SEU has been able to establish a CAMP Endowment Fund. Interest from the endowment helps cover the cost of attendance for CAMP students that are not covered by the Federal grant. In the current Capital Campaign, the Advancement Office's goal is to double the endowment to reach \$10M.

SEU has committed staff and support services as well as the development of partnerships within the community to serve the targeted population. CAMP has been operating continuously at SEU since 1972; it is a national model for educating migrant students. SEU's mission to

provide educational opportunities to underrepresented students underscores this 42-year commitment to CAMP. The university has made great strides in providing for the future of CAMP; however, Federal funding is critical to its annual operation for 2015–2020.

**7. Quality of Project Evaluation**

*i. The methods of evaluation are appropriate to the context.*

Evaluation of CAMP utilizes a mixed-methods design and is a collaborative effort. SEU has a number of systems and processes in place for collecting data on performance of the grant objectives. The Office of Institutional Research collects extensive data on the institution broadly. The Admissions Office collects and reports on application-related activities on a weekly basis. The Office of the Registrar and Student Financial Services maintain records on student academic progress and financial issues. The Office of Academic Affairs uses MAP-Works on an ongoing basis to track and identify at-risk students so early intervention action can be taken. The Office of Institutional Assessment advises on evaluation design. Program staff collect and analyze data, and report quantitative and qualitative findings. The CAMP Director provides oversight and coordination of evaluation efforts. Federal requirements and the Government Performance and Results Act (GPRA) guide the maintenance of program records that help program staff to monitor completion of CAMP goals and objectives.

**Table 10. Evaluation of Outcomes**

| <b>Outcomes</b>  | <b>Data Elements and Sources</b>   |
|--|--|
| <b>Goal 1 Outcome:</b> 35 CAMP freshmen will be advised and registered for full-time coursework each year. 100% will meet migrant eligibility requirements. Migrant eligibility will be verified.  | <b>Data:</b> Count of applicants; count of students offered admission; documents reflecting eligibility met; individual student course schedules. <b>Source:</b> Registrar, Admission office; CAMP office database, applications |
| <b>Goal 2 Outcome:</b> 100% of CAMP freshmen will receive financial assistance for the academic year with a maximum financial burden of \$2,000 allowing most not to be employed during this time. | <b>Data:</b> Amount of financial assistance provided; student financial documents reflecting need met. <b>Source:</b> Financial Aid office; FAFSA reports; student financial accounts  |

|  |  |
|--|--|
| <p><b>Goal 3 Outcome:</b> 100% of incoming CAMP students will complete academic placement assessments. GPRA measures met or exceeded. GPRA 1: 86% of cohort will complete the academic year in good standing with 24 credits and a minimum GPA of 2.0. GPRA 2: 85% of those who complete will continue to be enrolled in higher education.</p> | <p><b>Data:</b> End of semester grade reports; tutoring logs; PAC logs; probation and dismissal reports; course completion rates; MAP-Work reports<br/> <b>Source:</b> Registrar, PAC Coordinator; Vice-President for Academic Affairs; Office of Academic Affairs</p> |
| <p><b>Goal 4 Outcome:</b> 95% of CAMP cohort will report by means of survey an increased sense of empowerment to recognize their talents and increased awareness of resources available to them to overcome barriers to success.</p>   | <p><b>Data:</b> Attendance rosters; Health Center reports of screening results; survey results<br/> <b>Source:</b> Migrant Experience Group facilitators; Health Center staff; audiologist report; CAMP Personal Counselor; student surveys</p>                        |
| <p><b>Goal 5 Outcome:</b> 90% of CAMP participants will experience at least 2 cultural events/service projects and expand their knowledge of other cultures.</p>   | <p><b>Data:</b> Attendance records; survey results<br/> <b>Source:</b> CAMP Senior Secretary; CAMP Academic Advisor, student surveys, attendance rosters</p>   |

An external evaluation will be conducted in the 2<sup>nd</sup> and 4<sup>th</sup> years of the grant. Mr. Javier Gonzalez, former President of the HEP-CAMP Association, will be conducting the evaluations. He has served as CAMP director at Abraham Baldwin Agricultural College in Georgia and has extensive experience evaluating migrant programs. (See Appendix for Resume)

*ii. The methods of evaluation provide for examining the effectiveness of project strategies.*

Evaluation methodology includes formative frequent feedback loops as well as overarching summative reports. As a result timely mid-stream successes can be expanded, missteps can be corrected, and best practices can be presented. Each CAMP employee collects data and reports on their area of responsibility. The Senior Secretary maintains all student files and the database, which contain the student's application, eligibility documents, demographic information, test scores, course placements and student academic records. The Academic Counselor meets with students monthly to discuss their academic progress and to provide them with study strategies. He tracks student attendance, reports on the number of course hours each student attempted and earned, and grade point averages. The PAC Coordinator documents the number of

coaching/tutoring hours that each student receives. Informal and formal feedback is solicited from students regarding program components. Students provide informal feedback during their one-on-one meetings with the academic counselor and the director, and at the weekly Migrant Experience Group meetings. Formal feedback is by way of a computer-based survey program, Qualtrix, which allows students to provide anonymous feedback to program staff.

All evaluation results will be reported annually both to the university and to the Department of Education via the Annual Progress Report. The summative external evaluation will be conducted in years 2 and 4 of the grant and inform on efficacy of program design. Program staff will share identified best practices and new initiatives at local, State and national conferences such as the State Migrant Education Conference and the National HEP-CAMP Conference.

*iii. The methods of evaluation will provide performance feedback and periodic assessment.*

The CAMP evaluation is formative and summative. The formative evaluation will alert for variations from program design; help define the impact of certain methods on specific problems; and help provide details that will enable others to replicate the program and its components. The summative evaluation will indicate if the program needs revision and help determine if the approach is effective at addressing the goals. This effort will measure the project objectives by comparing expected outcomes to actual outcomes. Comparisons will be made from baseline data to end-of-project data regarding performance of CAMP students. Data analysis and assessment are conducted at: 1) bi-monthly CAMP staff meetings on student progress and program objectives; 2) Director's bi-monthly meeting with the Assoc. VP of Academic Affairs on program progress; 3) CAMP staff retreat at the end of each semester on objectives, timeline, and activities. The summative report in years 2 and 4 from the external evaluator will be reviewed for program effectiveness with the Assoc. VP and at the staff retreats for program adjustment.

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# ESTHER QUINONES YACONO

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## PROFESSIONAL PROFILE

Administer university scholarship program for freshman migrant students. Manage five year \$1.7 million federal grant. Manage program in compliance with university and federal regulations. Hire, train, and supervise staff and CAMP participants. Advise CAMP students in all academic areas.

Provide supportive training and educational environment for diverse student population.

Initiate and coordinate quality programming for CAMP participants. Serve as liaison to other university departments and facilitate mentoring and advising relationships. Sixteen years of highly successful administrative experience at all educational levels, Pre-K through college.

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## EDUCATION

**Master of Education, Educational Administration, 1991**

Mid-Management Certification, State of Texas

Southwest Texas State University

## CAREER ACHIEVEMENTS

### Grants Management

- Wrote three consecutive and successful grant proposals totaling grant awards of over \$4 million from United States Department of Education
- Monitored progress of grant objectives over an eight year period
- Conducted program evaluation and reporting
- Delivered recruitment and program information presentations

### Program Administration

- Recruited and trained grant staff in accordance with grant requirements
- Collaborated and brainstormed ideas with staff to meet grant objectives
- Oversaw and ensured quality services to university migrant students
- Hired, trained, and motivated elementary school faculty and staff
- Managed program budget and prepared annual financial and performance reports

### Outcomes Measurement

- Monitored 21 CAMP grant objectives over nine year period
- As school principal, chaired several school accreditation teams
- Developed and administered periodic student surveys
- Reported annual progress of grant objectives

## PROFESSIONAL EXPERIENCE

|   |                |
|---|----------------|
| <b>CAMP Director, <i>St. Edward's University</i></b>  | 1995 - Present |
| <b>Program Coordinator, <i>Community Mentor Program, St. Edward's University</i></b>              | 1994           |
| Peer Evaluator and Mentor Program Trainer for HEP-CAMP  |                |
| <b>Principal, <i>St. Ignatius Martyr School</i></b>   | 1986 - 1994    |
| <b>Equal Employment Opportunity Specialist, <i>Human Relations Commission, City of Austin</i></b> | 1976-1977      |
| <b>Selection Committee Member, Migrant Baccalaureate Scholarship Fund</b>                         |                |

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# Hilberto D. Contreras

(b)(6)

|                       |   |                      |
|-----------------------|---|----------------------|
| <b>Profile</b>        | <b>Extensive background in educational administration with a strong emphasis in first-year programs, residence life, academic counseling, advising and multiculturalism</b>   |                      |
| <b>Education</b>      | M.Ed. Higher Education Administration, University of Texas at Austin<br>B.A. Sociology, Southwestern University   | May 2001<br>May 1997 |
| <b>Career History</b> | <b>St. Edward's University, Austin, TX</b><br><b>Academic Counselor/ Assistant Director</b><br><b>College Assistance Migrant Program</b> <ul style="list-style-type: none"><li>• Provide counseling to assist CAMP participants in establishing and achieving realistic educational and career goals and enhancing self-concept</li><li>• Assess strengths and weaknesses in learning, study skills, and attitudes</li><li>• Develop individualized strategies to improve academic performance</li><li>• Provide outreach and follow-up services</li><li>• Teach first year seminar for undeclared students in Fall and study skills class for those on academic probation in the Spring semester</li><li>• Assist in budgeting, planning, evaluation and Federal reporting</li></ul> | Aug. 2003-current    |
|                       | <b>College of the Holy Cross, Worcester, MA</b><br><b>Community Development Coordinator</b> <ul style="list-style-type: none"><li>• Managed a residence hall community housing 200 residents while supervising 8 resident advisors</li><li>• Community Development, Programming/ Leadership, Counseling/ Advising, Supervision, Housing Operations, Policy Enforcement/ Crisis Management</li><li>• Coordinated operations in residence hall housing The First Year Program (2002-2003)</li><li>• Transitioned incoming ALANA students during Odyssey, a pre-Fall transition program</li><li>• Served as Student Affairs advisor for Latin American Student Organization (LASO)</li><li>• Presented several programs on multiculturalism at regional conferences</li></ul>            | June 2001- June 2003 |
|                       | <b>The University of Texas at Austin, Austin, TX</b><br><b>Interim Coordinator, Preview Program</b> <ul style="list-style-type: none"><li>• Managed first-year program, developed workshops, promoted to interim-coordinator after unexpected vacancy</li></ul>   | Feb. 2001-May 2001   |
|                       | <b>Graduate Assistant, Gateway Program</b> <ul style="list-style-type: none"><li>• Eased transition of entering freshman, advised on courses and counseled students regarding academic and social issues</li></ul>  | Nov. 1999-Feb. 2001  |
|                       | <b>Graduate Internship, Multicultural Information Center</b> <ul style="list-style-type: none"><li>• Advised multicultural organization and assisted them with multicultural programming</li></ul>  | Aug. 2000-May 2001   |

# Rosalinda Valdez

(b)(6)

## Experience

1996–Present St. Edward's University Austin, TX

### Senior Secretary

- Coordinate and assist director with program planning , development, special events
- Provide office management and secretarial support
- Recruit and supervise students for C.A.M.P. New Horizon Newsletter
- Supervise and train student worker on a semester basis

1993–2002 KTBC FOX 7 Austin, TX

### Audio Operator

- Oversaw all aspects of audio during live local newscasts utilizing ADM audio board
- Assisted with studio and field productions
- Provided technical support on an as needed basis

1992–1996 Austin Public Library Austin, TX

### Administrative Associate III

- Supervised branch library and circulation staff in the absence of the branch manager
- Monitored data entry and resolved customer service issues
- Prepared financial reports
- Interviewed, trained, and supervised library clerks and pages

1991–1992 KVEO NBC 23 Brownsville, TX

### Commercial Producer/Production Assistant/Master Control Operator

- Produced/Edited/Coordinated commercial and promotional spots
- Assisted with studio and location shoots in all capacities

## Education

May 1991 University of Texas at Austin Austin, TX

- Bachelor of Science in Radio-Television-Film

## Skills

Fluent in Spanish  
Proficient on PC Platform  
Familiar with Windows 10; FileMaker Pro 13; Adobe Creative Suites 6

## Professional License

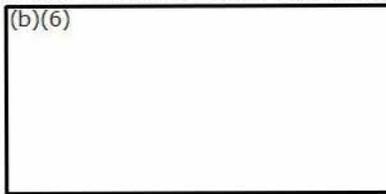
Federal Communications Commission Restricted Radiotelephone Operator Permit -  
Grant date 4-3-92

## Affiliations

Advisor, New Horizon CAMP Newsletter (St. Edward's University)  
Advisor, Ballet Folklórico (St. Edward's University)

# GALATIA JULIA CEPEDA

(b)(6)



## EDUCATION

|   |                                |
|---|--------------------------------|
| <b>Ph.D., Clinical Psychology</b><br>Idaho State University (ISU)   | December 2011<br>Pocatello, ID |
| <b>M.S., Clinical Psychology</b><br>Idaho State University  | August 2008<br>Pocatello, ID   |
| <b>B.A., Major in Psychology; Minor in Applied Developmental Psychology</b><br>University of California, Los Angeles (UCLA) | September 2004<br>2000-2004    |
| Associação Cultural Brasil Estados Unidos; Study Abroad Program (Salvador, Brazil)  | Summer 2004                    |
| University of California, Santa Barbara—Early Start Program   | Summer 1999                    |

## Licensure:

|  |               |
|--|---------------|
| Provisionally Licensed Psychologist in Texas<br>License #: 36695 | December 2013 |
|--|---------------|

## CLINICAL EXPERIENCE

|   |                     |
|---|---------------------|
| <b>Health &amp; Counseling Center (HCC)</b><br><b>Staff Psychologist &amp; College Assistance Migrant Program Counselor</b><br>St. Edward's University (SEU)<br>Supervisor: Dr. Beth Charrier | August 2012-Present |
|---|---------------------|

- Intakes with university students
- Case management and referral
- On-call/Crisis coverage
- Brief therapy (5-8 sessions) with individual clients
- Work as part of interdisciplinary team
- Outreach presentations to staff and students
- Facilitation of General Process Groups
- Facilitation of Women's Support Group
- Supervision of practicum student group co-facilitators
- Student Orientation presenter
- Co-founder of Diversity & Multicultural Committee for HCC
- College Assistance Migrant Program (CAMP) counselor (Director: Esther Yacono)
  - Provide psychological treatment to CAMP students
  - Crisis process meetings with students as needed (e.g., after student death)
  - Create and present psychologically based workshops to CAMP students
  - Co-facilitate "Migrant Experience Groups"—support group for CAMP students
  - Hold drop-in hours for CAMP students

- Create bi-weekly wellness newsletters for CAMP students
- Work as part of interdisciplinary team
- Provide consultation support to other CAMP staff members
- Liaison for HCC and CAMP
- Participation in CAMP events as staff representative

**Post-doctoral Fellowship:**

**Counseling & Psychological Services** 2011-2012  
**Therapist**  
 University of California, Berkeley (UCB)  
 Supervisors: Dr. Paige Lee & Dr. James Lyda

**Pre-doctoral Internship:**

**Counseling and Psychological Services** 2010-2011  
**Therapist**  
 California State University, Long Beach (CSULB)  
 Supervisors: Dr. Diane Hayashino & Dr. Judy Prince

**TEACHING EXPERIENCE**

- **Course Instructor/Adjunct Professor** 2008-2009
  - Independent teaching of three Introduction to Psychology courses

**PUBLICATIONS**

Lynch, S.M., Heath, N., Matthews, K.C., & **Cepeda, G. J.** (2012). *Seeking Safety: An intervention for trauma exposed incarcerated women? Journal of Trauma and Dissociation.*

**SELECTED PAPER PRESENTATIONS**

Cepeda, G. J. Co-presented with Davis III, C., Hess, D., Renninger, S., & Lafferty, M. (2015). *Working in the Trenches: Social Justice Work at Religiously Affiliated Universities.* Paper presented at 2015 National Multicultural Conference and Summit, Atlanta, GA.

Cepeda, G. J. Co-presented with Charrier, B., Boldt, R., & Bergen, M. (2014). *Meeting the Challenges of Balancing Your Role in Counseling Center.* Paper presented at Texas University & College Counseling Center's Conference, Austin, TX.

**FOREIGN LANGUAGES**

- Fluent:
  - Spanish & Greek

# ROCIO RANGEL

(b)(6)

## PROFILE

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- Experienced Liberal Arts graduate
- Fluent in oral and written Spanish
- Trained Facilitator and Team Builder
- Strong background in leadership development
- Analytical problem-solver who can quickly adapt to changing circumstances
- Experience in budgeting and project management
- Extensive research experience
- Computer Skills: Microsoft Office, Internet, Email, Publisher, Illustrator, InDesign, & DreamWeaver

## EDUCATION

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**Bachelor of Arts, Liberal Studies**  
Literature and Religion  
*St. Edward's University*

August 2006  
Magna Cum Laude  
*Austin, Texas*

**Master of Liberal Arts**  
*St. Edward's University*

In Process  
*Austin, Texas*

## EXPERIENCE

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**St. Edward's University**  
*Assistant Director of Admission*

July 2009 – Present  
*Austin, TX*

- Recruit and advise migrant students for the College Assistance Migrant Program
- Recruit and advise traditional high school seniors from select geographic areas
- Coordinate and budget recruitment travel
- Review and make initial recommendations on applications
- Advised and managed the Student Ambassadors program and budget and supervise the Student Ambassador Coordinator
- Advised and managed the Hometown Ambassador program and budget and supervise the Student Ambassador Coordinator
- Collaborate with professors to assist in recruitment efforts for prospective students
- Manage and review immigration status' for accepted students

**Austin Community College Youth Programs**  
*Americorps VISTA Volunteer*

June 2009  
*Austin, TX*

**Student Action with Farmworkers (SAF)**  
*Migrant Youth Director*

October 2006 – 2008  
*Durham, NC*

**National Farm Worker Ministry (NFWM)**

June – August 2005

## ACCOMPLISHMENTS

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- Certificate of Completion for attending the Student Success Symposium December 2014
- Keynote Speaker at the Rivercity Youth Foundation Annual Banquet May 2014
- WOW St. Edward's University September 2010
- SURGE Youth Leadership Award for Youth and Community Organizing, Finalist September 2008
- McNairs Scholars Program, Scholar August 2006

EDUCATION

**Doctor of Philosophy, Higher Education Administration** May 2014  
 University of Texas at Austin, Austin, Texas

**Master of Sciences, College Student Personnel** May 2004  
 Kansas State University, Manhattan, Kansas

**Bachelor of Arts, Psychology** May 2002  
 Oklahoma State University, Stillwater, Oklahoma

WORK EXPERIENCE

**Interim Director** October 2014-present  
**Academic Program Coordinator** August 2010-present  
 Academic Support Programs, St. Edward's University

- Recruit, hire, train, and supervise Peer Academic Coaches for first-year migrant and other academically targeted students.
- Organize weekly and/or monthly meetings for 25-31 Peer Academic Coaches.
- Maintain program records, including attendance and notes about student progress.
- Administer evaluations to assess program success and modifications.
- Serve in a dual appointment with other College Assistance Migrant Program (CAMP) professional staff.
- Create and implement retention initiatives.
- Assessment and research.
- Develop, organize, and facilitate comprehensive student staff trainings/development opportunities for all Academic Support Programs student staff.
- Promote Academic Support Programs to students and faculty through classroom visits, presentations, and workshops.
- Participate in and contribute to activities of Academic Success Center, including but not limited to: regular staff and planning meetings, trainings, committee work, and professional development opportunities.
- Facilitate and schedule one-on-one academic coaching for student-athletes (Spring 2013).
- Recruit, train, supervise, and evaluate a graduate assistant (Fall 2013).

**Hall Coordinator** August 2004-May 2008  
 Division of Housing and Food Services, University of Texas at Austin

- Provided leadership and advising in a coed community of approximately 1000 students.
- Selected, trained, supervised, evaluated, and developed an effective staff of thirteen resident assistants and supervised one full-time administrative assistant.
- Advised students on academic, emotional, and behavioral issues.
- Advised the Jester East Residence Hall Council.
- Collaborated with diverse staff groups on projects and committees affecting hall and campus-wide populations.
- Served on an on-call crisis management and emergency response duty rotation for San Jacinto and Jester Residence Halls.
- Adjudicated discipline cases utilizing educational and developmental sanctions.
- Planned and presented numerous staff development activities ranging from teambuilding to unique needs of international students and students with disabilities.
- Supervised extensive floor, hall, and campus-wide resident assistant programming and meaningful interactions
- Mediated numerous conflict situations including residents, staff, faculty, and parents.
- Trained staff on student development, counseling, emergency response, educational programming, diversity, customer service, leadership, administrative paperwork, computer programs, and policies/procedures.

**Assistant Residence Life Coordinator** August 2002-May 2004  
 Department of Housing & Dining Services, Kansas State University

- Co-managed the administrative and functional operation of a residence hall of 650+ students.
- Co-supervised 11 resident/multicultural assistants from diverse backgrounds.
- Supervised 22 community assistants operating a 24-hour customer service desk and convenience store.
- Co-advised the hall government and community judicial board.
- Facilitated administrative hearings for student conduct issues.
- Planned and implemented the selection, training, and evaluation of resident/multicultural assistants and community assistants.
- Provided short-term counseling, conflict mediation, and crisis intervention.
- Supervised all aspects of residence hall programming.
- Performed on-call duty responsibilities.

## TEACHING EXPERIENCE

- Adjunct Faculty, CSDV 6399 Student Success, Mentorship, & Leadership Development Programs** Spring 2015  
New College, St. Edward's University
- Instruct Masters-level students in the College Student Development Program.
  - Blended model of teaching using both in-class and online learning.
  - Design curriculum and evaluate student and course effectiveness.
- Adjunct Faculty, CSDV 6320 College Student Development Services** Fall 2014  
New College, St. Edward's University
- Instruct Masters-level students in the College Student Development Program.
  - Blended model of teaching using both in-class and online learning.
  - Design curriculum and evaluate student and course effectiveness.
- Instructor, APSC 1110 Effective College Learning** Fall 2014, Spring 2015  
School of Education, St. Edward's University
- Co-instruct undergraduate students on effective academic and self-management skills.
  - Required for students currently on academic probation.
  - Includes weekly one-on-one meetings with the instructor.
- Instructor, EDCEP 311 Guidance for the Paraprofessional** Spring 2003  
College of Education, Kansas State University
- Co-instructed spring semester Resident Assistant preparation course.
  - Facilitated activities to enhance personal, communication, helping, and critical-thinking skills.
  - Designed curriculum and evaluated course effectiveness.

## SOME PROFESSIONAL HIGHLIGHTS

### RECOGNITION

- Smith/Wilson Courage Award, University of Texas Department of Educational Administration, May 2014
- Advisor of the Year, St. Edward's University Student Life Office, 2012
- ACPA Housing & Residence Life Outstanding New Professional Award, April 2007
- Outstanding Female Staff Award, University of Texas Center for African and African American Studies, May 2006

### SPEAKING ENGAGEMENTS

- Black Student Leadership Institute, Kickoff Speaker, University of Texas, November 2014
- ACPA's 11<sup>th</sup> Annual Recruitment & Retention of Students of Color Symposium, Keynote Speaker, April 2008
- Sister's Keeper Empowerment Conference, Keynote Speaker, University of Kansas, November 2007
- Kappa Alpha Psi Fraternity, Inc.'s Dr. Martin Luther King, Jr. Candlelight Vigil, Keynote Speaker, University of Texas, January 2005
- Where Are We Since 9/11?, Diversity Week Keynote Speaker, Kansas State University, January 2003

### PRESENTATIONS

- "Bare Naked: A Townhall for Women," February 2010
- "A Healthier Student. A Healthier You." February 2010
- "Self-Expression Through Writing," August 2009
- "Everything Your Mama Didn't Tell You about Being a Woman in College," November 2007
- "Social Injustices in America," November 2007
- "Don't Be a Swagger-Jacker: A Guide for Advisors," February 2007
- "Black Student Leadership Institute," May 2006
- "Transitioning From Student to Advisor," February 2006
- "There is No 'I' in Team, But There is a 'T': Effectively Dealing with Terrible Leadership," February 2004
- "Wisdom of the Elders" Dialogue, February 2004
- "What Brothas Think, What Sistahs Know" relationship panel, February 2004
- "Lies My Teacher Told Me," February 2004
- "The College Experience: HBCUs vs. PWIs," January 2004 "Shades: Light & Dark Skin Bias in our Community," February 2003
- "It's Greek to Me," February 2003
- "We Wear the Mask: Surviving as a Black Student at a Predominantly White Institution," February 2003
- "History of Stepping," January 2003

(b)(6)

**Experience**

**Director – Multicultural Educational Programs**

2003 – Present Abraham Baldwin Agricultural College, Tifton, Ga

- Responsible for administering day to day operation of U.S. Department of Education and private grants
- Responsible for researching and writing continuation proposals for each grant prior to termination of funding cycle
- Responsible for all grant budgets (over \$2 million annual), expenditures, and inventory
- Responsible for hiring, training and personnel affairs for a staff of 20
- Developed strategies to increase Hispanic/ African American student enrollment and retention
- Developed grant and received funding for a Hispanic Retention Program in support of CAMP students
- Responsible for gathering program data and submitting periodic reports in compliance with federal regulations
- Developed projects into nationally recognized model programs

**Education**

2011 – Present Valdosta State University Valdosta , Ga  
Ed.D Higher Ed Leadership

1997-1998 Columbus State University Columbus, Ga.  
M. Ed. Leadership

**Professional Experience Relevant to HEP/CAMP**

**-HEP/CAMP National Association President (2009 -2011)**

**Peer Evaluator for HEP/CAMP/ Trio projects:**

- University of New Mexico HEP (2010-2014)
- Madison Area Technical College HEP (2010-2014)
- University of Texas Pan-American HEP and CAMP (2014)
- Summerset Community College HEP (2011-2014)
- SUNY Oneonta (CAMP) (2010, 2012)
- Texas State Technical College CAMP (2014)
- Community Council of Idaho HEP (2013-2014)
- Valdosta State University Trio grants (2014)
- Miami Dade HEP (2011-2014)
- Federal Grants Reader (2005, 2009, 2012)
- Member Georgia Migrant Education Needs Assessment Taskforce
- East Coast Migrant Headstart Program Board of Directors Member



## **Director, College Assistance Migrant Program**

### **Scope**

Administer a multi-faceted scholarship program for freshman migrant students and integrate the program into the St. Edward's University system. Coordinate the academic advising component.

### **Responsibilities**

Administer the program in accordance with all University and Federal regulations. Insure that all grant and university objectives are met.

Prepare and submit multi-year Federal and annual continuation grant proposals.

Manage program expenditures to insure that incurred expenses comply with approved budget.

Prepare annual Federal financial and performance reports.

Hire, train, supervise, and evaluate CAMP program and maintain all required documentation on participants. Coordinate CAMP program with State and Federal agencies, other university programs and private sector activities.

Travel occasionally to represent program at special events.

Advise CAMP students in all academic areas.

Maintain advising folders and appropriate documentation.

Coordinate the CAMP Enrichment Program and academic services with other university departments.

Perform other related duties as assigned.

### **Qualifications**

Master's degree in education or related field is required.

Supervisory experience in university setting and excellent written/verbal communication skill required.

Experience in grant writing, budget management, and program management preferred; management of grant – funded program preferred.

Knowledge of migrants and migrant programs is beneficial.

Bilingual (English-Spanish) skills strongly preferred.

Demonstrated ability to work harmoniously with a diverse group of faculty, staff, and students toward program and university goals required.

### **About St. Edward's University**

Founded in 1885 by the Congregation of Holy Cross, St. Edward's University is a private, Catholic liberal arts institution of approximately 4,450 diverse students located in Austin, Texas. St. Edward's emphasizes critical thinking and ethical practices, as well as small classes, personalized learning and exciting internship opportunities. The community atmosphere extends to the nearly 800 faculty and staff who work together to make the university a welcoming yet challenging environment for students. It is an exciting time to be part of the St. Edward's community, as the university pursues an ambitious plan to be recognized as one of the best small universities in the country.

Qualified applicants are invited to submit an application, resume, and cover letter to: CAMP Director Search Committee, St. Edward's University, Campus Mail Box 1042, 3001 South Congress Avenue, Austin, Texas 78704-6489

St. Edward's University is an equal opportunity employer and hires only U.S. citizens and documented workers.

**ACADEMIC COUNSELOR**  
**College Assistance Migrant Program**

**SCOPE**

Provide academic counseling and advising, learning assistance, and follow-up services to 40 freshman students.

**RESPONSIBILITIES**

Provide academic counseling and advising to assist participants in establishing and achieving realistic educational and career goals and in enhancing their self-concept.

Coordinate Career Day activities.

Recruit and train staff facilitators for Migrant Experience Groups.

Assess strengths and weaknesses in learning, study skills and attitudes.

Develop individualized strategies to improve academic performance.

Develop, publicize, and conduct non-credit offerings, workshops, and presentations.

Design materials and develop resources; disseminate information.

Provide outreach and follow-up services.

Contribute to program planning, research, and evaluation.

Perform other related duties as required.

**QUALIFICATIONS**

Master's degree preferred.

Bachelor's degree with previous experience with migrant populations and higher education considered.

Bilingual skills preferred.

Knowledge of or experience with migrant populations.

Experience in counseling and/or delivery of student academic services in a college setting required.

Demonstrated ability to work effectively with multi-cultural students required.

Ability to contribute to one or more areas: study skills & techniques; basic reading, writing, & problem-solving skills; curriculum development, implementation and teaching methodologies; computer assisted instruction; knowledge of learning disabilities; anxiety reduction and other affective aspects of student learning required.

Skills in word processing and use of Web resources and database records preferred.

Ability to manage tasks and projects independently required.

Ability to work effectively with faculty, staff and diverse student population required.

Ability to work successfully as a member of a collaborative team required.

Strong written, verbal, and interpersonal skills required.

Ability to comply with workplace guidelines and attendance requirements required.

**SPECIAL CONDITIONS**

Office hours will be between 8 a.m. and 5 p.m., Monday-Friday. Specific schedule is flexible.

Qualified applicants are invited to submit resume and application with cover letter to:  
Director, College Assistance Migrant Program, Campus Mail Box 1022, St. Edward's  
University, 3001 S. Congress Ave., Austin, TX 78704-6489. No phone calls please.

St. Edward's University is an equal opportunity employer and hires only U.S. citizens and documented workers.



**SENIOR SECRETARY**  
**College Assistance Migrant Program**

**SCOPE**

Provide office management and secretarial support to the College Assistance Migrant Program. Coordinate and assist director with program planning and development.

**RESPONSIBILITIES**

Provide office management for CAMP.

Maintain student records, database, program budget, purchase orders, correspondence, and routine office operations.

Coordinate program activities including contracts, transportation, reservations, catering, and stipend requests.

Assist director with program planning, master calendar planning, developing training components, and compiling program materials.

Assist staff with specific projects and events.

Recruit and supervise students for CAMP service activities.

Assemble and complete a variety of routine reports.

Serve as initial contact for all students and as a referral source for on/off campus services.

Identify means to expand program resources through off campus contacts (eyecare, printing, photography, etc.).

Supervise college work study students and other student employees.

Perform other duties as required.

**QUALIFICATIONS**

Minimum of 3-5 years office management experience is required.

Some college education and experience with migrant farmworker students & in a secondary or post-secondary level educational setting preferred.

Extensive knowledge of office management and organization, some knowledge and experience with Advance CARS, Excel, Microsoft Word, SQL using WPVI, and ACE Report

Computer, business, bookkeeping/accounting, verbal/written communication, and bilingual skills strongly preferred.

Ability to manage multiple tasks, handle confidential information and deal confidently with faculty, staff & students.

Bilingual (English/Spanish) preferred.

Ability to comply with workplace guidelines and attendance requirements is required.

Qualified applicants are invited to submit a letter of interest and resume/application to:

Director of CAMP, Campus Mail Box 1022, St. Edward's University, 3001 S. Congress Ave., Austin, TX 78704-6489.

St. Edward's University is an equal opportunity employer and hires only U.S. citizens and documented workers.



**PSYCHOLOGIST/PSYCHOLOGICAL COUNSELOR**  
Full Time, 12-Month position

**Scope**

Psychologist or Psychological Counselor, depending on qualifications, to provide comprehensive counseling and mental health services as well as campus outreach to university students. The position combines duties/services in Psychological Services (75%) with duties/services in the College Assistance Migrant Program (25%). The role within the CAMP program includes a variety of consultative, supportive, and programming activities to help university students from migrant families make the transition into higher education.

**Responsibilities**

Short-term counseling and psychotherapy for individuals and couples.  
Group psychotherapy, psycho-educational workshops, and campus outreach programs.  
Crisis intervention including rotating on-call pager duty.  
Intake assessment and treatment planning.  
Liaison between Psychological Services and CAMP program.  
Consultation to university departments, staff, and/or faculty.  
Some evening appointments/duties.  
Work collegially in a diverse, multicultural community.  
Work effectively within the missions of the university and the departments.  
Other related duties as assigned.

**Qualifications**

Doctoral degree in counseling or clinical psychology required.  
Eligibility for professional license in Texas within 18 months required. Texas license preferred.  
Training and/or experience in ethnic minority issues required.  
Knowledge of migrants and migrant program beneficial.  
Knowledge of and experience working with Hispanic cultural and social values as well as ability to converse in Spanish preferred.  
Experience working with university students preferred.  
Successful completion of an employment and/or criminal history background check required.

**About St. Edward's University**

Founded in 1885 by the Congregation of Holy Cross, St. Edward's University is a private, Catholic liberal arts institution of about 4,650 diverse students located in Austin, Texas. St. Edward's emphasizes critical thinking and ethical practices, as well as small classes, personalized learning and exciting internship opportunities. The community atmosphere extends to the approximately 800 faculty and staff who work together to make the university a welcoming yet challenging environment for students. It is an exciting time to be part of the St. Edward's community, as the university pursues an ambitious plan to be recognized as one of the best small universities in the country. For departmental information, see [www.stedwards.edu/counsel/index.htm](http://www.stedwards.edu/counsel/index.htm) and [www.stedwards.edu/camp/](http://www.stedwards.edu/camp/)

*Application reviews will begin 4/1/01.* To apply, submit (1) letter of interest, (2) vita, and (3) names and phone numbers of three references to: **Psychological Services Search Committee C/M 1026, St. Edward's University, 3001 S. Congress Avenue, Austin, TX 78704-6489**

St. Edward's University is an equal opportunity employer and hires only U.S. citizens and documented workers.

Posted: 1/25/01

Available:



**Admission Counselor/College Assistance Migrant Program (CAMP)  
Office of Undergraduate Admission**

**Scope**

Communicate the University's academic and scholarship programs to prospective students, parents and high school representatives for the purpose of counseling and recruiting qualified undergraduate students.

**Responsibilities**

Strategically manage the recruitment efforts in an assigned geographic territory.  
Provide marketing plan for territory, and produce frequent progress reports.  
Identify qualified students through high school visits, personal interviews, and direct mail follow up.  
Work with prospective migrant students and their families to recruit for the College Assistance Migrant Program (CAMP).  
Prepare applicant files for admission and scholarship review.  
Monitor students' progress from inquiry stage through initial enrollment.  
Participate in event planning and related recruitment projects.  
Perform other duties as required.

**Qualifications**

Bachelor's degree required. Will consider undergraduate students approved for graduation in August 2006.  
Experience working in the field of college admission or at least two years of professional experience in recruiting or higher education preferred. Experience working with economically disadvantaged students a plus.  
Knowledge of migrants and migrant program beneficial.  
Candidates must demonstrate strong oral/written communication, interpersonal, and organizational skills. Experience making group presentations.  
Must work effectively with a diverse student population.  
Personal computer experience required.  
Ability to travel required.  
A valid driver's license and an acceptable driving record required.  
Ability to comply with workplace guidelines and attendance requirements.  
Native or near-native fluency in Spanish and English required.  
Successful completion of an employment and/or criminal history background check required.

**Special Conditions**

Position occasionally requires prolonged periods of travel and may call for weekends away from Austin. Occasional evening and weekend duties required.

**About St. Edward's University**

Founded in 1885 by the Congregation of Holy Cross, St. Edward's University is a private, Catholic liberal arts institution of about 4,900 diverse students located in Austin, Texas. St. Edward's emphasizes critical thinking and ethical practices, as well as small classes, personalized learning and exciting internship opportunities. The community atmosphere extends to the nearly 800 faculty and staff who work together to make the university a welcoming yet challenging environment for students. It is an exciting time to be part of the St. Edward's community, as the university pursues an ambitious plan to be recognized as one of the best small universities in the country.

Qualified applicants are invited to submit a letter of interest SEU application, and resume to: Dean, Office of Undergraduate Admission, Campus Mail Box 1012, St. Edward's University, 3001 S. Congress Ave., Austin, TX 78704-6489. NO PHONE CALLS OR EMAILS PLEASE.

St. Edward's University is an equal opportunity employer and hires only U.S. citizens and documented workers.

Available: Negotiable

# human resources

HUMAN RESOURCES • ST. EDWARD'S UNIVERSITY • AUSTIN, TEXAS

#J10113

## Peer Academic Coach Program Coordinator Academic Success Center

### Overview

The Academic Success Center (ASC) provides comprehensive academic support services for all students at St. Edward's University. The Peer Academic Coach Program Coordinator will oversee peer coaching for the College Assistance Migrant Program's (CAMP) coaching program and the freshmen at-risk coaching program.

### Responsibilities

- Recruit, hire, train and supervise a qualified pool of undergraduate Peer Academic Coaches
- Support students serving as Peer Academic Coaches to freshman
- Develop presentations and coaching materials for Peer Coaches
- Meet individually with Peer Coaches to assist them with developing personalized learning strategies for their mentees
- Work Closely with CAMP and APSS professional staff to keep them informed of student's progress
- Organize weekly and/or monthly meetings for Peer Academic Coaches
- Develop, organize and facilitate comprehensive student staff trainings and development opportunities for all ASC student staff
- Follow up with Peer Coaches to promote retention
- Maintain program records, including attendance and notes about student progress
- Utilize the ASC internal tracking system to monitor appointments and other academic support services used by mentees
- Monitor Peer Coaches time and effort
- Conduct on-going needs assessments to identify areas for improvement
- Administer program evaluations to assess program success and modifications
- Promote ASC to students and faculty through classroom visits, presentations and workshops
- Participate in and contribute to activities of ASC, including but not limited to: regular staff and planning meetings, trainings, and professional development opportunities
- Develop materials to share with students and departments
- Perform other duties as required to promote the Academic Success Center

### Qualifications

- Bachelor's degree required. Master's degree preferred
- Prior experience in academic/student services and/or teaching or tutoring in a college setting required
- Familiar with supervising large number of students. Experience with Supplemental Instruction preferred
- Prior experience working with migrant students strongly preferred
- Excellent verbal, written, and interpersonal communication skills
- Ability to manage tasks and projects independently as well as collaboratively with a team
- Ability to work some evenings and weekends required
- Skilled working with Microsoft Excel spreadsheets
- Successful completion of an employment and/or criminal history background check required

### About St. Edward's University

Founded in 1882 by the Congregation of Holy Cross, St. Edward's University is a private, Catholic liberal arts institution of more than 5,300 diverse students located in Austin, Texas. It is an exciting time to be part of the St. Edward's community, as the university pursues an ambitious plan to be recognized as one of the best small universities in the country.

### How to Apply

Qualified applicants are invited to send a cover letter, resume, three references, and SEU Application to: Academic Success Center Program Coordinator Search Committee, St. Edward's University, 3001 South Congress Avenue C/M #1035, Austin, TX, 78704. NO DROP-IN, EMAIL, OR PHONE INQUIRIES PLEASE.

St. Edward's University is an equal opportunity employer and hires only U.S. citizens and documented workers.  
Posted: 07/08/10 Available: 08/01/10



# Region One Education Service Center

1900 W. Schunior ♦ Edinburg, TX 78541 ♦ Phone (956) 984-6000 Fax (956) 984-7655

Cornelio Gonzalez, Ph.D.  
Executive Director

January 23, 2015

Dr. Lisa Ramirez, Director  
Office of Migrant Education  
Washington, DC 20202-6135

Dear Dr. Ramirez:

With great pleasure Region One Education Service Center writes this letter in support of the St. Edward's University application to be funded for a College Assistance Migrant Program grant from the U.S. Department of Education.

St. Edward's University has a long standing tradition of working with migrant students from the Lower Rio Grande Valley with great success. Thanks to the efforts of St. Edward's University many of our migrant students have been able to overcome the many obstacles they face and become successful men and women in our communities.

Region One ESC is familiar with the commitment St. Edward's has for migrant students. We are proud to offer our support to their request for funding and to offer our assistance during their implementation of this grant. St. Edward's offers migrant students support beyond the CAMP year. Students who complete their first year in good standing are offered financial aid that covers their tuition in the next academic year. This outstanding support is in place for four years beyond the freshman year offering migrant students an excellent pathway to their graduation goal. We believe St. Edward's offers the students a quality educational experience that will help them and their families break the cycle of poverty and open doors of opportunity and success.

Sincerely,

(b)(6)

Dr. Cornelio Gonzalez  
Executive Director



January 22, 2015

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

Dear Ms. Ramirez:

I write on behalf of Region 13 Education Service Center in support of St. Edward's University's proposal to the Office of Migrant Education for a grant to fund the College Assistance Migrant Program (CAMP) to assist migrant students enrolled in their first year of undergraduate studies at St. Edward's University. We strongly support this grant application and the commitment of the St. Edward's University CAMP staff to help migrant students succeed in college.

The long standing partnership between St. Edward's University CAMP and the Migrant Education Program at Region 13 Education Service Center allows migrant students and parents from our districts to participate in regular outreach and information events about CAMP and the college application process. As a result, we have seen an increase in the number of migrant students that apply to CAMP and other university programs. Many of these students are first generation college students.

Every year, since 1996, one or more migrant students from Region 13 school districts have been awarded the CAMP scholarship at St. Edward's University. The St. Edward's University CAMP staff provides personal, academic and career counseling, tutoring, skills workshops, financial stipends and coordinated services and resources to help students plan toward completion of their undergraduate degree. Some of our very own Region 13 migrant students are now college graduates and successful professionals who are giving back to the community and sharing their experience to inspire and motivate other students.

Region 13 Education Service Center looks forward to working with St. Edward's University in the coming years to strengthen CAMP services and to increase the number of migrant students that finish high school ready for college.

Sincerely,

(b)(6)

Terry Smith  
Executive Director

2-3-15

To Whom It May Concern:

Please accept this letter of support for the St. Edward's University College Assistance Migrant Program (CAMP) on behalf of the CAMP Alumni Association. Many CAMP alumni were first-generation college students with dreams of breaking the migrant lifestyle cycle. CAMP afforded our group of highly disadvantaged students with the opportunity to pursue a higher education degree and become contributing members of society and leaders in our communities.

In its more than 40 years of existence, the CAMP program has mastered and adopted the best practices to ensure migrant students overcome the literacy and language barriers, relentless poverty, and social isolation that is associated with the migrant lifestyle. Among the "best practices" is the provision of tuition, fees, books, living expenses, transportation, health insurance, and a modest stipend to incoming freshmen. For sophomores through seniors, the university guarantees continued full tuition support for students who maintain satisfactory academic progress. The unique "home-away-from-home" environment that CAMP provides allows students to form strong family-like bonds among themselves—a bond that becomes a vital support system for migrant students and their success in college.

By allowing CAMP students to pursue the degree of their dreams, CAMP is changing much more than the students' lives. Education has a powerful multiplier effect on human progress, and it is essential to economic development and growth. Enabling migrant students to leave the fields behind through higher education impacts students' lives, as well as their families' lives, and the lives of citizens in our communities. Several migrant farmworker families have been fortunate to see several of their children graduate from St. Edward's University, a tremendous accomplishment that would not have been financially possible otherwise.

The success of the CAMP student support system inspired a group of alumni to form the CAMP Alumni Association, an affinity group of the St. Edward's University Alumni Association. Since 2012, our group strives to be an extension of that "X" factor that the CAMP support system has grown to be. With the CAMP motto, "once a camper, always a camper," at heart, our members return to St. Edward's to participate in events with current CAMP students and to encourage the next generation of CAMPERs to succeed. During the annual CAMP Career Day, alumni share our personal journey and provide advice on our chosen professions. CAMP alumni also volunteer at CAMP's Enrichment Week activities, where we present to both students and parents about our personal CAMP experiences.

CAMP has transformed thousands of lives by taking students away from the harvest fields and giving them an opportunity to pursue the career in the fields of their dreams. To date, CAMP alumni boasts a myriad of professionals with careers in law, medicine, education, journalism, and politics, among other areas of study. Many CAMPERs have obtained graduate degrees and are now experts in their careers. It is crucial to secure the continuation of the St. Edward's CAMP so that the children of farmworkers can continue to have a glimmer of hope to escape the fields, and to afford the education that will prepare them to become the leaders and professionals of the future.

Sincerely,

Nancy Flores  
President, CAMP Alumni Association  
St. Edward's Alumni Association member

COMMITTEE ON  
EDUCATION AND THE WORKFORCE  
RANKING MEMBER, SUBCOMMITTEE ON  
HIGHER EDUCATION AND WORKFORCE TRAINING  
SUBCOMMITTEE ON HEALTH, EMPLOYMENT,  
LABOR AND PENSIONS

COMMITTEE ON FINANCIAL SERVICES  
SUBCOMMITTEE ON CAPITAL MARKETS  
AND GOVERNMENT SPONSORED ENTERPRISES  
SUBCOMMITTEE ON FINANCIAL INSTITUTIONS  
AND CONSUMER CREDIT



*House of Representatives*  
*Rubén Hinojosa*  
*15th District, Texas*

WASHINGTON OFFICE:  
2262 RAYBURN HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
PHONE: (202) 225-2531  
FAX: (202) 225-5688

EDINBURG OFFICE:  
2864 WEST TRENTON ROAD  
EDINBURG, TX 78539  
PHONE: (956) 682-5545  
FAX: (956) 682-0141

SEGUIN OFFICE:  
100 SOUTH AUSTIN, SUITE 1  
SEGUIN, TX 78115  
PHONE: (830) 401-0457  
FAX: (830) 379-0984

Rep.Hinojosa mail.house.gov  
www.house.gov/hinojosa

January 27, 2015

St. Edward's University  
3001 South Congress Avenue  
Austin, TX 78704

To Whom It May Concern:

As the U.S. Congressman for the 15<sup>th</sup> District of Texas, I would like to convey to you my support for the proposal submitted by St. Edward's University to the U.S. Department of Education under the College Assistance Migrant Program (CAMP). St. Edward's has a conscientious team of professional that have chosen to collaborate with other community service agencies in order to maximize their effectiveness in the field of education.

It is estimated that there may be over 600,000 seasonal migrant farm workers in the State of Texas, where the high school dropout rate is over 50%. The proposed CAMP goal is a noble one: provide assistance to deserving students attending their first year of undergraduate studies who are either migratory or seasonal farm workers. St. Edward's would provide much-needed community outreach and services to participants through a variety of college student services and financial assistance. These services are much needed for low-income migrant families that are striving to meet their everyday needs and send their children to college.

St. Edward's offers a variety of degree programs for academic and career success for all students. Student success through academic completion will continue to be one of St. Edward's core goals. The university is located in Central Austin, a region with a large composition of Hispanic and migrant families. St. Edward's has demonstrated CAMP program experience by serving as many students in the past years.

I continue to strongly support St. Edward's in their grant application for College Assistance Migrant Programs funding and thank you in advance for your consideration of the proposal. If you have any questions regarding this application, please contact me or my Grants Coordinator, Jessica Treviño, in my Edinburg District Office at (956) 682-5545.

Sincerely,

A handwritten signature in cursive script that reads "Rubén Hinojosa".

Rubén Hinojosa  
Member of Congress

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1741109641A1

DATE:12/16/2014

ORGANIZATION:

St. Edward's University  
3001 South Congress Ave.  
Austin, TX 78704

FILING REF.: The preceding  
agreement was dated  
12/19/2012

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.       | 07/01/2013  | 06/30/2015 | 58.00          | On Campus       | All Programs   |
| PRED.       | 07/01/2015  | 06/30/2017 | 58.00          | On Campus       | All Programs   |
| PROV.       | 07/01/2017  | 06/30/2019 |                |                 | Use same rates and conditions as those cited for fiscal year ending June 30, 2017. |

\*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

|   | FEDERAL              | SEU    |
|---|----------------------|--------|
| <b>DIRECT COSTS</b>   |                      | (b)(4) |
| <b>1) Personnel</b>   |                      |        |
| (a) Director/Academic Advisor, Full Time, 80% grant; 20% SEU                              | \$ 57,974.00         |        |
| (b) Academic Counselor, Full Time 80% grant; 20% SEU                                      | 41,870.00            |        |
| (c) Personal Counselor, Full-time, 10 months-level funded                                 | 13,090.00            |        |
| (d) Tutoring Coordinator, Full-Time, 10 months- level funded                              | 11,250.00            |        |
| (e) Recruiter/Admissions Counselor, Full-Time, level funded                               | 15,000.00            |        |
| (f) Office Manager, Full-Time, Full Time, 80% grant; 20% SEU                              | 37,478.00            |        |
| (h) Student Office Assistants, Non-College Work Study /Facilitators                       | 3,550.00             |        |
| <b>TOTAL PERSONNEL</b>  | <b>\$ 180,212.00</b> |        |
| <b>2) Fringe Benefits</b>   |                      |        |
| (a) Approved bidding rate for professional staff (benefits eligible) 24% of (a)-(f) above | 43,251.00            |        |
| (b) Approved bidding rate for student workers (not benefits eligible) 10% of (h)          |                      |        |
| <b>TOTAL FRINGE BENEFITS</b>  | <b>\$ 43,251.00</b>  |        |
| <b>3) Travel</b>  |                      |        |
| (a) Director's Meeting, Washington, D.C., Airfare, Lodging, Expenses                      | \$ 1,500.00          |        |
| (c) Staff development – HEP-CAMP National Conference                                      | 2,400.00             |        |
| (d) Recruiting reception Travel, Lodging, Expenses  |                      |        |
| (e) Student travel  | 750.00               |        |
| (e) Staff local travel – 532 mi. x \$.575   | 306.00               |        |
| <b>TOTAL TRAVEL</b>   | <b>\$ 4,956.00</b>   |        |
| <b>Supplies</b>   |                      |        |
| Office  | 1,250.00             |        |
| <b>TOTAL SUPPLIES</b>   | <b>\$ 1,250.00</b>   |        |
| <b>OTHER</b>  |                      |        |
| (a) Postage-correspondence with other agencies, programs, students and parents            | 400.00               |        |
| (b) Membership Dues-National HEP/CAMP Association   | 1,200.00             |        |
| (c) Duplication-schedules, instructional handouts, memos, evaluations, etc.               | 500.00               |        |
| (d) Printing-annual reports, correspondence, certificates, and student newsletter         | 1,200.00             |        |
| (e) Career Day Retreat  | 1,100.00             |        |
| (f) Residential Life/Cultural Programming   | 600.00               |        |
| (g) Parental component  | 200.00               |        |
| (h) External evaluator  | 2,000.00             |        |
| <b>TOTAL OTHER</b>  | <b>\$ 7,200.00</b>   |        |
| <b>6) TOTAL DIRECT COST (total of lines 1-5)</b>  | <b>236,869.00</b>    |        |
| <b>7) INDIRECT CHARGES @ 8% OF LINE 6 TDC</b>   | <b>18,950.00</b>     |        |
| <b>8) PROGRAM COST SUBTOTAL</b>   | <b>\$255,819.00</b>  |        |

|  |                        |                |                           | FEDERAL              | SEU    |
|--|------------------------|----------------|---------------------------|----------------------|--------|
| <b>STUDENT SUPPORT</b>   |                        |                |                           |                      | (b)(4) |
| (a) Educational Training (funded by grant), \$4,150 x 35 for the cost of a financial aid package which includes tuition & fees, books & supplies, room & board, Student health insurance and travel stipend. |                        |                |                           |                      |        |
|  |                        |                |                           | \$145,250.00         |        |
| <b>Total Average Estimated Educational Cost Per student for 2004-2005 Academic Year:</b>   |                        |                |                           |                      |        |
|  | <b>Budget/Use</b>      | <b>Source:</b> | <b>Source: University</b> |                      |        |
|  |                        | <b>Grant</b>   | (b)(4)                    |                      |        |
| Tuition and fees   | \$38,320.00            | (b)(4)         |                           |                      |        |
| Room & Board   | 11,760.00              |                |                           |                      |        |
| Housing deposit  | 200.00                 |                |                           |                      |        |
| Technology Fee   | 400.00                 |                |                           |                      |        |
| Books/Acad. Supplies, etc  | \$ 1,200.00            |                |                           |                      |        |
| Health Insurance Premium   | 1,600.00               |                |                           |                      |        |
| Orientation Fees   | 250.00                 |                |                           |                      |        |
| <b>SUBTOTAL:</b>   | (b)(4)                 |                |                           |                      |        |
| Stipends: Living & travel  |                        |                |                           |                      |        |
| <b>TOTAL STUDENT BUDGET:</b>   |                        |                |                           |                      |        |
| On average, each student's need will be met as follows:  |                        |                |                           |                      |        |
| CAMP Grant   |                        |                |                           |                      |        |
| PELL Grant   |                        |                |                           |                      |        |
| Stafford Loan  |                        |                |                           |                      |        |
| Grants/Scholarships Awarded.   |                        |                |                           |                      |        |
| By St. Edward's University (including state grants, if available)  |                        |                |                           |                      |        |
| <b>TOTAL</b>   |                        |                |                           |                      |        |
| <i>Cost of attendance is expected to increase annually at a rate of approximately eight percent.</i>   |                        |                |                           |                      |        |
| (a) Travel stipends @ \$100/semester/student   |                        |                |                           |                      |        |
| (b) Monthly stipends for students@ \$80/month/8 months   |                        |                |                           |                      |        |
| (c) Grants/scholarships for 60 continuing CAMP students * see note below   |                        |                |                           |                      |        |
| (d) Health Care assistance to students for expenses not covered by insurance.  |                        |                |                           | \$ 650.00            |        |
| (e) Peer coaching program  |                        |                |                           | \$ 10,500.00         |        |
| (f) Academic supplies  |                        |                |                           | 800.00               |        |
| (g) Summer Enrichment -cost of providing an intensive week-long pre-college preparation program for 35 students prior to beginning of the academic year.   |                        |                |                           | \$ 11,981.00         |        |
| <i>(itemization below)</i>   |                        |                |                           |                      |        |
| •  | Room & Board           | \$             | 4,750.00                  |                      |        |
| •  | Rope Works Retreat/bus | \$             | 6,281.00                  |                      |        |
| •  | Enrichment Completion  | \$             | 950.00                    |                      |        |
| <b>TOTAL STUDENT SUPPORT</b>   |                        |                |                           | <b>\$ 169,181.00</b> |        |
| <b>PROGRAM COST SUBTOTAL from previous page</b>  |                        |                |                           | <b>\$255,819.00</b>  |        |
| <b>GRAND TOTAL</b>   |                        |                |                           | (b)(4)               |        |

This amount is computed by deducting Pell Grant amount from tuition cost. The resulting number is, then, multiplied by the number of continuing students. The number of students was adjusted down to 60 to take scholarships, etc., into account.

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

St. Edward's University

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

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

| Budget Categories                 | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f)    |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel                      | 180,212.00         | 180,212.00         | 180,212.00         | 180,212.00         | 180,212.00         | 901,060.00   |
| 2. Fringe Benefits                | 43,251.00          | 43,251.00          | 43,251.00          | 43,251.00          | 43,251.00          | 216,255.00   |
| 3. Travel                         | 4,956.00           | 4,956.00           | 4,956.00           | 4,956.00           | 4,956.00           | 24,780.00    |
| 4. Equipment                      | 0.00               | 0.00               | 0.00               | 0.00               | 0.00               | 0.00         |
| 5. Supplies                       | 1,250.00           | 1,250.00           | 1,250.00           | 1,250.00           | 1,250.00           | 6,250.00     |
| 6. Contractual                    | 0.00               | 0.00               | 0.00               | 0.00               | 0.00               | 0.00         |
| 7. Construction                   | 0.00               | 0.00               | 0.00               | 0.00               | 0.00               | 0.00         |
| 8. Other                          | 31,131.00          | 31,131.00          | 31,131.00          | 31,131.00          | 31,131.00          | 155,655.00   |
| 9. Total Direct Costs (lines 1-8) | 260,800.00         | 260,800.00         | 260,800.00         | 260,800.00         | 260,800.00         | 1,304,000.00 |
| 10. Indirect Costs*               | 18,950.00          | 18,950.00          | 18,950.00          | 18,950.00          | 18,950.00          | 94,750.00    |
| 11. Training Stipends             | 145,250.00         | 145,250.00         | 145,250.00         | 145,250.00         | 145,250.00         | 726,250.00   |
| 12. Total Costs (lines 9-11)      | 425,000.00         | 425,000.00         | 425,000.00         | 425,000.00         | 425,000.00         | 2,125,000.00 |

**\*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: 07/01/2015 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Dept.of Health and Human Services, Dr.Arif Karem

The Indirect Cost Rate is 58.00 %.

(3) 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  %.

|   |   |  |
|---|---|--|
| Name of Institution/Organization<br>St. Edward's University | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |  |
|---|---|--|

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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

**1. Project Director:**

|                |                       |                          |                      |         |
|----------------|-----------------------|--------------------------|----------------------|---------|
| Prefix:<br>Ms. | First Name:<br>Esther | Middle Name:<br>Quinones | Last Name:<br>Yacono | Suffix: |
|----------------|-----------------------|--------------------------|----------------------|---------|

**Address:**

|           |                         |
|-----------|-------------------------|
| Street1:  | St. Edward's University |
| Street2:  | 3001 S. Congress Avenue |
| City:     | Austin                  |
| County:   | Travis                  |
| State:    | TX: Texas               |
| Zip Code: | 78704-6489              |
| Country:  | USA: UNITED STATES      |

|                               |                             |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 512-448-8626                  | 512-464-8830                |

Email Address:  
esther@stedwards.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) #:

No Provide Assurance #, if available:

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

|                      |                |                   |                 |
|----------------------|----------------|-------------------|-----------------|
| <input type="text"/> | Add Attachment | Delete Attachment | View Attachment |
|----------------------|----------------|-------------------|-----------------|