

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



**APPLICATION FOR GRANTS
UNDER THE**

College Assistance Migrant Program (CAMP) CFDA Number 84.149A

CFDA # 84.149A

PR/Award # S149A160002

Grants.gov Tracking#: GRANT12107912

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/02/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="62-0648618"/>	* c. Organizational DUNS: <input type="text" value="0556888570000"/>
--	---

d. Address:

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

e. Organizational Unit:

Department Name: <input type="text" value="Office of the Provost"/>	Division Name: <input type="text"/>
--	--

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="901-678-5071"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.149

CFDA Title:

Migrant Education_College Assistance Migrant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-001

* Title:

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

13. Competition Identification Number:

84-149A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

University of Memphis-Lambuth CAMP Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,091,987.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,091,987.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Janet Wiens</p>	<p>TITLE</p> <p>Senior Sponsored Programs Administrator</p>
<p>APPLICANT ORGANIZATION</p> <p>University of Memphis</p>	<p>DATE SUBMITTED</p> <p>03/02/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: University of Memphis

* Street 1: 315 Administration Building Street 2: _____

* City: Memphis State: TN: Tennessee Zip: 38152-3370

Congressional District, if known: TN-009

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

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Migrant Education_College Assistance Migrant Program CFDA Number, if applicable: 84.149
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8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: None registered Middle Name _____

* Last Name: None registered Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name: Not applicable Middle Name _____

* Last Name: Not applicable 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: Janet Wiens

* Name: Prefix _____ * First Name: Janet Middle Name _____
* Last Name: Wiens Suffix _____

Title: Senior Sponsored Programs Administrator Telephone No.: 901-678-5071 Date: 03/02/2016

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160002

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Reddick_DofED_CAMP_GEPA_Feb2016.pdf

Add Attachment

Delete Attachment

View Attachment

Adherence to Section 427 of General Education Provisions Act (GEPA)

The University of Memphis and the University of Memphis-Lambuth adheres to Section 427 of General Education Provisions Act (GEPA) in addressing the issues of access and opportunity that arise when one provides services for a population with the diversity that one finds in the City of Memphis and Jackson and the surrounding region. Racial and ethnic minorities currently comprise approximately 44% of the student population overall at the University of Memphis.

The University has proactive measures and services to guard against all forms of discrimination and to promote opportunity. Resources include the Office for Institutional Equity, Disability Resources for Students (assistive technology and access assistance), the Office of Multicultural Affairs, and the Center for Research on Women. To fulfill its mission, the Office for Institutional Equity engages in the following activities:

- Providing information, consultation, training and other resources to the University community with regard to diversity, harassment and discrimination prevention, affirmative action, equal opportunity and disability matters;
- Serving as a resource to ensure access to all qualified persons with disabilities under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act;
- Providing individual consultation to University to members of the campus community on matters involving diversity, equal opportunity, and affirmative action;
- Providing a fair and impartial mechanism for resolving complaints of unlawful harassment, discrimination, sexual misconduct and retaliation; and
- Providing oversight of and support for the University's efforts to comply with all applicable State and Federal civil rights laws and its affirmative action plan.

All college facilities to be used in this program have remedied problems of physical access. The University will take every step possible to ensure access to technology for individuals with disabilities that require assistive technology or adaptive furniture or special computer systems programming and instructional materials. In addition, arrangements can be made to provide sign language interpreters and translators for all forums, workshops, and project meetings, as needed.

All faculty, students and/or project participants that might face barriers due to gender, race, national origin, color, disability or age, will be informed about opportunities offered by this project (in accordance with the General Education Provisions Act, Section 427). University personnel will also follow, in hiring and all other activities, all non-discriminatory practices and procedures required by the University of Memphis, the Tennessee Board of Regents and the State of Tennessee.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION University of Memphis	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Janet"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Wiens"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Senior Sponsored Programs Administrator"/>	
* SIGNATURE: <input type="text" value="Janet Wiens"/>	* DATE: <input type="text" value="03/02/2016"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

PROJECT ABSTRACT

The University of Memphis-Lambuth in Jackson, TN proposes to serve as a host institution for the College Assistance Migrant Program (CAMP) with the goal of assisting and supporting students from migrant and seasonal backgrounds to be admitted and to be academically and socially successful in the first year of college.

The University of Memphis-Lambuth will recruit 30 eligible students from Alabama, Arkansas, Kentucky, Mississippi, and Tennessee, states that are **currently not served by CAMP**; at least five students will declare a major in a STEM field. All students will be residential students. Of these 30 students, the University projects an 86% (GPRA 1) success rate in retaining those students for their sophomore year of college (an average of at least 24 hours of collegiate credit) and an 85% rate of continued enrollment in higher education (GPRA2). The University of Memphis-Lambuth team will achieve its objectives through the following activities:

- Provide admission application and FAFSA assistance.
- Provide the opportunity to attend orientation and the University of Memphis FROSH camp, designed to highlight the college experience, provide team-building exercises, social events, and orientation activities.
- Provide academic advising to all CAMP students and track attendance and grades from faculty.
- Provide peer tutors for CAMP participants in addition to offering Writing and Math lab assistance and a learning community in English/Communication.
- Provide counseling services for CAMP students (both individual and group) to ensure the University is addressing all needs.
- Offer cultural awareness and life skills training for CAMP students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Part IV: Project Narrative Table of Contents

1. Need for and Significance of Project	1
i. The magnitude of the need for services to be provided and significance of CAMP at the University of Memphis-Lambuth.	1
ii. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals (i.e. CAMP students within the 250R University of Memphis-Lambuth region).	5
iii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.	6
iv. The importance or magnitude of the results or outcomes likely to be attained by the proposed project.	8
2. Quality of Project Design	8
i. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.	9
ii. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.	10
iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.	11
iv. The extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity.	12
v. The extent to which the proposed project is supported by strong theory.	12
3. Quality of Project Services	13
i. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services.	13
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Part 4

1. Need for and Significance of Project

- i. The magnitude of the need for services to be provided and significance for CAMP at the University of Memphis-Lambuth

The University of Memphis-Lambuth is housed on a historical campus in Jackson, Tennessee and has a current enrollment of approximately 900 students (fall 2015 data). Of the 900 student population, only 4 Hispanic students (less than 1/2 % of the population) attend the University of Memphis-Lambuth compared to 867 Hispanic students who attend the University of Memphis in Memphis (4% of the total student population). **Currently, there is NO CAMP program in Tennessee, Alabama, Kentucky, Arkansas or Mississippi, the region from which The University of Memphis-Lambuth would inform, identify, and select eligible students.** Jackson, Tennessee, voted a most livable city, has 67,685 citizens (98,733 citizens in Madison county) and is composed of 49.2% white citizens, 45.7% black citizens, and a 4.9% Hispanic population (<http://quickfacts.census.gov/qfd/states/47000.html>). Jackson is surrounded by a rural geography populated by farming, agribusiness, and manufacturing companies. The proposed CAMP service region of Tennessee, Arkansas, Mississippi, Kentucky, and Alabama has similar demographics and industry.

According to the Center for Business and Economic Research at the University of Tennessee, the number of Hispanics relocating to Tennessee was the highest of all demographic groups relocating to the state, the third highest rate in the United States. Of the nearly 300,000 Hispanic persons in the region, the Pew Center estimates that approximately 160,000 are documented, nearly 20% of which would be of traditional high school graduate or college age and could be eligible for CAMP consideration. Based on these demographics, the University of

Memphis-Lambuth has a potential recruiting pool of 32,000 Hispanic high school students in Tennessee alone.

In considering Tennessee population data, Middle and West Tennessee show the highest numbers within the Hispanic population. Seven of the ten counties with the greatest Hispanic population are located in Middle and West Tennessee, which is more than half of the Hispanic population in the state. Among the male Hispanic workforce in Tennessee, crop and animal production are among the top industries; unfortunately, however, most of the working adult Hispanic population has little educational background. The children of these adult workers, however, perform well and will have more educational opportunities within the region over time. The CAMP program at The University of Memphis-Lambuth can be a vital part of that important initiative.

In addition, the region the University of Memphis-Lambuth CAMP grant will cover includes high school Hispanic students who are eligible for migrant services and who tend to have high graduation rates: Alabama, 74%; Arkansas, 78%; Kentucky, 80%; Mississippi, 79%, and Tennessee, 81%. According to the Pew Center, over half of the Hispanic student population resides in Texas and California, but the combination of the populations of Hispanic students in the states our CAMP grant aims to assist is substantial: Alabama, 5.1%; Arkansas, 5%; Kentucky, 4.8%; Mississippi, 2.7%, and Tennessee, 7.3%.

In Tennessee, the Board of Regents voted in 2014 to partially waive out-of-state tuition fees for students living within a 250-mile radius of the University of Memphis, which includes Northern Alabama, Northern Mississippi, Eastern Arkansas, and much of Western Kentucky. Other states, such as Louisiana and Missouri, are currently covered by CAMP programs. According to the University of Memphis Admissions site, the 250R program would be available

to prospective CAMP students residing in the areas cited shown in **Figure 1**. The approximate cost savings per full-time student (12 credit hours) recruited for the CAMP program from Kentucky, Alabama, Mississippi, Arkansas, or Missouri would be \$5000 when compared to major research in-state tuition rates at similar universities. The University of Memphis-Lambuth is considered a bargain from a cost standpoint for regional CAMP students, residing in a region underserved by CAMP programs in general. According to the national HEP/CAMP association, there are no CAMP programs in the states of Alabama, Arkansas, Kentucky, Mississippi, or Tennessee (<http://www.hepcampassociation.org/programs-by-state.html>).

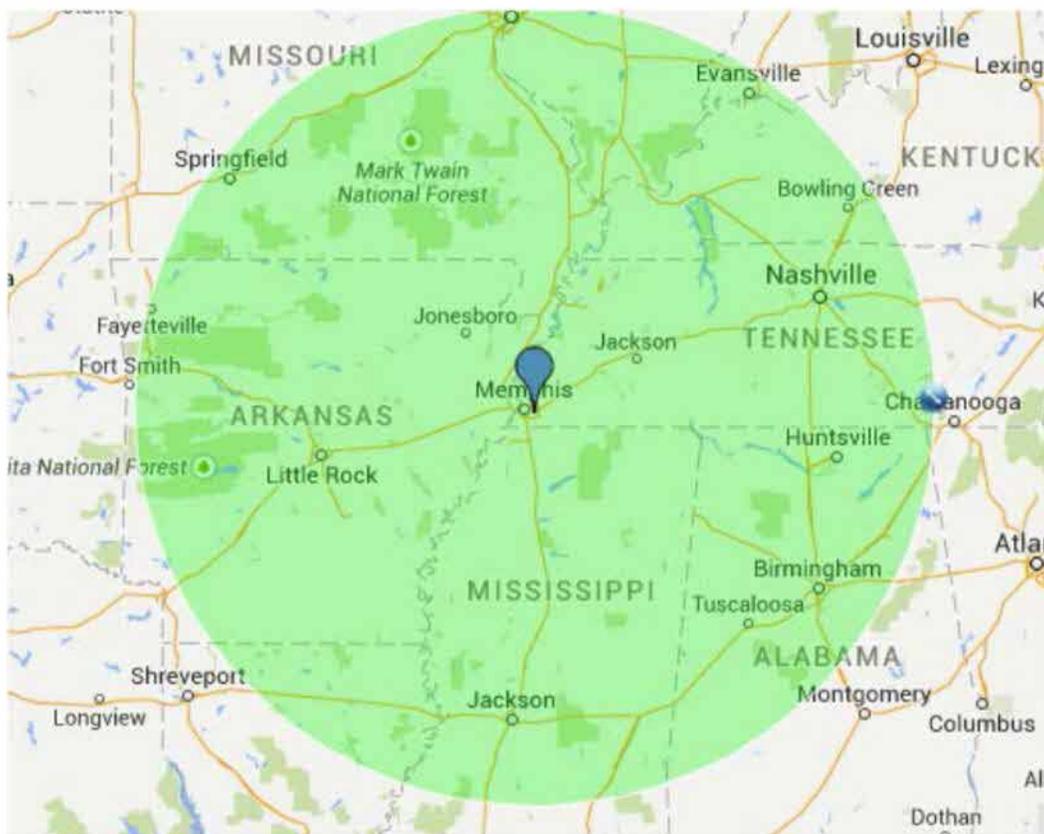


Figure 1: approximate 250R region for reduced out of state fee for University of Memphis

The University of Memphis is a learner-centered metropolitan research university providing high quality educational experiences while pursuing new knowledge through research, artistic expression, and interdisciplinary and engaged scholarship. The mission of The University

of Memphis-Lambuth is to advance that mission with an emphasis on instruction and service to Jackson and the broader West Tennessee region. The CAMP program will fit with this mission, particularly as it relates to service and will expand its recruitment area to be more regional in nature, which is part of the University of Memphis-Lambuth strategic plan.

As a regional education hub with a mission that parallels CAMP program objectives, the University of Memphis-Lambuth offers a plethora of nationally recognized quality academic programs. The University of Memphis-Lambuth currently offers 19 bachelor's (not including additional online programs), 7 masters, and 2 doctoral degree programs on its campus as noted on the website (<http://www.memphis.edu/lambuth/Programs/programsundergraduate.php>).

Accolades abound at the University of Memphis, but some are shared with the University of Memphis-Lambuth. The University of Memphis internship program is ranked in the top 10 in *U.S. News and World Report*. Additionally, the Bachelor of Science degree in Education is consistently on the *U.S. News and World Report* Honor Roll as well as the National Council on Teacher Quality, and the RN to BSN program is ranked 14th in the nation for online programs. While the university has not traditionally participated in focused recruitment, focusing on a student population for recruitment into the CAMP program underscores the vision of increasing diversity at University of Memphis-Lambuth and offers services to a population underserved in Tennessee and surrounding states.

Regional high school graduation rates of Hispanic students illustrate these students' motivation. CAMP students will assimilate well into the University of Memphis-Lambuth student population. With an average ACT score of 22, and an average high school GPA of 3.4, the University of Memphis-Lambuth students are motivated and engaged. Over 30% of the student population is male while over 60% is female. A majority of the student body is

composed of first-generation college students and more than 70% receive need-based financial aid, which is similar to the prospective CAMP student.

Following a logic model and in line with best research practices, CAMP students will live on campus and have the opportunity to take part in one of the 20 registered student organizations, including an Honors program. Students may also choose to participate in intramural activities or competitive club sports or they may take part in national Greek life organizations. For more information on the campus, please see the website or the University of Memphis-Lambuth view book (see Appendix). **As part of the university's commitment to success, each of the 30 CAMP students selected will be eligible to receive a \$1000 scholarship from the University of Memphis Foundation to be used toward their housing fees on campus.**

- ii. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals (i.e. CAMP students within the 250R University of Memphis-Lambuth region).

According to the U.S. Census Bureau, high school graduation rates and attainment of a bachelor's degree or higher are below the national average in Alabama, Arkansas, Kentucky, Mississippi, and Tennessee. Additionally, poverty rankings in these areas are higher than the U.S. average. Similarly, median household income is below state and national averages. These statistics are alarming for the region, and CAMP would allow engagement within a targeted population to begin to move these statistics in a more positive direction.

In addition to the alarming low educational achievement rates and high poverty rankings, Tennessee experienced the third fastest growth rate in Hispanic persons across the nation, though this increase is still smaller than the average. A "Profile of Hispanic Population in the State of Tennessee" by Nagle, N. Gustafson, R., and Burd, C. (Aug. 12) at the

University of Tennessee Center for Business and Economic Research illustrates that growth in Tennessee is led by a 134% increase in the Hispanic population. The authors also underscore that the largest population of Hispanics is in Western and Middle Tennessee (over 50%).

According to the National Agricultural Workers Survey (NAWS) and a report by the Kentucky Legislative Research Commission, migrant farm worker data is also congruent with data in Alabama, Arkansas, Mississippi, and Tennessee. Based on these statistics, there is a clear and logical need to enhance the educational opportunities for this region as a whole, but beginning the movement with a group of CAMP students provides one approach to set the wheels in motion for serving a hard-working, well-deserved population.

iii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Following a logic model, several steps will be taken to ensure that any gaps or weaknesses of CAMP students are covered in order to **enhance evidence of promise and maximize success based on best practices and current theory: Learning Communities, Faculty-Student Ratio and Housing, Financial Assistance, Student Engagement, and Tutoring.**

1) Learning Communities: Migrant students traditionally lack the same English speaking and writing experience as do native speakers. Given over 40% of migrant farm workers who are Hispanic indicate poor English skills in the NCFH data, special sections of Communication and English classes will be created, thus creating a learning community of like-minded individuals who may offer each other support. In addition, tutoring services as well as writing lab services are available to CAMP students at no cost.

2) Faculty-Student Ratio and Housing. Being on a large university campus can be intimidating for any student, but is much more intimidating for a rural student. The CAMP student often faces a larger disadvantage because he/she comes from a migrant or farm worker background. The University of Memphis-Lambuth is a smaller campus than the urban university setting offered at the main campus in Memphis; the small faculty-student ratio (1:15), and opportunity for daily faculty interaction increases retention even more. To aid in the transition for CAMP students, they will be housed together in historic and renovated Carney-Johnston Hall, and they will attend orientation together. Such a living-learning community sets the foundation for more successful outcomes, particularly when combined to exposure to activities on and off campus such as visiting writers, art exhibits, musical performances, and sports. For University of Memphis Tiger athletics, students join together and catch the “Blue Line” bus to Memphis for football and basketball games. These scenarios best reflect Tinto’s research that peer relationships are **the most powerful attribute to student success** when combined with faculty interactions (http://nces.ed.gov/npec/pdf/kuh_team_report.pdf).

3) Financial Assistance. Finances can also be intimidating for students and their families. A financial aid counselor will work with the CAMP students and their families in conjunction with CAMP staff to not only explain how the financial aid process works, but also be available to assist. Because the CAMP students will be recruited from a specific geographic region as noted earlier, each of the CAMP students will be eligible for a stipend of \$1000 toward their housing expenses to help defray costs. These stipends are awarded after all aid is applied and are held by the University of Memphis Foundation and applied to the students’ accounts.

4) Student Engagement. Because integration into the campus socially is extremely important for success, the CAMP staff will ensure that each CAMP student is actively engaged in at least

one organization on campus: a registered student organization (over 20 that offer service opportunities) or intramural or club sports. **Student engagement is also one of the top positive factors in student success**, according to Tinto

(http://nces.ed.gov/npec/pdf/kuh_team_report.pdf).

5) Tutoring. Because the University of Memphis-Lambuth strives to assist students with their success, CAMP students will also have access to additional areas of peer tutoring as well as assistance in the math and writing labs. Each student will also have access to life skills classes as well as academic advising. Each of the above efforts by the University of Memphis-Lambuth, its faculty and staff, is measurable and demonstrates accountability (see Figure 2).

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

Given the data within the target region (Tennessee and portions of Alabama, Arkansas, Kentucky, and Mississippi) related to eligible populations of potential CAMP participants, little doubt remains regarding the magnitude of change possible for these Hispanic families by advancing their educational opportunities. Through completing the objectives outlined in this proposal, we will see the outcomes advance these students toward reaching their educational goals (see Table 3) of receiving a bachelor's degree. Given the eligibility for each CAMP student to receive a (b)(4) stipend combined with the reduction in out of state fees through the 250R program, the impact of the project will assist in greatly improving the educational foundation for the migrant and seasonal farmworker populations of the outlined geographical region.

2. Quality of Project Design

The University of Memphis-Lambuth CAMP project will actively recruit, admit, advise, register and assist (in a variety of areas) 30 students from Tennessee and portions of the region

noted earlier in Alabama, Arkansas, Kentucky, and Mississippi. In addition to successful recruitment and matriculation, the CAMP team will maintain an effective retention rate of 85%.

- i. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

Figure 2 The University of Memphis-Lambuth CAMP’s Logic Model based on strong, theoretical research

**Figure 2:
University of Memphis-Lambuth Logic Model**

Inputs <i>Resources</i>	Outputs <i>Activities</i>	Outcomes—Impact		
		<i>Short-term</i>	<i>Medium Range</i>	<i>Long Range</i>
USDOE Funds	Recruit 30 eligible CAMP students	30 CAMP students enrolled	30 CAMP students retained for second year	30 CAMP students retained for third and fourth years with success
Univ. of Memphis-Lambuth, Project Staff	Admission, Financial Aid Counseling	30 CAMP students admitted w/fin. aid as needed	30 CAMP students taking advantage of ongoing career services	30 CAMP students graduating with Bachelor’s degree
Partner Facilities & Staff (classrooms, technology)	Orientation/FROSH Camp Advising & Registration	Students Advised and Registered	A Radomized Controlled Trial (RCT) that meets the WWC Evidence Standards to be conducted	30 CAMP alumni with employment
Educational Materials	Tutoring & Counseling Services	Better assimilation, more success		
Community partnership & Recruiting	Living Community	Peer relationships		
Financial Support	Learning Communities	Course success		
	Integration: Extracurricular Involvement	30 CAMP students with 1 activity		
	Life Skills, Career Coaching	30 CAMP students attended 1 session		
Assumptions		External Factors		

<ul style="list-style-type: none"> • Faculty-student interaction is important and necessary (Tinto, 1993) • Students are more likely to stay in school when they have peer interactions and are socially integrated with students who have similar aspirations (Tinto, 1975) • Advising positively affects retention and graduation of first generation students (Tinto, 2004) • Learning communities are promising approaches to increase student success and learning (Tinto, 1997) 	<ul style="list-style-type: none"> • Availability of federal funds • Access to potential qualified students • Community Stakeholders
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ii. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Recruit 30 eligible CAMP students: Staff will work with school districts in the identified regions in order to obtain referrals of eligible participants. **Further, specific groups in the region (such as Latino Memphis, Adelante in Kentucky, TN Opportunity Programs in Middle TN (and others) have provided letters of support and will assist in identifying qualified potential students (Appendices).**

Admission, Financial Aid Counseling: Staff will assist the students with the admissions and financial aid processes and counseling will be available as needed. In each of these areas, there are key staff positions at the University of Memphis-Lambuth to provide the required guidance.

Orientation, Advising and Registration: CAMP staff will assist the University of Memphis-Lambuth orientation and advising staff to ensure seamless registration for CAMP students. In this area, there are approximately 20 faculty who may advise as well as other staff. Additionally, Dr. Robin Rash, who teaches Spanish and leads Study Abroad efforts to Latin America, will also serve as a resource.

Tutoring and Counseling Services: While tutoring and counseling services are available to all students, CAMP students will have additional, specific tutors hired to assist them to enhance and complement standard services.

Integration: Extracurricular Involvement: CAMP staff will work with Student Affairs staff at the University of Memphis-Lambuth to ensure fit with the activities in which students will become actively engaged. Additional advisors or counselors will aid in the transition, as needed.

Life Skills, Career Coaching: Career Services typically offers presentations on life skills and career coaching to groups. Adding targeted sessions for CAMP students will underscore current research that reflects students learn better with peer groups as noted earlier.

iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

On Campus—CAMP will operate under the direction of the Vice Provost's (VP) office at University of Memphis-Lambuth, the main administrative office at the campus. As noted earlier, University of Memphis-Lambuth is a microcosm of the greater University of Memphis campus. As such, appropriate services in the above- named offices are readily available to assist CAMP students in order to provide excellent customer service to ensure all outcomes are fully met and to assist the CAMP students in being successful in their first year of college, retaining them to continue to their sophomore year, and continuing to support them until graduation.

Off Campus—because this would be a first award, University of Memphis-Lambuth has not created direct relationships with agencies beyond the campus, except through letters of support; however, the University of Memphis-Lambuth has an excellent relationship with all offices at the University of Memphis campus. Since the Memphis campus is much larger (over 20k students), many offices offer support and are also able to assist the University of Memphis-Lambuth campus, as needed. For example, the office of Multicultural Services would be available to CAMP students. The University of Memphis Office of Multicultural Affairs provides a welcoming and supportive environment. With a caring, professional staff, the office helps students adjust to learning, living, and working in a large university setting. Students also

utilize the office as a source of information about opportunities for leadership development, conferences, internships, scholarships, professional schools, and community involvement. Representatives from this office would be available to visit CAMP students at the University of Memphis-Lambuth on a regular basis to assist with identified needs by CAMP staff.

iv. The extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity.

Weekly CAMP staff meetings, periodic briefings with the Vice Provost, feedback from an Advisory group that will be comprised of representatives from the region, and annual program audits and/or external reviews will be a fail-safe mechanism to ensure time, funds, and resources are utilized in an efficient and effective manner. Annual reports submitted by the CAMP director will provide a review of goals and objectives as well as recommendations for changes based on data to form a continuous loop of productivity and continual improvement.

v. The extent to which the proposed project is supported by strong theory.

Historically, retention research focused on what was not successful, according to University of North Carolina researchers Demetriou and Schmitz-Sciborski (<https://studentsuccess.unc.edu/files/2012/11/Demetriou-and-Schmitz-Sciborski.pdf>); however more recent research focuses on what makes students successful. While the answer is not a simple one, there are multiple components that have been built into the University of Memphis-Lambuth proposal: 1) being prepared (success in high school), 2) being academically engaged (with campus activities and faculty/staff), 3) being socially engaged (events), 4) being financially prepared (assistance in grants/stipends/scholarships), and 5) meeting demographic challenges (family knowledge, housing). Recent retention research that utilized theories of expectancy, goal setting, self-efficacy, academic self-concept, motivational orientations and optimism; these theoretical components are integrally built into the logic model of the University of Memphis-

Lambuth grant proposal to achieve the highest possible results and to illustrate success in undergraduate education.

3. Quality of Project Services

- i. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services.

In an effort to write the best proposal possible, a review of best practices was used to gather activities that have been instrumental in providing the best services through the years. While there are probably a number of activities that are what might be termed “enhancers” to the success of CAMP students, including peer to peer conversations, or classroom conversations, University of Memphis-Lambuth attempted to focus on more broader service concepts that can be measured to improve the academic and personal success of the CAMP student: admissions, orientation, financial aid counseling, personal counseling, tutoring, advising, etc.

A plethora of professional development activities are readily available for CAMP staff to ensure customer service is the best University of Memphis-Lambuth can offer, and that employees are knowledgeable and current on information and changes in services. Many of these trainings are scheduled through Human Resources at University of Memphis, but there are also office trainings and state-wide efforts through the Tennessee Board of Regents and other professional development organizations. Beyond the University and the state, there are professional associations, meetings, and conferences that CAMP staff will attend to maintain knowledge of current best practices and utilize all of the tools necessary to offer success to the CAMP students and their families: National HEP/CAMP association, National Migrant Ed. Conference, DOE Annual Director’s meeting, State Migrant Ed. Meetings, and others as needed.

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

Hiring bilingual staff as noted in section 4 will enable the CAMP staff to successfully utilize best practice to advertise programs in both languages to reach the greatest possible number of eligible students within the noted service region. Further, staff will be working with the K-12 partners identified in the region to seek those potential students who are most in need. From an admissions perspective, while caps do exist for certain University of Memphis programs, there is no cap on enrollment at University of Memphis-Lambuth; therefore, the university campus will not be in a position to turn prospective CAMP students away.

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

The University of Memphis-Lambuth maintains high academic standards and is mindful of all accreditation standards. The rigor within individual classes is meant to assist students in obtaining knowledge and at the same time pointing them in the direction of success; however, students must be engaged in their own academic journey, and this means they must study and perform at a successful level. Support is in place at the University of Memphis-Lambuth to help students achieve their goals of success, and the CAMP program will add a layer of support for this specific population to ensure successful outcomes as well.

However, to ensure processes are working as well as they should, CAMP staff will utilize surveys and assessments, as well as reports of attendance and academic progress from faculty in a proactive manner in order to intervene when necessary to ensure academic success. The University of Memphis-Lambuth does utilize an early alert system for students who may be in academic trouble. Such a system will aid CAMP staff in identifying students and assisting students in proactive manner more quickly. Typically colleges and universities do not

proactively manage problems early enough and the result is often academic warning, probation, or worse, suspension.

Further, in addition to being successful academically, it is no less important for CAMP students to become integrated and be successful with the college experience. Similarly, CAMP staff will monitor their students' activities that are extracurricular in nature to assist these students in a successful experience in other areas of the university life.

4. Quality of Project Personnel

i. The PI qualifications that exceed requirements

The PI for the grant is Dr. Niles Reddick. Dr. Reddick holds the Ph.D. in Humanities from Florida State University, a Master of Arts in Psychology from the University of West Georgia, and a Bachelor of Arts in Philosophy from Valdosta State University. Prior to accepting the Vice Provost position for the University of Memphis-Lambuth, he served as the Vice President of Academic and Student Affairs at Abraham Baldwin Agricultural College in Tifton, GA, where he supervised a variety of federal programs including CAMP, HEP, Upward Bound, and SSS, among others. In his seven year tenure at Abraham Baldwin, he worked closely with the director of CAMP, and he was instrumental in assisting with private funding for Hispanic Heritage festivals every year. He also helped secure a number of well-known role models for campus speaking engagements for CAMP students (and the greater college and public community). Guest speakers included writers from California and Mexico; artists; the Mexican Ambassador who is stationed in Atlanta, Georgia; the Director of the Hispanic Museum for the Smithsonian; and the Director/Producer of *Latino Americans* from PBS in New York. Additionally, he attended meetings, including the National HEP/CAMP association meeting, and also supported

CAMP students with private scholarships when their CAMP funding ended to ensure their enrollment in upper division classes to obtain Bachelor degrees.

ii The qualifications, including relevant training experience, needed to fill positions

Since this would be a new award, staff to manage the CAMP program will need to be hired.

The following three positions would be advertised:

1. Director
2. Recruiter/Admissions counselor
3. Advisor/Retention Specialist

Staff will be located in the lower level of Varnell Jones in the admissions/financial aid complex and will be able to utilize an existing full time administrative associate (in-kind contribution). Locating CAMP in this complex will provide for additional synergy for the program. In addition, it is expected that three student tutors will be hired with funds from the CAMP grant.

Several steps will be taken on the front end of the hiring process to ensure success. First, each position noted above will be advertised within the region, within the standard publications of the associations and shared via the listservs for CAMP, HEP, Migrant Ed. Office, etc. The attempt here is not necessarily to take valuable employees from other programs, but to offer qualified existing employees opportunities for professional development and advancement.

Second, candidates for each of the positions noted above will be required to participate in a rigorous interview process; the interview team will include representatives from the University of Memphis, faculty/staff at University of Memphis-Lambuth, and representatives from partner schools or agencies within the region (see letters of support for potential interview committee members) to ensure that all constituencies of the CAMP project are represented.

Third, each of the professional staff positions will require a bachelor's degree, with a master's degree required of the director. In the professional positions, it would be expected these staff have bilingual abilities (Spanish/English).

Fourth, preference will be given to candidates who have worked in a CAMP program as well as candidates who understand the needs and characteristics of the migrant and seasonal farmworker population. The University of Memphis-Lambuth would also encourage employment from applicants from members of groups who are traditionally underrepresented based on race, color, national origin, gender, age, and/or disability.

5. Quality of Management Plan

- i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The management plan is designed to meet the objectives and outcomes over the designated grant time period. While the PI will stay abreast of any issues that might arise, periodic meetings with the director to be hired will occur at least on a monthly basis providing ample opportunity for on-going feedback and improvements as needed (the PI is 3% while the director to be hired will be 100%). The Office of Research Support Services at the University of Memphis ensures that all grants maintain compliance with all applicable requirements (university, state, federal). The Business Manager for the University of Memphis-Lambuth campus will also review expenditures monthly in order to assure the University of Memphis-Lambuth maintains compliance with all institutional policies and procedures.

Essentially, there are 3 overarching objectives annually for each cohort:

- 1.) to recruit 30 eligible CAMP participants,
- 2.) to successfully complete the first year of college (86%), and

3.) to retain those students into their second year of college (85%).

Figure 3 reflects these goals. Each is ongoing in nature from one year to the next for each cohort of students, except the recruiting/enrollment portion in year 5. Fortunately, CAMP students are expected to be successful students their first year at the university, and it follows that many of them will become leaders, peer tutors, club officers, etc. during their university experience. This group of natural leaders will fill a funnel of excellence that will become continuous in nature to propel the cycle of CAMP excellence forward with positive momentum.

Figure 3: Objectives, Outcomes and Benchmarks			
Recruiting: Identify, recruit and provide resources to ensure the matriculation of 30 new CAMP students; Fall census reports and list of the University of Memphis-Lambuth students generated at Fall census will provide the official enrollment listings.			
Activity	Benchmark	Timeline/Assessment Tool	Responsibility
Obtain contacts for area education representatives to assist in determining targeted student population	100% of public schools in the region will provide contact information	Occurs initially in Fall 2016, with annual updates in March of each academic year	CAMP Director, University of Memphis-Lambuth Recruitment Coordinator
Mailing of University of Memphis-Lambuth brochures to prospective students	100% of students identified will be sent information	Ongoing with initial mailing of brochures	CAMP Director, University of Memphis-Lambuth Recruitment Coordinator, Univ. of Memphis Recruitment Office
Enrollment counseling to assist with application, submission of required documentation and compliance with deadlines to facilitate enrollment	100% of CAMP eligible students who apply for admission will participate in enrollment counseling	Data collected in Univ. of Memphis 'Hobson's recruitment database as of Fall census	CAMP Director, University of Memphis-Lambuth Recruitment Coordinator, and Univ. of Memphis Recruitment Office
Financial Aid Counseling to ensure that required applications are submitted within deadlines to maximize aid eligibility	100% of CAMP students who apply for admission will participate in financial aid counseling and submit the FAFSA	Data collected from CAMP applicant tracking forms and institutional financial aid database	CAMP Recruiter, University of Memphis-Lambuth Enrollment staff
Persistence and Retention: Utilize existing and develop new initiatives designed to equip students for success to provide for an 86% success rate of CAMP participants (good academic standing at the end of first year) and to ensure an 85% retention rate from freshman to sophomore year; Fall census and University of Memphis-Lambuth student report generated at census date will be used to track eligible and continuing CAMP students.			
Activity	Benchmark	Timeline/Assessment Tool	Responsibility
New Student Orientation (NSO) provides academic counseling, resource contacts, and registration assistance to equip CAMP students for a successful first-year experience	100% of admitted CAMP students will participate in NSO	NSO attendance sheet and Advising permits issued	CAMP Recruiter, University of Memphis-Lambuth Recruitment Coordinator, University of Memphis-Lambuth Academic Services manager
Advising/Registration	100% of enrolled CAMP	Class roster and advising	CAMP Retention

activities during the initial semester to encourage and assist CAMP students with the establishment of their academic path Learning communities offered	students will be registered and have met with their academic advisor, including English and Communication courses	permits issued for Spring 2015	Counselor, Academic Advisors, faculty and University of Memphis-Lambuth Academic Services manager
Tutoring/Counseling services provide assistance in areas of weakness	90% of CAMP students will participate in at least 1 of these sessions	Tutoring electronic sign-in logs	CAMP Retention Counselor, University of Memphis-Lambuth coordinator of tutoring
Integration into the Campus community through extracurricular activities which greatly increases persistence rates	100% of CAMP students will participate in at least 1 University of Memphis-Lambuth sponsored campus activity	Sign-in sheets at campus activities, Recap forms for University of Memphis-Lambuth Foundation awards required each semester	CAMP staff with assistance from University of Memphis-Lambuth Student Affairs staff
Life Skills/Career Coaching provide soft skills needed for academic success	100% of CAMP students will participate in one program provided by Career Services	CAMP student records	CAMP Staff with integral assistance from University of Memphis-Lambuth Career Counseling staff

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

The PI, the CAMP director, and CAMP staff will all be a part of the continuous process improvement for the grant; staff will utilize evaluations and assessments that are already in place at the University of Memphis to measure the success of the project. CAMP staff will utilize best practices from those offices at the University of Memphis to ensure continued success of the operation.

iii. The extent to which the time commitments of the project director and the PI and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Key staff include the PI (Vice Provost of the University of Memphis-Lambuth at 3%), the director of CAMP, the CAMP recruiter/admissions counselor, the CAMP advisor/retention specialist (all at 100%), and an administrative associate (in kind contribution) as well as undergraduate student tutors (all to be hired). It is believed that for a residential CAMP program on a small university campus (900 students), the organizational staffing model as outlined will be extremely efficient and will meet all outcomes in the grant as outlined. With assistance from

other recruiters/admissions counselors, financial aid specialists, career services specialists, peer tutors, writing and math lab personnel, Business Manager, residence life staff, and others at the University of Memphis, CAMP staff will be complimented by in-kind contributions of time and assistance.

6. Adequacy of Resources

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

The University of Memphis-Lambuth is situated on a beautiful historic Georgian-style campus in Jackson, Tennessee that is classified as an arboretum. With its athletic fields, refurbished dormitory space, Olympic-style indoor swimming facility, renovated gymnasium and an outdoor quad for studying or playing intramural sports, the campus is attractive and inviting to students.

Students have dining facilities in Wilder Student Union, as well as a computer lab, fitness studio, and bookstore. The library is just across the quad and also provides a computer lab. All types of library materials from books to print journals to popular magazines and DVDs are available to students. Further, if a source is needed that isn't readily available in the library, students may request inter-library loan of that source. All active classrooms at the University of Memphis-Lambuth are smart classrooms.

The location for CAMP offices would be in the main administrative building on campus, historic Varnell-Jones Hall. Housed in the same suite as Admissions and Financial Aid, these office spaces also include a reception area, where the shared administrative associate is located and provides a waiting area for students. Given the proximity to these other university offices with which CAMP staff will work closely, this is an ideal location. Wireless is readily available for portable devices, but personal computers can also be used by CAMP staff. All space is fully

equipped with standard office essentials, such as phones, fax machines, and a copier. Tutoring space, too, is already equipped with the necessary infrastructure.

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

As noted earlier, external relationships from existing partnerships can be utilized by CAMP staff to fulfill some aspects of need. For example, letters of support are attached to the grant application from TOPS, a migrant worker advocacy agency in Rutherford County, Tennessee (suburb of Nashville), Adelante in Kentucky, and Latino Memphis. They have committed to form a new partnership in order to help us in the identification of potential students. We also have an integral working relationship with K-12 systems in West Tennessee, as all directors/superintendents, principals, and counselors of these school systems hold meetings on our campus. While there was not space to include letters from all K-12 systems, they are also ready to partner with the University of Memphis-Lambuth on the CAMP grant. Once the grant is awarded, the University of Memphis-Lambuth will move quickly to gear up for fall 2016.

Internally, relationships and commitments are solid and the following offices work closely with the University of Memphis-Lambuth Vice Provost and are eager to work with new CAMP staff: Admissions and Financial Aid (Enrollment Services), Business Office, Academic Services, Counseling/Advising, Career Services, Peer Tutoring, writing and math labs. The University of Memphis-Lambuth faculty and staff will be appreciative of the excellent students CAMP will bring to the campus and would be honored to increase diversity and help expand educational opportunities for the underserved in the state and multi-state region.

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

As shown in the budget, predominant costs will be personnel, fringe, and operating expenses (supplies and travel) as well as the student stipends, which will vary depending on eligibility as determined by the results of the FAFSA; however, as noted earlier, the Vice Provost's percentage is small, thereby allowing more funds to be directly used for CAMP personnel and students. Given that three full time staff, including the Director, will be 100%, it is expected that this will enhance the ability to meet all goals and objectives and outcomes of the proposal. Further, since this CAMP program is designed to be a residential one, more funds are earmarked for the CAMP participants. As noted earlier, it is important to highlight the cost savings of the University of Memphis-Lambuth CAMP students from the region who are eligible for the partial out of state tuition discount offered by the university's 250R program. It is also important to note that over (b)(4) of private money will be used to defray housing costs for CAMP students; these funds will be provided by the University of Memphis Foundation over the 5 year grant period at \$ (b)(4) per year.

iv. The extent to which the costs are measurable in relation to the number of persons to be served and to the anticipated results and benefits.

The costs are measurable in relation to the 30 CAMP students to be served given the anticipated results and benefits through their life-long educational experience as well as their life-time earning potential. While this is a relatively small investment, the dividends to be gleaned by society over time will far outweigh any investment made. To reiterate, the reduced out of state tuition rate at the University of Memphis-Lambuth saves potential CAMP students approximately \$5,000 annually, even after their enrollment in CAMP ends, in comparison to other university out of state rates; the savings are much greater in comparison to private tuition rates.

- v. The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of federal funding.

The reduction of federal funding would obviously not allow for a continued CAMP program and would likely result in a reduction of force for those personnel being funded by the grant; however, the majority of the services available to CAMP students are already an integral part of the University of Memphis-Lambuth including recruiting, admissions, financial aid, career services, tutoring, advising, etc. A student previously in the CAMP program continues to be eligible for use of these existing services as long as he/she remains a student.

7. Quality of the Project Evaluation

- i. The extent to which the methods of evaluation are appropriate to the context within which the project operates.

The University of Memphis-Lambuth and the University of Memphis consistently engage in a process of continual improvement and use data to plan, make decisions, and allocate financial resources to support retention and graduation. As part of the University of Memphis-Lambuth CAMP program, there will be five aspects of evaluation for the program:

1. A Radomized Controlled Trial (RCT) that meets the WWC Evidence Standards. As part of this RCT, 30 CAMP students will be compared to 30 randomly selected students based on high school GPA, end of first semester GPA, and end of first year GPA (with similar credit hours) to determine if there is a significant difference between the two groups based on services provided first year CAMP students.
2. Internal CAMP review will consist of CAMP weekly team meetings, thus ensuring a constant flow of information between team members by which concerns can be addressed quickly and deliberately.

3. Internal University of Memphis-Lambuth review will consist of periodic meetings between the Vice Provost and the CAMP Director for updates as well as directional advice and/or suggestions. As a preface for these meetings the University of Memphis-Lambuth Vice Provost and/or CAMP director will obtain any necessary feedback and data from other University of Memphis-Lambuth personnel (Business Manager, facilities manager, academic services, Residence life, etc.)
 4. External review will consist of at least one meeting per academic year of CAMP advisory board. CAMP advisory board will be comprised of external and internal partners.
 5. External review will be conducted by the CAMP external evaluator or program reviewer, the costs of which are built into the budget for each year. The Evaluator will validate the annual performance report data to include any program recommendations and these will also be included in the Annual Performance report to OME.
- ii. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

Based on objectives and measurable outcomes, the University of Memphis-Lambuth CAMP Director will utilize pre and post evaluations, quantitative and qualitative evaluations, and other assessments that not only assess strengths and weaknesses, but take into account feedback from all constituents from students to Advisory board members. These methods of evaluation are in place for programs at the University of Memphis, which has a long history of effective management of federal programs. In addition, as noted above, internal and external reviews will provide a system of checks and balances to ensure compliance, program effectiveness, and return on investment at all levels.

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

Constant interaction between the CAMP Director and the Vice Provost for the University of Memphis-Lambuth will ensure performance feedback and assessment of progress in fulfilling the outcomes of the CAMP program. In addition to other methods pointed out in sections i and ii, the CAMP director will be a part of the Vice Provost's roundtable, which holds monthly meetings for updates and discussion about campus initiatives and plans. In sum, from Student Affairs areas to Academic Support areas to Facilities, others will be able to offer feedback to the CAMP director. The purpose in such a tightly woven management style ensures flow of communication between all areas of the University of Memphis-Lambuth in order that the operation functions in a healthy manner.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Niles Reddick

(b)(6)

Education

Florida State University, Tallahassee, FL
Ph.D. in Humanities, December 1996
Emphasis: Literature; Minor: Psychology

University of West Georgia, Carrollton, GA
M.A. in Psychology, March 1991

Valdosta State University, Valdosta, GA
B.A. in Philosophy; Minor, Sociology, June 1988

Professional Appointments

The University of Memphis—Lambuth, Jackson, TN **July 2014 - present**
Vice Provost/CEO

Serve as CEO for the University of Memphis-Lambuth in Jackson, TN with responsibility for working with all unit heads of the University: colleges, schools and departments; external relations, student affairs, development, and business affairs, including facilities. Manage an operating budget of approximately \$11 million, and manage schedule and staffing for 19 bachelors, 7 masters, and 2 doctoral degree programs, including minors and core curriculum.

Abraham Baldwin Agricultural College, Tifton, GA **July 2007 – June 2013**
Vice President for Academic Affairs (and Student Affairs since 2010)

Served as Chief Academic (since 2007) and Student Affairs (as of 2010) Officer of the College, reporting to the President and serving in his absence. Responsibility for academic and student affairs budgets of approximately \$12 million (state funds only, grants not included); worked with Cabinet on facilities planning including renovation of historical buildings and redesign of academic space to enhance learning. Served as President of the College's Advancement Foundation, Inc. to oversee all grants and extramural funding (approximately \$21 million). Examples of grants include U.S. Dept of Education CAMP \$2m, PGA \$30k, Goizueta Foundation \$621k, HEP \$2m, Fulbright-Hays \$78k, U.S. Dept. of Labor \$75k, various Arts grants through 12-county grassroots Arts program, USG initiative grants \$400k, ICAAP funding \$300k (Nursing and Biofuels), Hispanic Consortium \$1.2m, among others; Also served in an advisory capacity to the College Foundation, Alumni Boards, and Advisory Boards for the college.

Motlow State Community College, Lynchburg, TN **2004-June 2007**
Dean of Humanities and Social Science,

Responsibility for an academic division serving approximately 4000 students at four locations—Moore County campus, McMinnville Center, Fayetteville Center, and Smyrna Site—a budget of approximately \$5.3 million, 30 full time faculty and approximately 70 part time faculty, 4 discipline coordinators, 2 staff members, and student workers for division office.

Motlow State Community College, Lynchburg, TN

2000-2004

Director of Smyrna Site

(Interim Director, 1999-2000)

Founded and was responsible for a satellite campus that grew from 199 to 700 students in four years, a campus operating/supply budget, 35 faculty, 2 secretaries, 1 Asst. Director of Student Services, 5 office workers; interviewed, hired, and evaluated part-time faculty and staff. Planned and implemented curriculum/schedule (approximately 90 sections toward Associate degrees in several areas). Advised students on programs of study, course offerings, graduation requirements, course scheduling, and assisted with admissions, financial aid, counseling services, student activities, clubs and organizations (SGA, Phi Theta Kappa, Literary Club, and Outing Club), and veterans' affairs; Served as Regents Online Degree Contact for Smyrna campus, which included providing information, registering, troubleshooting, and proctoring exams.

Relevant Service

- Hispanic Heritage symposium to preview and discuss PBS series, *Latino Americans*, with panel composed of leadership representing Mexican Consulate, Smithsonian, Excellencia Foundation, University of Monterey, and PBS, 2013
- Member, University System of Georgia Diversity Affairs conference comm., 2009.
- Member, University System of Georgia online learning committee, 2009.
- Member, University System of Georgia Audit/Finance committee, 2009-2014.
- Member, HEP/CAMP Advisory Board, 2007-2014.
- Member, Goizueta Scholarship Committee, 2007-2014.

POSITION DESCRIPTION

Position Title: Director, College Assistance Migrant Program (CAMP) FLSA Status: Exempt

Reports to (Title): Vice Provost, Lambuth

Department: CAMP

Date Prepared: January 2016

BASIC FUNCTION

This position serves as the lead administrator for the CAMP program. It is also responsible for ensuring that all program goals and objectives are met and that the programs are in compliance with all eligibility and budgetary guidelines. The Director will also serve as the main contact for the U. S. Department of Education, Migrant Education Office.

NATURE & SCOPE

The Director of CAMP reports to the Vice Provost at the University of Memphis, Lambuth Campus. This position has latitude to consider alternatives within substantially diversified, established procedures and standards. Because of changing priorities or differing situations encountered in the work environment, the incumbent has the latitude to consider which among many procedures should be followed in what sequence to obtain the required result. The incumbent supervises CAMP employees.

A major responsibility of the Director of CAMP is securing federal funding for the program. This requires extensive and thorough understanding of the grant writing process. In addition, the incumbent must have wide-reaching knowledge of the federal funds that are available and the requirements that are associated with these funds. Maintaining compliance with federal programs is a primary duty of this position.

In addition, the Director must represent and promote CAMP in the community. The Director must have an ability to connect with the needs of the community and sell the program. This program cater to the migrant and seasonal farm worker population, which is overwhelmingly Hispanic. Therefore, it is vital for the Director to have experience with the Hispanic culture and understand the needs associated with this population.

In addition, the Director must be an effective leader and administrator for CAMP. A myriad of responsibilities fall under this umbrella. The Director must ensure that appropriate materials and tools are supplied. Personnel and student concerns must be addressed. The Director serves as a liaison to other departments on campus. Furthermore, personnel must be hired and trained, and the Director must oversee the budgets of the programs. The Director must be able to organize, prioritize, and balance all of these and other responsibilities.

WORK RESPONSIBILITIES
(To Be Used For Performance Measures)

Ensures that all eligibility requirements are satisfied by program participants

Monitors program expenditures to ensure compliance with state and federal regulations

Hires, trains, and directs any new personnel for either program

Coordinates the communication between the U.S. Department of Education and UML to ensure that program obligations are being met

Develops and submits grant renewal proposal at the end of the funding cycles

Coordinates the promotion and expansion of services for CAMP

Provides opportunities for program staff to participate in state and national trainings

Gathers and analyses data required for annual and other periodic reports

Submits periodic reports to UML and the U.S. Department of Education, Office of Migrant Education

Oversees all program personnel issues

Performs other duties as assigned

BUDGETARY RESPONSIBILITIES

The Director of CAMP is responsible for the annual budget.

SPECIALIZED KNOWLEDGE AND EXPERIENCE REQUIRED

This position requires a Master's degree in a relevant area, and three to five years of experience in the field. In addition, grant writing experience, spreadsheet experience, bilingual abilities (Spanish/English) and experiences working with migrant populations are all necessary.

POSITION DESCRIPTION

Position Title: Recruiter/Admissions Counselor College Assistance Migrant Program (CAMP)
Reports to (Title): CAMP Director
Department: CAMP
Date Prepared: January 2016

BASIC FUNCTION

The CAMP Recruiter/Admissions Counselor position provides recruitment and outreach to students from migratory and seasonal farm worker backgrounds. In addition, the incumbent position requires extensive travel to inform, identify, document and select eligible students for participation in the program. The CAMP Recruiter/Admissions Counselor represents and promotes the interest of the University in recruitment presentations throughout the year in the CAMP region.

NATURE & SCOPE

The CAMP Recruiter/Admissions Counselor reports directly to the CAMP Director. Within the scope of the grant, the incumbent is responsible for conducting recruitment activities working closely with migrant education and coordinating agencies to effectively document student eligibility. The incumbent is responsible for fulfilling the required recruitment goals of the grant. This person must possess proper planning, flexibility, time management, and scheduling skills. This position does not have supervisory responsibilities.

This position requires a keen understanding of the Hispanic culture and students from migratory and seasonal farm worker lifestyles. The incumbent's position exists to support students from these backgrounds to develop the skills they need to successfully complete their first year of college. The incumbent should possess prior experience in working with migrant students and knowledge of the challenges these students face which is critical to their success in post-secondary education.

In addition, the CAMP Recruiter/Admissions Counselor must have a background in working with the target population. The incumbent must possess effective communication skills, in order to assist students, and their families, conduct presentations, and participate in various meetings throughout the year. In addition, he/she must be knowledgeable in computer applications to make his/her work easily accessible to students, parents, migrant education agencies and school personnel.

The incumbent must also develop and maintain a positive relationship with school administrators, high school guidance counselors, migrant education program staff, and other coordinating partners.

WORK RESPONSIBILITIES

Provides CAMP recruitment information to at least 300 students annually

Assists students to complete all required forms for enrollment to college such as; Admissions , Housing and the Free Application for Federal Student Aid (FAFSA)

Develops recruitment materials and creates power point presentations for state and national dissemination

Coordinates on and off campus recruiting engagements including Bilingual presentations to students and parents

Travels and recruits extensively within the CAMP targeted region

Develops working relationships with high school guidance counselors and migrant education staff

Participates on campus and community committees to represent and promote the university

Provides periodic recruitment data to CAMP Director for use in annual performance report

Maintains student recruitment database

Performs other duties as assigned

BUDGETARY RESPONSIBILITIES

The CAMP Recruiter has no budgetary responsibilities

SPECIALIZED KNOWLEDGE AND EXPERIENCE REQUIRED

This position requires fluent bilingual skills (Spanish/English) as well as a bachelor's degree and a minimum of one year of experience working with the target population. Experience with the Federal Financial Aid process, developing databases, and use of social media is desirable.

POSITION DESCRIPTION

Position Title: CAMP Program Advisor/Retention Specialist

Reports to
(Title): CAMP Director

Department: CAMP

Date Prepared: January 2016

BASIC FUNCTION

The CAMP Program Advisor/Retention Specialist position provides daily organizational leadership and management of this federally-funded program. In addition, the incumbent mentors students from migratory and seasonal farm worker backgrounds to successfully complete their first year of college.

NATURE & SCOPE

The CAMP Program Advisor/Retention Specialist reports to the Director of CAMP. The incumbent is responsible for supervising and managing activities throughout the year. In this position, the incumbent has the latitude to consider courses of action within well-defined university practices and policies. The incumbent may consider whether new procedures have to be developed in order to accomplish the end results. If new procedures are deemed necessary, the incumbent has the autonomy to establish them (consistent with general university policies and within the scope of the grant). This position is responsible for supervising CAMP Tutors.

This position requires a keen understanding of the Hispanic culture and students from migratory and seasonal farm worker lifestyles. The incumbent's position exists to support students from these backgrounds to develop the skills they need to successfully complete their first year of college. The incumbent should possess prior experience in working with migrant students and knowledge of the challenges these students face which is critical to their success in post-secondary education.

In addition, The CAMP Program Advisor/Retention Specialist should have a background in education and counseling. This allows the incumbent to successfully analyze and interpret data and create reports. Furthermore, experience in these areas will aid the incumbent to provide career, academic, and personal counseling. The incumbent must possess effective communication skills, in order to assist students, conduct presentations, and participate in various meetings throughout the year.

WORK RESPONSIBILITIES

(To Be Used For Performance Measures)

Coordinates tutoring, advising, and counseling services for CAMP students

Coordinate academic schedules and foster matriculation for students

Assists students in securing scholarship and internship opportunities

Provides guidance to students for career counseling, financial aid, housing, and health services

Monitors and reports the monthly academic progress of program participants

Assists the Director with annual reports for the U.S. Department of Education and Office of Migrant Education

Collaborates with other offices to successfully track former participants, as needed

Participates on campus and community committees to represent the university

Performs other duties as assigned

BUDGETARY RESPONSIBILITIES

The CAMP Program Advisor/Retention Specialist has no budgetary responsibilities.

SPECIALIZED KNOWLEDGE AND EXPERIENCE REQUIRED

The CAMP Program Advisor/Retention Specialist position requires a Bachelor's degree. Bilingual abilities (Spanish/English) are required. A background in education/counseling is preferred.



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

BILL HASLAM
GOVERNOR

CANDICE MCQUEEN
COMMISSIONER

February 16, 2016

Niles Reddick, Ph.D.
Vice Provost, Lambuth Campus, The University of Memphis
705 Lambuth Boulevard
Jackson, Tennessee 38301

Re: College Assistance Migrant Program (CAMP)

Dear Dr. Reddick,

On behalf of the Tennessee Department of Education, specifically the Division of Special Populations and Student Support, I am writing in support of the proposal submitted by The University of Memphis – Lambuth Campus for the College Assistance Migrant Program (CAMP). I understand this program will offer support and assistance to students from migrant and agricultural backgrounds and will promote their admittance to The University of Memphis – Lambuth Campus. CAMP will also provide academic and social assistance for students, to promote their success during their first year of college, and support their retention to continue their higher education beyond their freshman year.

In addition, CAMP will ensure students from migrant and agricultural backgrounds, within a 250 mile radius of The University of Memphis – Lambuth Campus, will be eligible for out-of-state fee waivers. The university is committed to supporting CAMP students through private funds of up to (b)(4) per student. Such generosity is to be commended.

I am pleased to lend my support to the CAMP endeavor, as you seek to broaden access to high quality, relevant, and useful post-secondary education for migrant students in Tennessee.

(b)(6)

Joey Hassell
Assistant Commissioner
Division of Special Populations and Student Support



Gaila Fletcher
Executive Director
topsgaila@aol.com

437 Nissan Drive • Suite 502 • P.O. Box 925 • Smyrna, TN 37167

Phone: 615-459-3600 • Fax: 615-459-9326

February 16, 2016

Mr. Niles Reddick, Ph.D.
Vice Provost, Lambuth Campus
University of Memphis
705 Lambuth Blvd.
Jackson, TN 38301

Dear Mr. Reddick:

This agency has been an advocate for migrant and seasonal farmworkers for over forty years. Each year we identify and recruit farmworkers in the State of Tennessee and provide encouragement and financial support to enable them to enter skills training, receive certification and enter employment that provides year round wages and benefits.

Through a partnership with your institution, many more farmworkers and their families will reap the benefit of continued education.

TOPS will gladly refer farmworker families to you for enrollment into the CAMP program.

Sincerely,

(b)(6)

Gaila Fletcher
Executive Director

February 24, 2016

To whom it may concern,

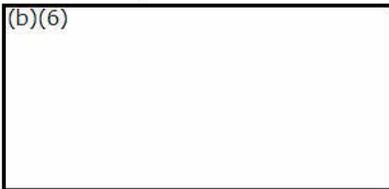
Latino Memphis offers its full support for the University of Memphis-Lambuth's application for a CAMP program in Jackson, Tennessee.

As you are aware, Mid-South states are currently underserved by CAMP. Offering a CAMP program at the University of Memphis-Lambuth will allow them to leverage their reduction in out-of-state tuition in addition to private funding from the University of Memphis foundation to recruit exceptional Hispanic students from Tennessee and surrounding states. Further, as a well-respected Carnegie-classified research institution, the University of Memphis is positioned to utilize the latest and best student success practices grounded in theory to ensure retention and graduation of students.

We look forward to partnering with the University of Memphis-Lambuth to share information about CAMP to prospective students. If there are additional questions, please feel free to contact me.

Gracias,

(b)(6)



Mauricio Calvo
Executive Director



Executive Board

Chair, Armando Unzueta
Chair Emeritus, Stephen P. Imhoff
Vice Chair, Gina Buendia Cruz
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AmeriCorps VISTA, Morgan Gerke
UofL LALS Intern, Hayley Brown

Advisory Board

Saul Garcia
Ellie Kerstetter
Miguel Lagunas
Abraham Solano

February 15, 2016

To Whom It May Concern:

Adelante Hispanic Achievers offers its full support for the University of Memphis-Lambuth's application for a CAMP program in Jackson, Tennessee.

As you are aware, mid South states are currently underserved by CAMP. Offering a CAMP program at the University of Memphis-Lambuth will allow them to leverage their reduction in out-of-state tuition to recruit students from surrounding states (particularly from Western Kentucky) in addition to their native state of Tennessee. Further, as a well-respected Carnegie-classified research institution, the University of Memphis is positioned to utilize the latest and best student success practices grounded in theory to ensure retention and graduation of students.

We look forward to partnering with the University of Memphis-Lambuth to share information about CAMP to prospective students. If there are additional questions, please feel free to contact me.

Best wishes,

Mara Maldonado

Director

2817 Hikes Lane, Louisville, KY 40218

Telephone: (502) 494-0353

www.adelanteky.org

maramaldonado@att.net



HISPANIC WOMEN'S ORGANIZATION OF ARKANSAS

614 East Emma, Suite 231 • P.O. Box 6132 • Springdale, AR 72766

Ph: 479-751-9494 • Fax: 479-751-1110

www.hwoa.org

email: hwoa@hwoa.org

February 29, 2016

Niles Reddick, Ph.D.
Vice Provost
The University of Memphis-Lambuth
705 Lambuth Boulevard
Jackson, TN 38301

Dear Dr. Reddick

On behalf of the Hispanic Women's Organization of Arkansas (HWOA), I would like to express our support for the U.S. Department of Education proposal to bring the CAMP grant to the University of Memphis Lambuth.

The CAMP program will benefit Latino students in the state of Arkansas and reflects HWOA's mission: **To advance educational opportunities for Hispanic women and their families, celebrate and teach others about our cultures and become active participants in the community.**

The program will seek to increase the number of Latino students by recruiting 25 freshmen students from the region of Alabama, Arkansas, Kentucky, Mississippi, and Tennessee. All 25 students would be Hispanic. Currently, at the Lambuth campus, less than 1% of students are Hispanic (4 of nearly 900), so this initiative would also increase diversity in the student body by reaching out to Hispanic students from migrant or farm worker families. The funding would provide the students financial assistance, tutors and counseling as well as social and professional interactions needed for the successful completion of a bachelor's degree.

The University of Memphis will conduct recruiting from the surrounding states, including Arkansas, and tuition will be reduced as long as the students come from within a 250 mile radius of Memphis. Our community will benefit from the CAMP grant as it works to tap into the potential of migrant students. HWOA is proud to support the efforts of the University of Memphis-Lambuth to open new opportunities to these deserving future professionals.

Please feel free to contact me if I can be of further assistance.

Sincerely,

(b)(6)

Margarita Solorzano
Executive Director

nationally distinguished.

**LOCALLY
YOURS.**

Serving the Greater West Tennessee Area and Beyond

THE UNIVERSITY OF
MEMPHIS

Lambuth Campus

*The Most Comprehensive and
Only Four-Year Public University*
IN JACKSON

With all the power of a major research university behind it, the University of Memphis Lambuth Campus brings visionary learning to West Tennessee. We give area residents a campus in their own backyard, making it very convenient to get a world-class education close to home. And the Lambuth setting is just what you might expect in this friendly city—a 57-acre, tree-filled, tranquil campus with stately historic buildings. No vast parking lots. No high-rise buildings. You are simply surrounded by beauty and a genuine love for learning.

At Jackson's only four-year public university, you will be inspired by top professors in small classes, putting you on a first-name basis with experts in your field of study and building contacts to last throughout your career. You will be part of Tiger Nation and have all the advantages of our larger metropolitan university, along with the benefits of the intimate residential college environment of Lambuth.

from here **GO ANYWHERE**

At our Lambuth campus, you will be challenged to become anything you want to be. Are you just beginning to figure out where life might take you? Or do you already know—maybe even have known for a while—and just haven't moved forward with your goals yet? That process of discovery is part of the U of M Lambuth Campus experience.

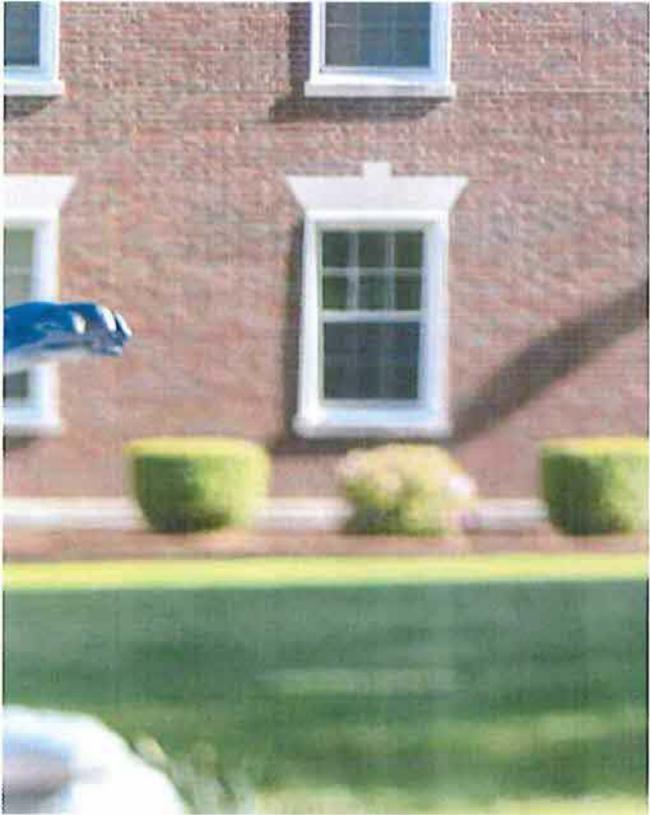
We support our students in every way possible to get you where you want to be. No matter what degree path you choose, you will have the backing of an academic university with a national reputation for excellence. These comprehensive offerings have been life changing for our students. We hope the next life we change is yours.

Current **UNDERGRADUATE DEGREES**

Bachelor of Arts in Communication
Bachelor of Arts in Criminology and Criminal Justice
Bachelor of Arts in English
Bachelor of Arts in Journalism
Bachelor of Arts in Psychology
Bachelor of Arts in Social Work
Bachelor of Business Administration Accounting
Bachelor of Business Administration Management
Bachelor of Liberal Studies (*Interdisciplinary Studies*)
Bachelor of Professional Studies (*Entertainment Music Industry*)
Bachelor of Professional Studies (*Health Services Administration*)
Bachelor of Professional Studies (*Information Technology*)
Bachelor of Professional Studies (*Law Enforcement Administration*)
Bachelor of Professional Studies (*Nonprofit Administration*)
Bachelor of Professional Studies (*Organizational Leadership*)
Bachelor of Science in Biology
Bachelor of Science in Education (*Teaching All Learners Elementary K-6/Special Education Modified K-12 licensure*)
Bachelor of Science in Nursing RN to BSN

Current **GRADUATE DEGREES**

Master of Arts in Teaching with licensure in the following areas:
- *Elementary Education (K-6)*
- *Secondary Education (7-12)*
- *Special Education (Modified K-12)*
Master of Business Administration (*online*)
Master of Professional Studies
Master of Science in Instruction and Curriculum Leadership
Master of Science in Nursing (*online*)
Doctoral Degree in Educational Leadership
Doctoral Degree in Instruction and Curriculum



No boundaries within
TIGER NATION

Lambuth students are part of the University of Memphis system-wide, which means you can attend classes at Lambuth or any other U of M location, including online and at our main Memphis campus. There really are no boundaries to the knowledge and opportunities awaiting you at the U of M Lambuth Campus.

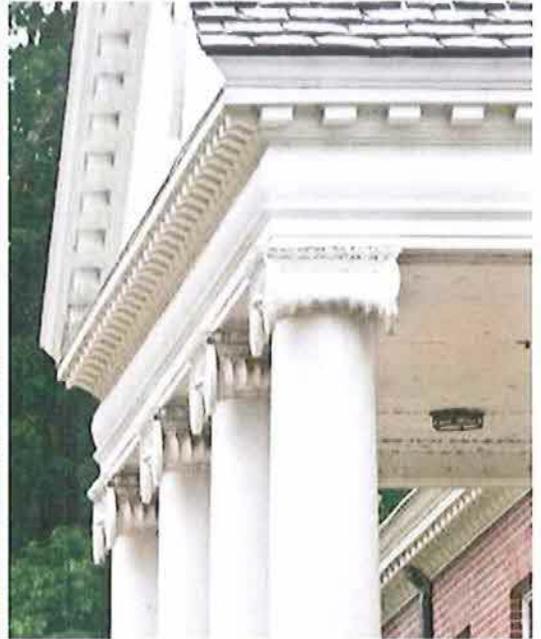




CAMPUS LIVING

Living on campus is by far the best way to make the most of your college experience, not to mention that research shows it actually improves grades. The newly renovated Carney-Johnston Residence Hall is a must-see. Students can choose from single or double rooms with convenient suite-style baths on separate male and female floors. Also popular is the 24-hour access students have to a quiet study area on the second floor. There is a large entertainment space on the first floor where students can hold social activities. Meal plans can be added on to your housing fees. Choose from two meal plan options and have access to homestyle meals, Monday through Friday, in our dining hall. Our Wellness, Health & Fitness Building (WHFB) has an Olympic-sized pool and two gyms filled with state-of-the-art fitness equipment.

Carney-Johnston Hall is located in the heart of it all, close to everything students need on campus. Living on campus isn't right for everyone, but it will help you stay better connected, get more involved and make some awesome friendships.



newly
RENOVATED



Showing new students the
LAMBUTH CAMPUS *way*

Every year, we are thrilled to welcome a new class to this beautiful campus. With our unique history and warm community of students and faculty, you will feel right at home. As the newbies on campus, you will want to learn how to jump in on anything that makes you bleed Tiger blue, with a Lambuth twist. We'll show you it all—from joining organizations and intramurals to learning about the blended U of M and Lambuth Traditions that make our campus so special.

New Student

EVENTS & ACTIVITIES

FROSH CAMP – *highlight of most students' freshman year*

Free Eight-week Leadership Program

WELCOME WEEK – *focused on you all week long*

NEW STUDENT CONVOCATION

STUDENT INVOLVEMENT FAIR & PICNIC

FROSH FRENZY – *a U of M tradition at the first football game*

Free Shuttle to Liberty Bowl Memorial Stadium for FROSH FRENZY

STUDENT LIFE *—feeling like you belong*

Outside the classroom, our students turn this intimate campus into a vibrant, fun place—made up of diverse groups, Fraternity and Sorority Affairs, club sports, events and activities. On the quad and all over campus, you will live, play, connect—it is not hard to find something going on from movies to concerts to Quidditch matches. Our students regularly take advantage of our classic college campus setting for powder puff football, ultimate Frisbee, sand volleyball, soccer tournaments and so much more.

You'll see what pulls so many new students to the Lambuth Campus: the heart and soul of the students themselves. Everyone believes in the Lambuth Campus and is excited to be shaping this campus as it evolves into a truly remarkable community—honoring the rich Lambuth history while embracing the innovation of the large, world-class education that the U of M brings. Starting well before move-in day, you feel like you belong. And our friendly, professional security patrols keep campus safe and enjoyable 24 hours a day.

Adult, Returning & Transfer **STUDENTS**

Students come to us from community colleges, other universities, all over Tennessee and surrounding states. No matter what stage of college you are in, you will be welcomed here. We invite you to come tour the campus and learn the exact steps it takes to become a Memphis Tiger.

TUITION BREAKS

Students who currently attend or previously attended high school within a 250-mile radius of the Memphis campus are in what is now called the 250-R Program, which entitles you to a dramatically reduced tuition rate if you are not eligible for either Tennessee in-state tuition or a participating Border County waiver. To learn more about this important program and who qualifies, go to memphis.edu/admissions/.

SCHOLARSHIPS & FINANCIAL AID

When financial barriers prevent a talented individual from expanding or completing his or her education, it is a loss for society. At the U of M, we measure our success in the differences we make in students' lives. Many scholarships are available, as is financial aid. Read more about all the opportunities to lower your education costs or get the assistance you need at memphis.edu/financialaid.



HERE'S WHAT OUR PRESENCE AT LAMBUTH HAS MEANT TO STUDENTS

"It makes you feel like you are part of something special here. You get that one-on-one attention with your instructors and they are going to take time to invest in you. It helps when you are taking these hard classes, difficult material, to be able to go to your instructor, sit down with them and have a face-to-face conversation over the material. I like the program here because it's small, it makes for a good student-faculty relationship and they truly care about your success here."

- Katie, Dyersburg, TN
Nursing Major

"This is a tight-knit community. The classroom experience is very personal and there are a lot of incentives to do well. The atmosphere is learning-oriented and the professors are more than willing to help you with anything you need."

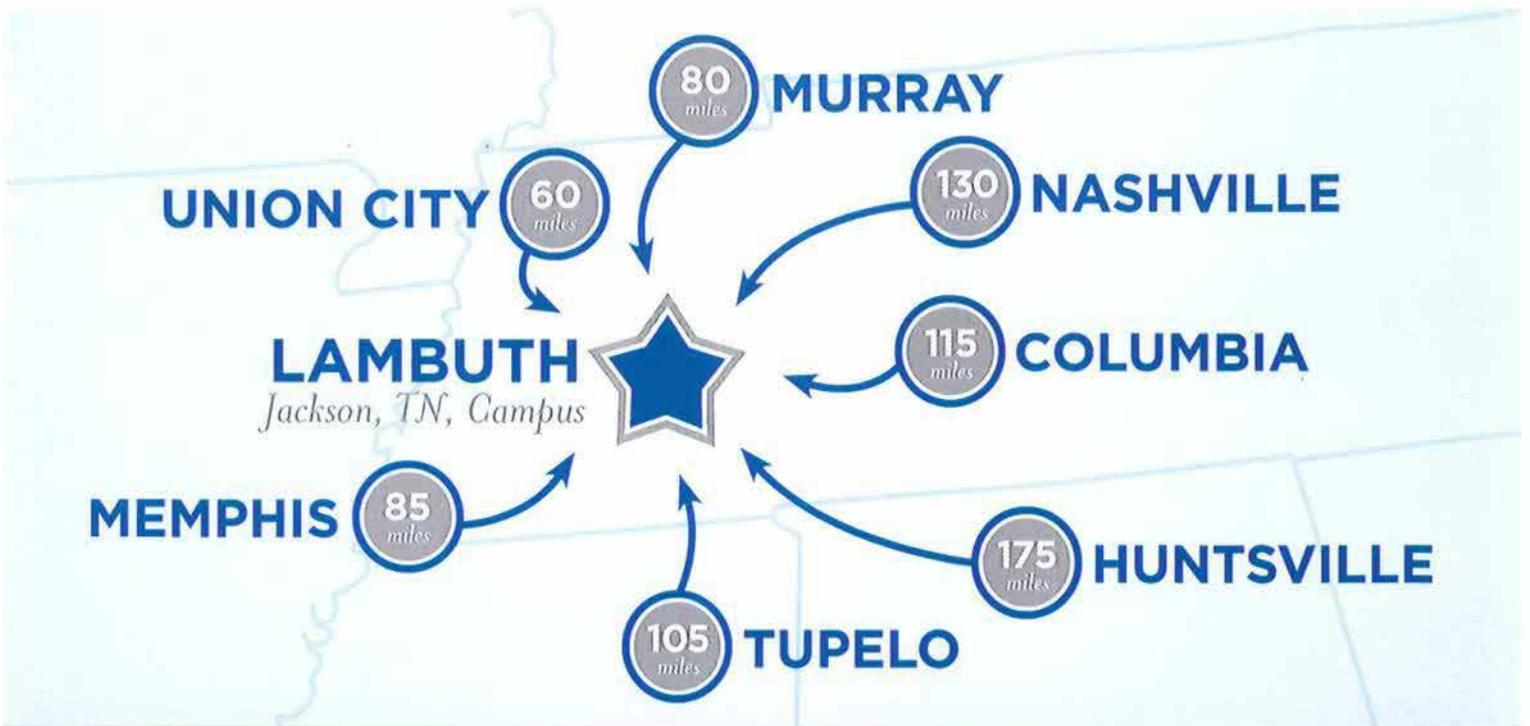
- Andrew, Lexington, TN
Accounting Major

"The University of Memphis Lambuth Campus is, in one word, home. I'm the fifth generation in my family to attend this school and, although I'm from South Carolina, I feel I've made a home here, too. I've fallen in love with this school, not just because of my family and their legacy, but because of the people here who've become my family and the legacy we will leave together."

- Elizabeth, Saluda, SC
Education Major

"With the Lambuth Campus, I was able to stay close to home. I chose Criminal Justice because in that career I am able to help others and give back to the community. It's a great program—whether you want to pursue local, federal or state law enforcement. I have been able to establish close relationships here. Everyone should look at Lambuth."

- Renard, Jackson, TN
Criminal Justice Major



Getting **HERE**

Visitors should first come to Varnell-Jones Hall, which is visible from the street and has a semicircular drive in the front. Visitor parking is available on Lambuth Boulevard and in the driveway in front of the building.

FROM INTERSTATE 40

Take Exit 82A and head south on Highway 45, which becomes North Highland Avenue. At the sixth traffic light, turn right onto Lambuth Boulevard. Go approximately one mile. The University of Memphis Lambuth Campus is on the right.

FROM HIGHWAY 45 S

Follow Highway 45 through downtown Jackson until it becomes North Highland Avenue. Go through a traffic light at Forest Avenue and through a second light at Campbell Street. Turn left at the third light, which is Lambuth Boulevard. Go approximately one mile. The University of Memphis Lambuth Campus is on the right.

FROM HIGHWAY 45 BYPASS

Exit at Hollywood Drive. Turn left at the bottom of the exit ramp. At the first traffic light, turn left on West Forest Avenue. Turn right at the third light, which is Lambuth Boulevard. Go approximately one mile. The University of Memphis Lambuth Campus is on the right.

FROM HIGHWAY 412

Entering Jackson from the northwest side of town, Highway 412 becomes Hollywood Drive after you pass under Interstate 40. Turn left on West Forest Avenue, which is the fifth traffic light after you pass under I-40. Turn right at the third traffic light, which is Lambuth Boulevard. Go approximately one mile. The University of Memphis Lambuth Campus is on the right.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1620648618A1

DATE: 05/06/2015

ORGANIZATION:

University of Memphis
275 Administration Bldg
Memphis, TN 38152-3370

FILING REF.: The preceding
agreement was dated
04/04/2014

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: INDIRECT COST RATES

RATE TYPES:		FIXED	FINAL	PROV. (PROVIZONAL)	PRED. (PREDETERMINED)
<u>EFFECTIVE PERIOD</u>					
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2014	41.00	On-Campus	Organized Research
PRED.	07/01/2014	06/30/2015	42.00	On-Campus	Organized Research
PRED.	07/01/2015	06/30/2017	43.50	On-Campus	Organized Research
PRED.	07/01/2012	06/30/2017	55.00	On-Campus	Instruction
PRED.	07/01/2012	06/30/2017	35.00	On-Campus	Other Sponsored Activities
PRED.	07/01/2012	06/30/2017	26.00	Off-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

ORGANIZATION: University of Memphis

AGREEMENT DATE: 5/6/2015

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of Memphis
 AGREEMENT DATE: 5/6/2015

SECTION I: FRINGE BENEFIT RATES**

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
FIXED	7/1/2014	6/30/2015	35.60	All	Salary Employees
FIXED	7/1/2014	6/30/2015	60.00	All	Hourly Employees
FIXED	7/1/2014	6/30/2015	5.40	All	Temporary Employees
FIXED	7/1/2015	6/30/2016	35.60	All	Salary Employees
FIXED	7/1/2015	6/30/2016	63.30	All	Hourly Employees
FIXED	7/1/2015	6/30/2016	6.10	All	Temporary Employees - No Insurance
FIXED	7/1/2015	6/30/2016	13.00	All	Temporary Employees - Insurance
PROV.	7/1/2016	6/30/2018			Use same rates and conditions as those cited for fiscal year ending June 30, 2016.

** DESCRIPTION OF FRINGE BENEFITS RATE BASE:
 Salaries and wages.

ORGANIZATION: University of Memphis

AGREEMENT DATE: 5/6/2015

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

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

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

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

Fringe Benefits include: FICA, Retirement, Life Insurance, Unemployment Insurance, Health Insurance, Scholarship Benefits, Compensated Absences, Terminal Pay, Death Benefits and Workers' Compensation.

This Rate Agreement applies to the University of Memphis and the University of Memphis Research Foundation (EIN 20-5400381).

Your next Fringe Benefit cost proposal based on actual costs for the fiscal year ending June 30, 2015 is due in our office by December 31, 2015 and your next F&A proposal based on actual costs for the fiscal year ending June 30, 2016 is due in our office by December 31, 2016.

ORGANIZATION: University of Memphis

AGREEMENT DATE: 5/6/2015

SECTION III: GENERAL

A. LIMITATIONS

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

B. ACCOUNTING SYSTEMS

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

C. FIXED RATES

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

D. USE BY OTHER FEDERAL AGENCIES

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

E. OTHER

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

BY THE INSTITUTION:

ON BEHALF OF THE FEDERAL GOVERNMENT:

University of Memphis

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(b)(6)

(SIGNATURE)

M. David Rudd

Arii Karin

(NAME)

President

(NAME)

Director, Cost Allocation Services

(TITLE)

6/10/2015

(TITLE)

5/6/2015

(DATE)

(DATE) 8012

HHS REPRESENTATIVE: Matthew Dito

Telephone: (214) 767-3261

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Justification – Dr. Niles Reddick

A five-year budget totaling \$2,091,987 (direct and indirect costs) is requested and is broken out by year as follows: Year 1 - \$413,922; Year 2 - \$413,651; Year 3 - \$417,301; Year 4 - \$423,474; and Year 5 - \$423,639.

YEAR ONE

Personnel (\$174,932)

Dr. Niles Reddick, PI: Dr. Reddick is Vice Provost of the University of Memphis-Lambuth and has a 12-month appointment with a current salary of \$173,400 with a projected salary in year one of the grant of \$177,735 (2.5% escalation based on historic increases. He will devote 0.36 calendar-year months to the project (3% effort) for a salary request charged to the grant of \$5,332. Dr. Reddick will be responsible for the overall management of the project, including supervision of all project personnel, analysis of project results, and reporting.

TBH, Project Director: An experienced project director will be hired, \$80,000 starting salary with 100% effort per year, to manage the day-to-day operations of the program. This individual will be responsible for direct supervision of all team personnel, financial management, program analysis and reporting.

TBH, Recruiter/Admissions Counselor: This individual will be responsible for meeting with potential program participants and their families to assist them during the application process. They will be required to be bilingual (Spanish and English), and will be well-versed in all phases of the recruitment/admissions process. The individual will be hired at a salary of \$40,000, and their effort on the program will be 100%. Responsibilities will include regional travel to represent the program in recruitment opportunities, meeting with potential students and their families, record keeping, and assisting with required reports.

TBH, Advisor/Retention Specialist: This individual will be responsible for overseeing advising activities and assisting student participants after they have been admitted to the University of Memphis-Lambuth. They will be required to be bilingual (Spanish and English), and will be well-versed in student advising and retention. The individual will be hired at a salary of \$40,000, and their effort on the program will be 100%. Responsibilities will include organizing and encouraging student participants to be involved in social activities on campus, meeting individually with students and in groups to assess their academic progress, helping to identify resources for students (academic and person), and contributing to required reports.

TBH, Student Mentors: Three student mentors will be hired at the rate of \$10 per hour for 10 hours a week, 32 weeks per year (\$3,200 per mentor) to work with students participating in the program. They will provide assistance with accessing University academic resources as well as identifying social activities/groups that may be of interest to program participants.

Fringe Benefits (\$44,618)

Fringe benefits are included at the University's current approved rate of 35.6% on all salaries except for the students.

Domestic Travel (\$17,600)

Travel funds are requested to support travel for student recruitment and for the Director to attend the required project meeting and one other appropriate professional meeting during the year. Of this budget, \$15,000 will support travel by project team members for student recruitment in Tennessee, and portions of Kentucky, Mississippi, Arkansas, and Alabama. The travel budget will support ground transportation (many trips will be by personal or campus vehicles), air fare (as required for some trips), lodging, and per diem expenses. It is expected that numerous trips will be made throughout the year to recruit students as well as to meet with high school guidance counselors and community officials to inform them about the program. The number of trips and length will vary, but it is estimated that at least 100 trips will be made per year by program staff. State of Tennessee and/or CONUS rates will be used for all trips. A budget of \$2,600 is provided, which will be used to fund travel for the Director. The budget will cover air fare (average of \$450 per trip for a total for 2 trips of \$900), ground transportation (\$60 per trip/\$120 total), lodging (\$220 night/2-3 nights per trip), parking (\$50 average), and per diem at published CONUS rates.

Supplies (\$4,500)

The budget includes \$500 for supplies related to student recruitment. In year one, the budget also includes \$4,000 to purchase a computer and monitor for the project director. The price for the computer is based on previously purchased units as well as catalog references.

Contractual (\$2,000)

The budget includes \$2,000 to retain a program evaluator. This individual will be responsible for external evaluation of the program, which is part of the outcome and reporting requirements to the Office of Migrant Education. The requested budget covers the individual's travel, lodging, meals and fee.

Other (\$3,500)

Printing: The budget includes \$3,000 to produce recruitment materials for the program. These will supplement existing University collateral materials, and will be printed in both English and Spanish to address the languages of the target enrollment population.

Postage: The budget includes \$500 to mail recruitment materials to high schools in Tennessee, and within the grant's geographic target areas in Kentucky, Arkansas, Alabama and Mississippi.

Indirect Costs: (\$19,772)

Indirect Costs are included at the rate of 8%, the Sponsor's allowable rate, using the MTDC method (exclusions of training costs of training stipends and related materials for a base for the indirect cost calculation of \$247,150). The University of Memphis' federally negotiated rate agreement is with the U.S. DHHS and is dated May 6, 2016.

Training Stipends (\$147,000)

Each participating student (30) will receive the following stipend: \$400 for books, \$2,000 for tuition, and \$2,500 for housing for a total cost for the 30 students of \$147,000 or \$4,900 per student.

YEAR TWO

In year two, the responsibilities for personnel working on the grant remain the same from year one unless otherwise indicated with salaries that include a 2.5% escalation from year one. The narrative for other budget line items also remains the same from year one unless noted.

Personnel (\$179,065)

Dr. Niles Reddick, PI: Dr. Reddick continues as PI and will continue to devote 0.36-calendar-year months to the grant. His projected salary in year two is \$182,178, resulting in a requested salary of \$5,465 charged to the grant. Dr. Reddick will be responsible for the overall management of the project, including supervision of all project personnel, analysis of project results, and reporting.

Project Director: This individual will continue to devote 100% effort to the grant and will have a year-two salary of \$82,000 for their 12-month appointment.

Recruiter/Admissions Counselor: This individual will continue to devote 100% effort to the grant (12-month appointment) with a requested salary of \$41,000. Responsibilities will include regional travel to represent the program in recruitment opportunities, meeting with potential students and their families, record keeping, and assisting with required reports.

Advisor/Retention Specialist: This individual continues overseeing advising activities and assisting student participants after they have been admitted to the University of Memphis-Lambuth. The year-two salary is \$41,000, and they will devote 100% effort to the project. Responsibilities will include organizing and encouraging student participants to be involved in social activities on campus, meeting individually with students and in groups to access their academic progress, helping to identify resources for students (academic and person), and contributing to required reports.

Student Mentors: Three student mentors continue their work on the grant at the rate of \$10 per hour for 10 hours a week, 32 weeks per year (\$3,200 per mentor) to work with students participating in the program. They will provide assistance with accessing University academic resources as well as identifying social activities/groups that may be of interest to program participants.

Fringe Benefits (\$45,734)

Fringe benefits are included at the University's current approved rate of 35.6% on all salaries except for the students.

Domestic Travel (\$17,600)

Travel funds in the amount of \$17,600 to support travel for student recruitment and for the Director to attend the required project meeting and one other appropriate professional meeting during the year. Of this budget, \$15,000 will support travel by project team members for student recruitment in Tennessee, and portions of Kentucky, Mississippi, Arkansas, and Alabama. The travel budget will support ground transportation (many trips will be by personal or campus vehicles), air fare (as required for some trips), lodging, and per diem expenses. It is expected that numerous trips will be made throughout the year to recruit students as well as to meet with high school guidance counselors and community officials to inform them about the program. The number of trips and length will vary, but it is estimated that at least 100 trips will be made

per year by program staff. State of Tennessee and/or CONUS rates will be used for all trips. A budget of \$2,600 is provided, which will be used to fund travel for the Director. The budget will cover air fare (average of \$450 per trip for a total for 2 trips of \$900), ground transportation (\$60 per trip/\$120 total), lodging (\$220 night/2-3 nights per trip), parking (\$50 average), and per diem at published CONUS rates.

Supplies (\$500)

The budget includes \$500 for supplies related to student recruitment.

Contractual (\$2,000)

The budget includes \$2,000 to retain a program evaluator. This individual will be responsible for external evaluation of the program, which is part of the outcome and reporting requirements to the Office of Migrant Education. The budget covers the individual's travel, lodging, meals and fee.

Other (\$2,000)

Printing: The budget includes \$1,500 to produce additional recruitment materials for the program. These will supplement existing University collateral materials, and will be printed in both English and Spanish to address the languages of the target enrollment population.

Postage: The budget includes \$500 to mail recruitment materials to high schools in Tennessee, and within the grant's geographic target areas in Kentucky, Arkansas, Alabama and Mississippi.

Indirect Costs (\$19,752)

Indirect Costs are included at the rate of 8%, the Sponsor's allowable rate, using the MTDC method (exclusions of training costs of training stipends and related materials for a base for the indirect cost calculation of \$246,899). The University of Memphis' federally negotiated rate agreement is with the U.S. DHHS and is dated May 6, 2016.

Training Stipends (\$147,000)

Each participating student (30) will receive the following stipend: \$400 for books, \$2,000 for tuition, and \$2,500 for housing for a total cost for the 30 students of \$147,000 or \$4,900 per student.

YEAR THREE

In year three, the responsibilities for personnel working on the grant remain the same from year two unless otherwise indicated with salaries that include a 2.5% escalation from year two. The narrative for other budget line items also remains the same from year two unless noted.

Personnel (\$183,302)

Dr. Niles Reddick, PI: Dr. Reddick continues as PI and will continue to devote 0.36-calendar-year months to the grant. His projected salary in year three is \$186,732, resulting in a requested salary of \$5,602 charged to the grant. Dr. Reddick will be responsible for the overall management of the project, including supervision of all project personnel, analysis of project results, and reporting.

Project Director: This individual will continue to devote 100% effort to the grant and will have a year-three salary of \$84,050 for their 12-month appointment.

Recruiter/Admissions Counselor: This individual will continue to devote 100% effort to the grant (12-month appointment) with a requested salary of \$42,025. Responsibilities will include regional travel to represent the program in recruitment opportunities, meeting with potential students and their families, record keeping, and assisting with required reports.

Advisor/Retention Specialist: This individual continues overseeing advising activities and assisting student participants after they have been admitted to the University of Memphis-Lambuth. The year-three salary is \$42,025, and they will devote 100% effort to the project. Responsibilities will include organizing and encouraging student participants to be involved in social activities on campus, meeting individually with students and in groups to assess their academic progress, helping to identify resources for students (academic and personal), and contributing to required reports.

Student Mentors: Three student mentors continue their work on the grant at the rate of \$10 per hour for 10 hours a week, 32 weeks per year (\$3,200 per mentor) to work with students participating in the program. They will provide assistance with accessing University academic resources as well as identifying social activities/groups that may be of interest to program participants.

Fringe Benefits (\$46,877)

Fringe benefits are included at the University's current approved rate of 35.6% on all salaries except for the students.

Domestic Travel (\$17,600)

Travel funds in the amount of \$17,600 to support travel for student recruitment and for the Director to attend the required project meeting and one other appropriate professional meeting during the year. Of this budget, \$15,000 will support travel by project team members for student recruitment in Tennessee, and portions of Kentucky, Mississippi, Arkansas, and Alabama. The travel budget will support ground transportation (many trips will be by personal or campus vehicles), air fare (as required for some trips), lodging, and per diem expenses. It is expected that numerous trips will be made throughout the year to recruit students as well as to meet with high school guidance counselors and community officials to inform them about the program. The number of trips and length will vary, but it is estimated that at least 100 trips will be made per year by program staff. State of Tennessee and/or CONUS rates will be used for all trips. A budget of \$2,600 is provided, which will be used to fund travel for the Director. The budget will cover air fare (average of \$450 per trip for a total for 2 trips of \$900), ground transportation (\$60 per trip/\$120 total), lodging (\$220 night/2-3 nights per trip), parking (\$50 average), and per diem at published CONUS rates.

Supplies (\$500)

The budget includes \$500 for supplies related to student recruitment.

Contractual (\$2,000)

The budget includes \$2,000 to retain a program evaluator. This individual will be responsible for external evaluation of the program, which is part of the outcome and reporting requirements to the Office of Migrant Education. The budget covers the individual's travel, lodging, meals and fee.

Indirect Costs (\$20,022)

Indirect Costs are included at the rate of 8%, the Sponsor's allowable rate, using the MTDC method (exclusions of training costs of training stipends and related materials for a base for the indirect cost calculation of \$250,279). The University of Memphis' federally negotiated rate agreement is with the U.S. DHHS and is dated May 6, 2016.

Training Stipends (\$147,000)

Each participating student (30) will receive the following stipend: \$400 for books, \$2,000 for tuition, and \$2,500 for housing for a total cost for the 30 students of \$147,000 or \$4,900 per student.

YEAR FOUR

In year four, the responsibilities for personnel working on the grant remain the same from year three unless otherwise indicated with salaries that include a 2.5% escalation from year three. The narrative for other budget line items also remains the same from year three unless noted.

Personnel (\$187,654)

Dr. Niles Reddick, PI: Dr. Reddick continues as PI and will continue to devote 0.36-calendar-year months to the grant. His projected salary in year four is \$191,400, resulting in a requested salary of \$5,742. Dr. Reddick will be responsible for the overall management of the project, including supervision of all project personnel, analysis of project results, and reporting.

Project Director: This individual will continue to devote 100% effort to the grant and will have a year-four salary of \$86,151 for their 12-month appointment.

Recruiter/Admissions Counselor: This individual will continue to devote 100% effort to the grant (12-month appointment) with a requested salary of \$43,076. Responsibilities will include regional travel to represent the program in recruitment opportunities, meeting with potential students and their families, record keeping, and assisting with required reports.

Advisor/Retention Specialist: This individual continues overseeing advising activities and assisting student participants after they have been admitted to the University of Memphis-Lambuth. The year-three salary is \$43,076, and they will devote 100% effort to the project. Responsibilities will include organizing and encouraging student participants to be involved in social activities on campus, meeting individually with students and in groups to assess their academic progress, helping to identify resources for students (academic and person), and contributing to required reports.

Student Mentors: Three student mentors continue their work on the grant at the rate of \$10 per hour for 10 hours a week, 32 weeks per year (\$3,200 per mentor) to work with students participating in the program. They will provide assistance with accessing University academic resources as well as identifying social activities/groups that may be of interest to program participants.

Fringe Benefits (\$48,049)

Fringe benefits are included at the University's current approved rate of 35.6% on all salaries except for the students.

Domestic Travel (\$17,800)

Travel funds in the amount of \$17,800 to support travel for student recruitment and for the Director to attend the required project meeting and one other appropriate professional meeting during the year. Of this budget, \$15,000 will support travel by project team members for student recruitment in Tennessee, and portions of Kentucky, Mississippi, and Alabama. The travel budget will support ground transportation (many trips will be by personal or campus vehicles), air fare (as required for some trips), lodging, and per diem expenses. It is expected that numerous trips will be made throughout the year to recruit students as well as to meet with high school guidance counselors and community officials to inform them about the program. The number of trips and length will vary, but it is estimated that at least 100 trips will be made per year by program staff. State of Tennessee and/or CONUS rates will be used for all trips. A budget of \$2,600 is provided, which will be used to fund travel for the Director. The budget will cover air fare (average of \$500 per trip for a total for 2 trips of \$900), ground transportation (\$60 per trip/\$120 total), lodging (\$220 night/2-3 nights per trip), parking (\$50 average), and per diem at published CONUS rates.

Supplies (\$500)

The budget includes \$500 for supplies related to student recruitment.

Contractual (\$2,000)

The budget includes \$2,000 to retain a program evaluator. This individual will be responsible for external evaluation of the program, which is part of the outcome and reporting requirements to the Office of Migrant Education. The budget covers the individual's travel, lodging, meals and fee.

Indirect Costs (\$20,480)

Indirect Costs are included at the rate of 8%, the Sponsor's allowable rate, using the MTDC method (exclusions of training costs of training stipends and related materials for a base for the indirect cost calculation of \$255,994). The University of Memphis' federally negotiated rate agreement is with the U.S. DHHS and is dated May 6, 2016.

Training Stipends (\$147,000)

Each participating student (30) will receive the following stipend: \$400 for books, \$2,000 for tuition, and \$2,500 for housing for a total cost for the 30 students of \$147,000 or \$4,900 per student.

YEAR FIVE

In year five, the responsibilities for personnel working on the grant remain the same from year four unless otherwise indicated with salaries that include a 2.5% escalation from year four. The narrative for other budget line items also remains the same from year four unless noted.

Personnel (\$192,097)

Dr. Niles Reddick, PI: Dr. Reddick continues as PI and will continue to devote 0.36-calendar-year months to the grant. His projected salary in year five is \$196,185, resulting in a requested salary of \$5,886. Dr. Reddick will be responsible for the overall management of the project, including supervision of all project personnel, analysis of project results, and reporting.

Project Director: This individual will continue to devote 100% effort to the grant and will have a year-four salary of \$88,305 for their 12-month appointment.

Recruiter/Admissions Counselor: This individual will continue to devote 100% effort to the grant (12-month appointment) with a requested salary of \$44,153. Responsibilities will include regional travel to represent the program in recruitment opportunities, meeting with potential students and their families, record keeping, and assisting with required reports.

Advisor/Retention Specialist: This individual continues overseeing advising activities and assisting student participants after they have been admitted to the University of Memphis-Lambuth. The year-four salary is \$44,153, and they will devote 100% effort to the project.

Student Mentors: Three student mentors continue their work on the grant at the rate of \$10 per hour for 10 hours a week, 32 weeks per year (\$3,200 per mentor) to work with students participating in the program. They will provide assistance with accessing University academic resources as well as identifying social activities/groups that may be of interest to program participants.

Fringe Benefits (\$49,250)

Fringe benefits are included at the University's current approved rate of 35.6% on all salaries except for the students.

Domestic Travel (\$12,800)

Travel funds in the amount of \$12,800 to support travel for student recruitment and for the Director to attend the required project meeting and one other appropriate professional meeting during the year. Of this budget, \$10,000 will support travel by project team members for student recruitment in Tennessee, and portions of Kentucky, Mississippi, and Alabama. The travel budget will support ground transportation (many trips will be by personal or campus vehicles), air fare (as required for some trips), lodging, and per diem expenses. It is expected that numerous trips will be made throughout the year to recruit students as well as to meet with high school guidance counselors and community officials to inform them about the program. The number of trips and length will vary, but it is estimated that at least 100 trips will be made per year by program staff. State of Tennessee and/or CONUS rates will be used for all trips. A budget of \$2,800 is provided, which will be used to fund travel for the Director. The budget will cover air fare (average of \$500 per trip for a total for 2 trips of \$900), ground transportation (\$60 per trip/\$120 total), lodging (\$220 night/2-3 nights per trip), parking (\$50 average), and per diem at published CONUS rates.

Contractual (\$2,000)

The budget includes \$2,000 to retain a program evaluator. This individual will be responsible for external evaluation of the program, which is part of the outcome and reporting requirements to the Office of Migrant Education. The budget covers the individual's travel, lodging, meals and fee.

Indirect Costs (\$20,492)

Indirect Costs are included at the rate of 8%, the Sponsor's allowable rate, using the MTDC method (exclusions of training costs of training stipends and related materials for a base for the indirect cost calculation of \$256,147). The University of Memphis' federally negotiated rate agreement is with the U.S. DHHS and is dated May 6, 2016.

Training Stipends (147,000)

Each participating student (30) will receive the following stipend: \$400 for books, \$2,000 for tuition, and \$2,500 for housing for a total cost for the 30 students of \$147,000 or \$4,900 per student.

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

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

1. Project Director:

Prefix: Dr.	First Name: Niles	Middle Name:	Last Name: Reddick	Suffix: Ph.D
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Address:

Street1:	705 Lambuth Blvd.
Street2:	
City:	Jackson
County:	
State:	TN: Tennessee
Zip Code:	38301
Country:	USA: UNITED STATES

Phone Number (give area code) 731-425-1936	Fax Number (give area code)
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Email Address:
nrddick@memphis.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

University of Memphis

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	174,932.00	179,065.00	183,302.00	187,645.00	192,097.00	917,041.00
2. Fringe Benefits	44,618.00	45,734.00	46,877.00	48,049.00	49,250.00	234,528.00
3. Travel	17,600.00	17,600.00	17,600.00	17,800.00	12,800.00	83,400.00
4. Equipment						
5. Supplies	4,500.00	500.00	500.00	500.00		6,000.00
6. Contractual	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	10,000.00
7. Construction						
8. Other	3,500.00	2,000.00				5,500.00
9. Total Direct Costs (lines 1-8)	247,150.00	246,899.00	250,279.00	255,994.00	256,147.00	1,256,469.00
10. Indirect Costs*	19,772.00	19,752.00	20,022.00	20,480.00	20,492.00	100,518.00
11. Training Stipends	147,000.00	147,000.00	147,000.00	147,000.00	147,000.00	735,000.00
12. Total Costs (lines 9-11)	413,922.00	413,651.00	417,301.00	423,474.00	423,639.00	2,091,987.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U.S. DHHS

The Indirect Cost Rate is 43.50%.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.
PR/Award # S149A160002

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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