

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 # S149A160004

Grants.gov Tracking#: GRANT12110497

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"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

* 3. Date Received: <input type="text" value="03/03/2016"/>	4. Applicant Identifier: <input type="text"/>
----------------------------------------------------------------	--------------------------------------------------

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="West Texas A&M University"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="75-6031405"/>	* c. Organizational DUNS: <input type="text" value="0650227580000"/>

d. Address:

* Street1: <input type="text" value="2501 4th Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Canyon"/>
County/Parish: <input type="text" value="Randall"/>
* State: <input type="text" value="TX: Texas"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="790160001"/>

e. Organizational Unit:

Department Name: <input type="text" value="Enrollment Management"/>	Division Name: <input type="text" value="Special Programs"/>
---------------------------------------------------------------------	--------------------------------------------------------------

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Martin"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Lopez"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Executive Director of Special Programs"/>	

Organizational Affiliation: <input type="text" value="West Texas A&M University"/>

* Telephone Number: <input type="text" value="806.651.2359"/>	Fax Number: <input type="text" value="806.651.5323"/>
---------------------------------------------------------------	-------------------------------------------------------

* Email: <input type="text" value="mlopez@wtamu.edu"/>

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

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:**

WTAMU College Assistance Migrant Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="365,502.00"/>
* 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="365,502.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Angela Spaulding</p>	<p>TITLE</p> <p>Vice President of Research and Compliance</p>
<p>APPLICANT ORGANIZATION</p> <p>West Texas A&M University</p>	<p>DATE SUBMITTED</p> <p>03/03/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: West Texas A&M University * Street 1: 2501 4th Avenue Street 2: * City: Canyon State: TX: Texas Zip: 79016 Congressional District, if known: TX-013		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: N/A	7. * Federal Program Name/Description: Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
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: Angela Spaulding * Name: Prefix: Dr. * First Name: Angela Middle Name: * Last Name: Spaulding Suffix: Title: Telephone No.: Date: 03/03/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160004

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.

West Texas AM University GEPA Statement 2.

Add Attachment

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View Attachment

West Texas A&M University CAMP Project GEPA Statement

The West Texas A&M University CAMP project goals, objectives and outcomes of the project are designed to serve the needs of eligible participants effectively. The recruitment, outreach and assessment, activities are tailored to reach area migrants that traditionally have been underrepresented in postsecondary education. To inform the target population about the project, the initial contacts of CAMP staff will be with secondary education school (MEP) personnel, Education Service Center Regions 16 and 17 migrant coordinators, migrant worker-related service agencies and community-based programs, such as the Migrant Training Program. Project information to the Spanish-speaking community will be distributed by radio, TV stations, newspapers and social media in the local target area. This approach will be used not only for the initial recruitment of participants, but also to keep the communication lines between the University and the target population open throughout the life of the grant. By hiring project staff of similar background as the target population, the CAMP program will ensure that recruitment, selection and assessment are conducted effectively and objectively. It will be designed to conform fully to **the Department of Education's General Education Provisions Act (GEPA - Public Law 103-382)** which is meant to ensure equal access to all candidates, both for serving participants and in hiring project staff from underrepresented groups. Planned activities that support participants before and while enrolled at the University are factors, which will increase the quality of access and success of the target population.

In terms of CAMP project staff, West Texas A&M University CAMP project will implement the following plan to encourage applications for employment from persons who are members of groups that have been traditionally underrepresented in higher education and that

have succeeded in overcoming barriers like those faced by the target population to ensure that they are represented in the pool of candidates for any vacant CAMP Project staff positions.

The Plan to Employ: To ensure project personnel hired have overcome and understand the barriers faced by the target population served by the CAMP project, the project director will do the following: 1) Ensure that job posting notices include wording indicating that applications are encouraged from persons who have successfully overcome barriers similar to those of the project's target population; 2) advertise all position vacancies nationally and with similar projects; 3) during interviews with applicants, explain the eligibility requirements and the barriers which project participants face and ask the applicants to describe how they have successfully overcome similar barriers; 4) all other qualifications being equal, give preference to applicants who can demonstrate that they have successfully overcome barriers similar to those faced by project participants. These qualifications will carry weight in the hiring process. The University' plan for achieving success in recruiting project leadership like those, who have overcome disadvantages or circumstances like those of the population served is outlined below.

Plan to Employ Personnel who have Succeeded in Overcoming Barriers Like those of the Target Population
<p>Advertising Plan – When a job opening occurs within the program, the following procedures are implemented: Assess job vacancy and determine if any job description changes are necessary or desirable to improve project's ability to reach program objective and serve participants. Prepare job-opening announcement for widespread postings in all target area newspapers, schools, CAMP list serve, Educational based list serves, publications and websites, Historically minority focused publications & job search websites and the WTAMU web site. Wording of the notice will indicate that applications are encouraged from persons having successfully overcome disadvantages or circumstances like those of the target population. Announcements should include the following information:</p> <ul style="list-style-type: none">a) Position and brief description of responsibilitiesb) Minimum qualifications and salary rangec) Special requirements (relocation, travel, workshops, etc.)d) Agency affirmative action statement and closing date
<p>Recruitment – WTAMU will contact the following entities and organizations to inform them of project vacancies and to recruit applicants that have succeeded in overcoming the</p>

disadvantages and circumstances like those of the targeted population: Education based organizations and agencies, local colleges and universities career centers, local League of United Latin American Citizens (LULAC) Chapters & National Association for the Advancement of Colored People (NAACP) Local Chapter, Workforce Employment and Training Center and local Community Action groups.

Interview and selection process – A project Director will be hired using a hiring committee consisting of target school staff, institutional staff, and community partnership representatives. The project Director will screen and interview for all other full-time CAMP positions with the aid of an institutional hiring committee and the HR office.

The screening/hiring committee will meet to review applications and notify unqualified applicants by written communication. Interview notices will then be mailed to all qualified applicants for an interview. In the final selection and screening process, applicants will be rated on three areas: 1) Qualifications, 2) ability to perform job duties, and 3) ability to work with program participants.

Applicants will be rated on such factors as:

- a) individuals who have overcome disadvantaged circumstances and are aware of social, economic and cultural factors that affect program participants from the target area
- b) sensitivity to and awareness of the unique problems faced by participants
- c) experience working with and the ability to relate to students from migrant and economically disadvantaged backgrounds

These criteria will be given significant weight in the final selection of staff made by the Director. In summary, the CAMP project commits to the above procedures in order to encourage employment applications from members of disadvantaged groups.

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

West Texas A&M University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Angela Middle Name:

* Last Name: Spaulding Suffix:

* Title: Vice President of Research and Compliance

* SIGNATURE: Angela Spaulding

* DATE: 03/03/2016

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

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PROJECT ABSTRACT

West Texas A&M University
College Assistance Migrant Program
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West Texas A&M University proposes to sponsor a College Assistance Migrant Program (CAMP). The need for a project is evident by the large number of migrant students, the high economic need of students, the low education attainment levels and poor academic preparation of area Hispanics and migrant students.

The project objectives and activities are as follows: 1) To recruit, identify and select **30** migrant students to participate in the project each year; 2) To provide financial aid advising and assistance to 100% of participants; 3) To provide academic advising and assistance to ensure 86% of participants successfully complete the first year; and 4) To provide data and follow up services to ensure that 85% of participants will continue to be enrolled after successfully completing their first academic year of college. The CAMP project will provide financial assistance, academic advising and assessment services, tutoring, supplemental instruction, career preparation, leadership training and cultural enrichment activities to CAMP participants. Success in reaching project outcomes will be shown by participants gaining academic skills, receiving sufficient financial aid and by students gaining motivation and self-confidence to continue enrollment after successfully completing their first year. Project outcomes are measured by selecting and serving 30 participants and meeting stated objective percentages. The CAMP project's GPRA measures are to have 86% of participants successfully complete their first year of college and to have 85% of successful participants continue to be enrolled in postsecondary education after completing their first year of college.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

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PART IV - APPLICATION NARRATIVE

1. NEED FOR THE PROJECT

The State of Texas currently has 39,924 identified migrant students. West Texas A&M University proposes to serve the top 50 counties in northern Texas a vast, rural geographic area. A majority of CAMP participants will be recruited from school districts in regional education service areas 16 and 17. Because of geographic limitations, the project will also conduct recruitment activities in the El Paso, and San Antonio Regions with 4,989 identified migrant students. Historically, 10% of participants are outside of the target area and will continue to utilize statewide contacts with the University Admissions office, High School Equivalency Programs (HEP), and Migrant Education and Training (MET) programs to identify participants.

Need for the project (i)

Having hosted a CAMP project for fifteen years, there is still a great need to serve the **4,114** identified migrant students in the proposed target area as illustrated in the chart below.

Education Service Center Regions	Amarillo (16)	Lubbock (17)	Target Area
Local Target Area: # All Grades	1,646	2,468	4,114
#'S By Grade Level: 8th Grade	74	182	256
Ninth Grade	64	166	230
Tenth Grade	63	153	216
Eleventh Grade	44	139	183
Twelfth Grade	43	130	173
Source: Texas Region Education Service Centers 16 &17: "Unique Student Count" 2015			

The need for CAMP services is evident by the economic, educational, and lower college readiness rates in the local target area. There are 123 school districts in the local target area with the majority of these migrant students (**3,376**) enrolled in rural school districts. Hispanic students comprise **50.8%** of the school population and are the majority of all migrant students.

Economic Levels: Texas defines “economically disadvantaged” as the number of students who receive free or reduced lunch. The Texas Education Agency AEIS accountability report indicated target area school districts with the highest migrant student population have economically disadvantaged rates the range from 63.9 to 83.2%, which is significantly higher than the Texas state average of **60.2%**. A recent national study of Children in Poverty conducted by the Anne E. Casey Foundation (2011), found that in Texas **37%** of Hispanic children under 18 lived in families below the federal poverty line. The impact is even more acute when the study reveals over **68%** of all children in poverty in Texas are Hispanic.

These economically disadvantaged rates are evident in other related income gaps, such as medically uninsured citizens. Twenty-six percent of Texas residents lack health insurance compared to the national average of 17 percent. The Texas Medical Association report (2011), reported the state had the highest national rate of uninsured in age groups 19-64 years and also children from 0-18 years of age. What is more acute for migrant families is the agricultural sector is recognized as an industry that is less likely to offer health benefits. Additionally, there is a wide disparity of range within racial groups with **37%** of Texas Hispanics being uninsured.

Educational Level: The 2010 U.S. Census Bureau report also reveals the disparity of educational levels. The target area has under **4.0%** of Hispanics who have earned a Bachelor’s degree or higher which is significantly below the overall Texas rate of **25.8%** and the United States rate of **28%**. Of those whose educational attainment is below a high school diploma, the target area Hispanic rate is **31.2%** in comparison to Texas at **19.2%** and the national at **14.3%**.

Current Educational Gaps: Education gaps for migrants are wider and more acute with the reality of migrant mobility. Although, Texas continues to make strides in closing some gaps related to educational achievement others still remain. Among these issues are: 1) state

longitudinal dropout rates of **8%** for Hispanics remain much higher than the state average dropout rates of **6.3%**; 2) four-year high school completion rates for economic disadvantaged students at **85.3%** compared to the state rate of **88.0%**; 3) in the local target area, **77.6%** of Hispanic students who graduated in 2014 enrolled in the college preparatory Recommended High School or Distinguished Academic Programs’ transcript versus the state average of **81.6%**.

College Readiness Rates: The following chart shows that Hispanic (or CAMP eligible) students lag behind other Texas students in college readiness areas. As evidenced, Hispanic students’ rates in Language Arts/Math are well below the state average.

Academic College Readiness for Hispanic Students 2014-2015			
College Ready Language Arts/Math		Advanced Course/ Dual Credit Completion	Advanced Placement AP/IB Tested
Target Area: Hispanics	38.50%	20.50%	9.15%
Target Area: All Students	50.00%	26.95%	13.40%
All Students: Texas	54.00%	33.10%	23.50%
Source: Texas AEIS Report 2014-2015			

The chart also indicates that fewer Hispanic students will have earned college academic credit prior to entering a university because of lower participation rates in Dual Credit and/or Advanced Placement classes. In summary, the target area’s high economically disadvantaged population, lower educational attainment levels, and low college readiness rates show a great need for continuance of CAMP project services for migrant students.

Need for the Project (ii)

The proposed project will continue to focus its activities on providing for the academic, financial, and personal needs of migrant and seasonal farmworkers needed to successfully complete their first year of college and persist toward postsecondary graduation. The project will provide outreach services that address specific pre-college issues such as deadlines for college entrance tests, admission applications, financial aid and scholarship applications.

Currently, college admission testing rates in the target area for low-income Hispanic and migrant students are at much lower rates than the state. The following chart attests to the need for CAMP outreach academic intervention and support for area migrant students.

Hispanic College Admission Testing Percentages and Average Scores 2014-2015		
	% Taking Test	Average ACT Score
Hispanic Students Target Area	58.70%	18.25
Region 16 & 17 (all students)	66.60%	20.25
Texas (all students)	66.30%	20.40
Source: Texas Education Agency AEIS Report 2014-2015		

West Texas A&M University utilizes college entrance test scores as one criterion for determining students' placement in developmental course work. Students who score lower than 19 on the ACT test or in certain subject areas of the test are placed in developmental courses to address academic deficiencies. The following chart indicates ACT scores of former CAMP participants compared to the University ACT average of 21.2 during the same period.

CAMP Project ACT Scores 2012-2014		
Year	ACT Test Score Average	Math or Reading Score Below 18
2011-2012	19.37	43.33%
2012-2013	19.91	50.00%
2013-2014	20.45	46.66%
3 Year Average 2012-2014	19.91	46.66 %

As the chart indicates, **47%** of former CAMP students are academically deficient in Math or Reading versus the University total of **37.7%** of entering freshman placed in developmental classes. Because of the above statistics, the project will provide supplemental academic assistance, individual tutoring, and academic advising to address each participant's academic deficiency. Additionally, participants' financial, health and personal needs will be addressed.

Need for the Project (iii)

The CAMP project will address the following identified weaknesses in the target area: 1) high school counselor/student ratio; 2) need for academic/college preparation, 3) cultural shock

and isolation, and 4) need for Financial Aid assistance. With only **3.17%** of Hispanics having a bachelor's degree in the target area, low-income migrant students need more guidance due to lack of academic advising and role models in their families and communities. Migrant youth lack educational role models and mentors and are less informed about different academic programs related to occupations needed to advance in a career. Furthermore, most migrant students are unaware of the process of applying for financial aid, scholarships, grants, etc. Many target area school districts exceed the state recommended counselor/student ratio of 250/1 by a ratio of **350/1** or higher. To address these gaps, the project will provide intensive individual academic, financial, social, and career advising; as well as tutoring to participants on a weekly or daily basis as needed. Staff, tutors, and former CAMP participants will serve as educational mentors. In summary, the CAMP project will provide outreach, recruitment, academic, financial, career and social support to children of migrant and seasonal farm workers.

Need for the Project (iv)

The magnitude of the results of the proposed CAMP project will impact the access and retention rates of participants at **significant higher rates** than the University's. This will be accomplished by the proposed academic, financial, career and personal services provided to participants. Most notably, during its fifteen year history, the CAMP project's 4-year postsecondary graduation rate of **40.0%** for all participants is higher than the **27.4%** reported for the 2014 University cohort. Seven CAMP cohorts from 1999 to 2010 had a 4-year postsecondary graduation rate of **50.00%** to **53.33%**. In the last grant cycle, the project met the national GPRA standards of **86%** of participants successfully completing their first academic year of college and **84% - 86%** of successful participants continuing in postsecondary education. Comparatively, the University reported a **66.0%** first year student retention rate. The proposed

generous training stipends; outreach services; intense academic and career advising, and social and personal development services will impact access, first year completion, and graduation rates.

2. QUALITY OF PROJECT DESIGN

The objectives of the West Texas A&M University CAMP proposal address the needs of CAMP participants and the **national GPRA performance indicators for the CAMP program.**

The proposal goals are to serve and provide financial assistance to **30** eligible participants and have **86%** of participants successfully complete their first academic year of college and to have **85%** of successful participants continue to be enrolled in postsecondary education after completing their first year of college.

Quality of Project Design (i)

The CAMP project’s goals and objectives are specific, measurable, and attainable and will provide for accountability as is evident in the following chart.

CAMP Project Objectives
OBJECTIVE 1: To recruit, identify, and select thirty (30) migrant students to participate in the College Assistance Migrant Program (CAMP) at West Texas A&M University.
Need Addressed: 4,114 target area migrant students, (3,376) enrolled in rural school districts, 63.9% to 83.2% economically disadvantaged in migrant target school districts, 350/1 counselor/student ratio, 8% Hispanic longitudinal dropout rates, less than 4.0% of target area Hispanics have earned a Bachelor’s degree and 22.4% of Hispanics enrolled in minimum high school plan.
Activities: Recruiting and outreach trips to area target schools. Conduct presentations to migrant students, parents, migrant coordinators/counselors, and various community groups. Publish and distribute brochures, news releases, applications, and maintain web page. Review CAMP applications and required documentation, interview students, determine eligibility and need, and select students with most need for services.
Outcome: Thirty (30) eligible migrant students will be identified and selected for the CAMP project. The project will serve 100% percent of its funded level.
OBJECTIVE 2: To provide financial aid advising and assistance to 100% of participants which includes, but is not limited to: stipends, scholarships, room and board, books, tuition and fees, and student travel conducive to their first year success.

<p>Need Addressed: 63.9% to 83.2% economically disadvantaged students, 37% of Hispanics under 18 lived in families below the federal poverty line, 68% of all Hispanic children live in poverty, 37% of Texas Hispanics lack health insurance, 31.2% with educational attainment level below a high school diploma.</p>
<p>Activities: Provide up to \$3,000 in a CAMP scholarship, \$300 for books and supplies per participant, and \$70 monthly stipend. Assist applicants and participants with federal and state financial aid and scholarship applications. Review and explain financial aid award and provide loan counseling to participants and parents. Provide these services in (English/Spanish).</p>
<p>Outcome: One hundred (100%) of participants will receive financial aid and assistance based on financial need.</p>
<p>OBJECTIVE 3: To provide academic advising and assistance to 100% of CAMP participants that will enable a minimum of 86% of CAMP participants to successfully complete their first academic year of postsecondary education. (GPRA 1)</p>
<p>Need Addressed: 63.9% to 83.2% economically disadvantaged students, 37% of Texas Hispanics lack health insurance, 58.7% college admission testing rates for Hispanic students, 18.3 average ACT score for target area Hispanics, only 20.5% of target high school Hispanics earned college academic credit, only 9.2% completed Advanced Placement courses, and 46.7% of prior CAMP participants entered college academically deficient in Math or Reading.</p>
<p>Activities: Review and assess participants' ACT/SAT scores, high school transcripts, financial aid awards, and personal needs. Assist participants with course selection/registration. Provide weekly academic, study skills, developmental and personal advising contacts. Request regular academic progress reports. Provide monthly stipend meetings and workshops. Conduct leadership and service projects with participants. Monitor participants' class and tutoring attendance, mid-semester grades, financial situation, and work, personal, and health needs.</p>
<p>Outcome: Eighty six percent (86%) or more of CAMP students will successfully complete their first academic year of postsecondary education.</p>
<p>OBJECTIVE 4: To provide data and follow up services that will verify and ensure that 85% of successful CAMP participants will continue to be enrolled in postsecondary education after successfully completing their first academic year. (GPRA 2)</p>
<p>Need Addressed: 3.17% of Hispanics have a bachelor's degree in the target area, 350/1 counselor/student ratio, 46.7% are academically deficient in Math or Reading, 18.3 average ACT score for target area Hispanics, only 20.5% of target school Hispanics earned college academic credit in high school, and 9.2% completed Advanced Placement courses.</p>
<p>Activities: Verify former participants' enrollment through the University student information database. Mail and e-mail follow-up correspondence to former participants. Provide academic advising and services to CAMP completers. Advocate and refer former participants to other university help services as needed. Track students' postsecondary enrollment through the National Student Clearinghouse and maintain CAMP database to verify continued enrollment.</p>
<p>Outcome: Eighty five percent (85%) of successful CAMP participants will continue to be enrolled in postsecondary education after successfully completing their first academic year.</p>

Quality of Project Design (ii)

Migrant students will be identified and encouraged to submit: 1) a CAMP application; 2) program eligibility documentation; 3) official high school transcript with test scores, grade point average, and class rank; and 4) short answer essays. Personal interviews will be conducted with the applicants and parents as needed to determine eligibility, need, and interest. Eligible applicants with the **most** financial, academic, social/cultural need will be selected for participation in the CAMP program as illustrated below.

Selection Criteria Scale					
Eligibility		Meets migrant and seasonal farm work criteria	Meets CAMP (MEP) eligibility criteria	Meets NFJP, Sec. 167 of WIA criteria	Rating Scale 1 - 5= highest need
Yes	No				
Academic Need		Applicant’s grade point average, STARR scores, class rank, College placement test scores and ACT/SAT scores.			
Need for Academic Support		Applicant’s H.S. graduation plan, type and number of core classes (Math, Science, etc.). Applicant’s identified weakness on assessment tests or self-reported academic weakness.			
Financial Need		Applicant’s annual family income, number in college, other aid applicant is receiving and estimated family contribution.			
Socialization and Cultural Needs		Applicant’s involvement in extracurricular and leadership activities in high school and degree of family support for pursuing postsecondary education. Degree of applicant’s awareness of mainstream cultural expectations, experience and knowledge outside of their migrant culture.			
Motivation to Succeed		Applicant’s stated reasons and goals for pursuing postsecondary education. Degree of personal motivation and determination to succeed in postsecondary education. Level of interest in STEM fields.			
Short Essays Answers		Applicant’s short essay answers indicate eligibility, level of potential success, and need for CAMP services and activities.			Total

The CAMP project will provide activities and services that address identified needs of migrant students. The services outlined in the following chart address the target students; 1) lack of college access information and knowledge, 2) poor academic/college preparation, 3) need for financial assistance and economic education, and 4) cultural shock and isolation.

The services will emphasize academic success and focus on activities that are designed to give participants the academic skills and confidence that are necessary for success in college.

The components of project services are outlined in the chart below:

CAMP Project Services and Activities
Outreach Services -- CAMP staff will provide recruitment/outreach services to the migrant community through the partner Regional Education Services Centers, migrant parent groups, secondary school migrant coordinators, Community faith based groups, and MET centers.
Academic Advising/Assistance --Assistance in course selection to determine and satisfy degree requirements. Assessments of high school transcripts and placement tests will determine which classes a student enrolls in for the fall and spring semesters.
Academic Counseling and Support --The staff and students will develop an individual education plan to address student needs. This “intrusive academic advising” will involve regular meetings with the student, progress reports by faculty, ongoing tracking of student performance, and advocacy for students, and referral to appropriate campus resources.
Tutorial Services --Tutoring will be provided to students in an individualized and small group format. Tutoring hours will be flexible and provided a minimum of two hours per week. Tutors will be at least junior level with a 3.0 GPA in the academic area to tutor and have faculty references. Training will be with the academic coordinator/counselor and tutors will meet with faculty to become familiar with course content. Evaluations of student progress will be conducted.
Study Skills Workshops --Study skills workshops will be conducted as an on-going activity. Topic areas such as note taking, time management, effective study habits, etc. will be offered by project staff, University faculty and staff in small groups or to individuals.
Texas Student Success Initiative - Tutoring and other supplemental instruction will be conducted. CAMP participants will be required to attend if their individual assessment indicates a need. All students must retest until they pass each state mandated test section.
Language Skills --Upon determining specific needs, participants will receive additional assistance for effective development of appropriate English language skills. This will be conducted in developmental classes, small group supplemental instruction, or tutoring.
Financial Aid Advising --Financial aid advising will take place during the recruitment phase of services and throughout the first year. The CAMP staff will ensure that students apply for all national, state, and local funds for which they are eligible. CAMP and institutional scholarships will be applied to students’ accounts by the appropriate deadline.
Orientation & Social Adjustment --All CAMP activities are related to ensuring that migrant students are part of an institutional climate that is conducive to their academic and personal success. A three day CAMP orientation will be provided at the beginning of each fall semester. The staff will advocate on behalf of participants with academic, financial, social and health concerns. Participants will be provided opportunities to attend diversity events such as plays, musicals, and sports events. Student will also receive leadership development and participate in student organizations and community service projects.
Career Services --Students will be required to attend career workshops and job fairs sponsored by the Career Services and Student Employment Services departments.

Quality of Project Design (iii)

The proposed project will coordinate with known partners to ensure effective delivery of services. The CAMP project will work closely with the Region 16 and 17 Education Service Centers' migrant staff in identifying and recruiting migrant students. Project staff will work closely with HEP (High School Equivalency Program), Migrant Education Program (MEP) coordinators and migrant parent groups, Migrant Employment Training (MET), Hispanic Chambers of Commerce, and faith based community groups (churches) to deliver and coordinate academic and financial outreach efforts. Local community programs, such as "Los Barrios" that serve mainly Hispanic populations, will assist the project with parent workshops and services. The CAMP project also will collaborate with WTAMU Career and Advising Services, TRIO programs to coordinate academic support services and recruit applicants. The Panhandle Regional Planning Commission will be utilized for summer employment (WIA. sec 167) opportunities for CAMP participants. The staff will also work closely with local businesses and industries, health providers, and social service agencies to provide for participants' needs.

Quality of Project Design (iv)

The CAMP project will work closely with University programs to increase efficiencies in serving participants. The project will benefit from the University's infrastructure and support services by sharing of best practices, technical expertise, and educational resources. Admissions will assist with recruitment and outreach services in English and Spanish to the target area. University Advising Services will assist in pre-registering students, developmental course placement, and follow-up academic services. The project will conduct workshops and orientation programs in collaboration with Enrollment Management, Career Services, Diversity and Inclusion office, Hispanic Student Association, and the CAMP student organization (CAMPOS).

The Business and Financial Aid offices will provide bill payment, financial aid, and scholarship information and assistance. The Student Affairs Division will provide medical services, personal counseling, disabled student services, housing, campus life orientation, and leadership opportunities and activities. Current and former participants will be referred to the University math, reading, and writing labs for academic assistance as needed. The project will also increase efficiencies in time, staff, and money by working with the Student Success Center in providing academic and non-academic follow-up services for CAMP completers until they graduate.

Quality of Project Design (v)

The CAMP project service plan supports a strong theory by providing participants with services and activities designed to influence the development of academic and **non-cognitive skills** via individualized advising and tutoring for personal, career, and academic matters provided by project staff. Research has shown that in addition to academic knowledge, a variety of non-cognitive skills are essential to students' post-secondary success. The development of non-cognitive behaviors, skills, attitudes, and strategies are crucial to students' academic performance and persistence in post-secondary education. Academic performance: academic behaviors, academic perseverance, social skills, learning strategies, and academic mindsets can be affected by non-cognitive factors. The project will address these skill gaps through "one-on-one tutoring/mentoring and advising that will address both non-cognitive and academic skills needed to develop a successful mindset in a limited time frame. The project anticipates that the individualized attention provided to participants will enhance their academic and non-cognitive skills to assist them to successful completion of their post-secondary courses, which will lead them to successfully complete their first academic year of college (**Objective 3**) and continue to be enrolled in postsecondary education after completing their first year of college (**Objective 4**).

3. QUALITY OF PROJECT SERVICES

The goals, objectives, and outcomes of the CAMP project are designed to serve the needs of eligible participants effectively. The recruitment, outreach, and assessment, activities are tailored to reach area migrants that are underrepresented in postsecondary education. To inform the target population about the project, the initial contacts of CAMP staff will be with secondary education school (MEP) personnel, Education Service Center Regions 16 and 17 migrant coordinators, migrant worker-related service agencies, and community-based programs such as MET. Project information to the Spanish-speaking community will be distributed by radio, TV stations, newspapers, and social media in the target area. This approach ensures communication lines between the University and the target populations are open throughout the life of the grant. By hiring project staff of similar background as the target population, the CAMP program will ensure that recruitment, selection, and assessment are conducted effectively and objectively. It will be designed to conform fully to **the Department of Education's General Education Provisions Act (GEPA -Public Law 103-382)** which is meant to ensure equal access to all candidates, both for serving participants and in hiring project staff from underrepresented groups. Planned activities that support participants before and while enrolled at the University are factors which will increase the quality of access and success of the target population.

Quality of Project Services (i)

The proposed project has a realistic budget to help staff develop the necessary skills and strategies that will encourage participants' success academically and socially on campus. The staff will be required to complete ten University staff development training workshops on a yearly basis. Each project year, one staff member will attend the State Migrant Conference and the director and two full-time staff members will attend the National HEP/CAMP Conference,

and/or NASDME, which addresses educational issues relevant to the success of migrant students. Migrant Programs in the Region 16 and 17 Education Service Centers area will continue to be a resource for workshops/seminars related to the target population. Staff will continue to volunteer with various workshops, such as the “Farm Safety for Migrant Children”. Staff will be required to report back information and lessons learned at the various conferences and trainings attended.

Quality of Project Services (ii)

The activities of the CAMP project have been developed to ensure that participants with the most need have an opportunity to succeed in postsecondary education. Identified migrant students will submit a 1) a CAMP application; 2) program eligibility documentation; 3) official high school transcript with test scores, grade point average, and class rank; and 4) short answer essays. Personal interviews will be conducted with the applicants and parents as needed to determine eligibility, need, and interest. Eligible applicants with the **most** financial, academic, social/cultural need will be selected for participation in the CAMP program using the selection criteria rubric discussed earlier in the project design section. The academic support and tutoring activities planned for the project have proven effective for those who have gaps in their educational experience in the core areas of reading, writing, science, and math, as evidenced by their college entrance and college readiness scores. Additionally, the fragmentation of many participants’ K-12 education and the potential delay in the mastery of English language skills makes the need for academic advising, academic support, and tutoring crucial.

Another great identified need of CAMP applicants and their families is funding for college. The CAMP project will ensure that all participants have adequate funding for their needs, in the form of project training stipends, financial aid, scholarships, and book stipends. The training stipends in this project’s budget are to ensure that, in addition to federal, state, and

institutional aid received, funds will be available for room and board, tuition and fees, spending money stipends, textbooks and supplies, etc.

Many migrant students experience greater cultural shock than do traditional freshmen students. In addition, many migrant students are completely unaware of potential career fields and choices, particularly in the STEM areas. The CAMP project addresses these needs by requiring CAMP participants to live on campus and participate in activities that are designed to foster a student's sense of belonging to the campus community. They will also have access to CAMP and other University resources, such as educational services, career services, medical services, and student activities and organizations, and fine arts productions. CAMP staff, in coordination with Student Employment Services and Financial Aid, will be able to place participants in jobs on campus. Furthermore, volunteer mentoring by former CAMP participants and University students of similar backgrounds will inspire and help CAMP participants adjust to campus life. All of this support and guidance will ensure participants' needs are met.

Quality of Project Services (iii)

The project services have been developed to ensure improvements in academic achievement and to assist participants in meeting the rigorous academic standards. These improvements are evidenced by the high success of former CAMP participants. The average five-year grant cycle for successful first year completion was 86.6% to 98.5% of participants continued enrollment into their second fall. The **three day** fall CAMP orientation, intense academic advising, tutoring, and various workshops provided by the project are designed to exceed university academic standards for continued enrollment. Participants will be assured training stipends, appropriate class schedule, subject-based tutoring, and academic and leadership skills development for success beyond their first year.

4. QUALITY OF PROJECT PERSONNEL

The CAMP project is requesting funds for a project director, a recruiter/admissions advisor, academic coordinator/counselor, administrative assistant, a follow-up academic advisor, and five tutors. Commitment of time, qualifications, relevant training and experience for all requested personnel will be discussed below. The plan to employ personnel who have succeeded in overcoming the disadvantages or circumstances like those of the target population is included.

Quality of Project Personnel (i, ii, iii)

(i) The **Project Director** must have a master's degree and a minimum of three years' experience in Education or related field, and/or experience working with the migrant population and/or first generation low-income students. Experience in curriculum development, and writing and managing federal grants is required. Demonstrated skill in supervision of full-time staff and students required. Administrative experience is preferred at the secondary or postsecondary level. The director reports to the Vice President for Enrollment Management and is responsible for supervising the recruiter/admissions advisor, academic coordinator/counselor, administrative assistant, follow-up academic advisor, and peer tutors.

(ii) The **CAMP recruiter/admissions advisor** must have a bachelor's degree. Education, Social Science, or a degree in related field preferred. Minimum of one year recruiting, advising, or education experience; knowledge or experience with migrant population; and bilingual skills in Spanish/English required. Strong advising, marketing, and communication skills are needed and must be able to foster a good rapport with the migrant students and families. Must be knowledgeable and understand University admissions and financial aid requirements.

The **academic coordinator/counselor** must have a master's degree. Experience in Education, Social Science, or related field, in addition to two years' experience working with first generation and low-income students, and/or experience working with the migrant population required. Strong advising and communication skills, and knowledge of the University curriculum

and degree programs is required. Success in overcoming circumstances similar to those of the target population and bilingual skills are preferred. The academic coordinator position supervises the follow-up academic advisor and peer tutors.

The **administrative assistant** must have a high school diploma and a minimum of one year secretarial experience. Experience and knowledge working with various computer software programs and databases is required. Working knowledge of English, spelling, punctuation, bookkeeping, and office procedures and practices is required.

The **follow-up academic advisor** and **peer-tutors** will be University students who are junior, senior, or graduate level. The follow up academic advisor will have good advising and communication skills, and knowledge of the University curriculum and degree programs. The peer-tutors will have a 3.0 or higher in the academic area they tutor. Experience or background similar to that of migrant students and bilingual skills are preferred.

The project will not utilize the services of any consultants or subcontractors, as all services provided for participants outside of project staff will be in kind support by the grantee.

Commitment of Personnel: All professional staff, with the exception of the director and administrative assistant, will be 100% time on the project. Staff will continue to be on 12-month contracts. The director will continue to direct the CAMP and Upward Bound projects for the University. The administrative assistant will be 50% time on the project. The follow-up academic advisor and peer tutors will be employed hourly during the fall/spring semesters.

The Plan to Employ: To ensure project personnel hired have overcome and understand the barriers faced by the target population served by the CAMP project, the project director will do the following: 1) Ensure that job posting notices include wording indicating that applications are encouraged from persons who have successfully overcome barriers similar to those of the

project’s target population; 2) advertise all position vacancies nationally and with similar projects; 3) during interviews with applicants, explain the eligibility requirements and the barriers which project participants face and ask the applicants to describe how they have successfully overcome similar barriers; 4) all other qualifications being equal, give preference to applicants who can demonstrate that they have successfully overcome barriers similar to those faced by project participants. These qualifications will carry weight in the hiring process.

5. QUALITY OF THE MANAGEMENT PLAN

Quality of the Management Plan (i)

The CAMP project will operate in compliance with all EDGAR and institutional regulations and will address the requirements in section 418A (d) of the Higher Education Act. The CAMP project will continue to be under the auspices of the University’s President and will report directly to the Vice President for Enrollment Management. The project is placed on the organizational chart with the Admissions, Financial Aid, Registrar, Scholarship Office, TRIO programs, and other Enrollment Management departments. The project is strategically placed in this area because it promotes visibility of services with target area students and parents. The chart below illustrates the management plan that includes a timeline for providing services.

Timeline for Project Activities and Services
<p>Objective 1- Activities and Services: Recruit/Identify students and provide outreach services. Responsible Staff: Admissions Advisor/Recruiter - Timeline: September – April</p>
<p>Objective 1- Activities and Services: Select students. (Milestone) Assess selected students. Responsible Staff: Admissions Advisor/Recruiter & Academic Coordinator/Counselor Timeline: April – July & September and January - (Milestone)</p>
<p>Objective 2- Activities and Services: Financial advising. Award project financial assistance. Responsible Staff: Academic Coordinator/Counselor & Director Timeline: Aug-Oct and Jan-March & September 1 and January 20 - (Milestone)</p>
<p>Objective 3- Activities and Services: Provide academic advising, tutoring, career, and cultural services, activities and workshops. Provide supplemental assistance for developmental testing and ESL. Responsible Staff: Academic Coordinator/Counselor -Timeline: September – May</p>

Objective 4- Activities and Services: Follow-up services for former CAMP participants.

Responsible Staff: Academic Coordinator/Counselor and Follow-up Advisor

Timeline: September 1 – August 31

All Objectives - Activities and Services: Conduct **formative** evaluation of project activities. Yearly **summative** evaluation and APR. (**Milestone**)

Responsible Staff: Director - **Timeline:** Monthly (**formative**); July and December 31 (**APR**)

The plan to ensure fiscal and program accountability operates on a monthly basis indicating expenditures from each budget category. Funds are expended through a purchasing system with three stations verifying a cost is allowable. This procedure ensures project funds are expended within budget and in compliance with EDGAR, program regulations and University policy for personnel cost, staff training, travel, student training stipends and other costs.

Quality of the Management Plan (ii)

The project will continue to use a multi-faceted approach to achieve its goals. Within each objective, an evaluation outcome to determine the effectiveness of activities is provided. To determine effectiveness the project will seek feedback from the following sources: 1) evaluations of program services ranging from academic assistance and support from tutoring and supplemental instruction will be completed by the participants' served and their parents each semester. 2) School counselors from the districts served, and migrant counselors with the state's Region Education Service Centers will provide feedback on outreach and recruitment services and the student selection process; 3) CAMP staff and tutors will evaluate participants' progress and academic and personal outcomes on a monthly basis; 4) University personnel will provide feedback in areas including, but not limited to: financial aid, career services, and student services issues on a quarterly basis. The project director and staff will utilize these responses to analyze its delivery of services and make programmatic changes. Each project objective is based on allowable services as set forth in section 206.10 and has an evaluation outcome. Budget items are linked to related objectives in order to ensure maximum efficiency. To determine the

effectiveness of outcomes, on-going assessments measure formative (progress) and summative (whole) results. The projected GPRA outcomes are for **86%** of participants to successfully complete their first academic year and **85%** of successful participants will continue to be enrolled in higher education after completing their first year. These goals are ambitious, especially when compared to a cohort group of beginning University freshmen at the host institution, which averages **66.0%** from fall-to-fall semesters. The project activities and services are designed to provide the support necessary for success.

Quality of the Management Plan (iii)

The time commitment of key project personnel is more than adequate to ensure that the CAMP project's goals to assist students from migrant and seasonal farmworkers backgrounds are successfully met. The project will share a director and administrative assistant with a TRIO grant with 50% time and effort on CAMP. In order to recruit students and create a successful freshman year experience for participants, the academic coordinator/counselor and CAMP recruiter/admissions advisor will be **100%** time and effort on the project. They will be assisted by a follow-up academic advisor and five peer-tutors to meet all project objectives and goals.

6. ADEQUACY OF RESOURCES

Adequacy of Resources (i)

West Texas A&M University is committed to continue hosting a CAMP project. All college facilities that relate to the project will be provided at no cost. The CAMP project is located in an office suite with the Upward Bound, Upward Bound Math and Science, and College Talent Search (TRIO) programs. A designated computer lab, tutoring rooms, and general gathering areas are immediately accessible. The TRIO programs, Career and Counseling Services, Educational Services, Diversity and Inclusion office, Disability Services, Student Medical Services, Financial Aid, Residential Living, and Student Success Center offices work

closely with the CAMP project. In addition to the CAMP office suite computer lab, the project has access to an open-access computer lab, computerized classrooms, and media services.

The University designates a grants accountant, payroll and accounting services, personnel services, fire and safety services, purchasing and inventory services, custodial services and building maintenance, and University police services at no cost to the CAMP project.

The project will have access to academic classrooms for supplemental instruction, tutoring and meetings, writing, Math and Science labs, library, and health and recreational facilities. Access to facilities is all ADA accessible for the physically disabled students and staff.

The University furnishes all equipment such as telephones, desks, chairs, filing cabinets, and other office furniture. The project will have the essential equipment that includes computers and printers, access to the University computer servers, a copier, voice mail and e-mail, computer software, and reference materials for tutoring and supplemental instruction. Staff will enjoy full privileges, including in-service training and participation on University committees.

Adequacy of Resources (ii)

The strong commitment from West Texas A&M University and the community indicates the importance placed on continuing the CAMP project. In accordance with section 418A (d) of the statute, the resources to supplement and enhance the services provided by the project have been developed and will be implemented by the university.

The academic facilities necessary to satisfy the objectives of the project will be made available as verified by the letter of commitment from the President of the University. There are no charges for the use of physical facilities or fiscal accounting of program funds. The evidence of the University's and community's support is indicated by the following charts:

INSTITUTIONAL COMMITMENT
Serve as fiscal agent for the CAMP project. Ensure compliance with U.S. Department of Education regulations and requirements.

Provide business, personnel, accounting, and building maintenance services for the project.
 Provide office space and furnishings to the project staff and space and classrooms for tutoring.
 Provide computer, telecommunication, fire, police, and safety services to staff and participants.
 Provide faculty and staff resources for conducting workshops.
 Technical assistance and seminars on financial aid to all CAMP participants.
 Coordination of student leadership activities, internships, and career workshops.
 Early registration and new student orientation for all CAMP participants.
 Referral and placement into developmental and tutoring services not provided by the project.
 Assistance with follow-up services and activities for former CAMP participants.

COMMUNITY PARTNERS COMMITMENT

Commitment and cooperation by the Regional Education Service Centers to assist in identifying and recruiting migrant students.
 Regional Education Service Centers commits migrant staff to assist with CAMP parent meetings and orientations.
 Cooperation, support, and referral of potential CAMP participants by area school districts' migrant coordinators and staff.
 Commitment by the Panhandle Regional Planning Commission to provide referral for qualified (NFJA, Sec 167 of WIA.) participants to become CAMP students.

Adequacy of Resources (iii)

The budget is reasonable in relation to the objectives of the CAMP project primarily because of the project's ability to rely on many of the university resources that will be made available to the participants. A summary of allocations of resources to objectives to ensure they are reasonable in achieving the anticipated results and benefits to participants is outlined below.

Budget Item	Related Objective
Personnel and Fringe Benefits	All project objectives
Professional staff	All project objectives
Tutors and follow up advisor	Objective 3 & 4
Travel - Staff attend conferences and training	All project objectives
Recruitment-Outreach	Objective 1 & 2
Supplies – Office, instructional, student supplies	All Project Objectives
Training Stipends – Scholarship, stipend (\$4,090 per student)	Objective 2
Other Costs – Participant travel, brochures, applications, phone, postage, copier and computer and printer maintenance	Objectives 3 & 4
	All project objectives

The relationship of each budget item is detailed in the budget narrative document.

Adequacy of Resources (iv)

The project budget is reasonable because it supports all activities and services associated with the goals of the project. Personnel, fringe, and staff travel costs are related to planning,

implementation, and evaluation of all the project activities and services. Travel, supplies, and other costs are necessary to carry out academic advising, tutoring, instructional workshops, recruiting, and outreach and follow-up activities, correspondence with participants; parents, and target schools, and maintenance of office supplies. Participant travel, training stipends, and supplies are directly related to participants' successful completion of their first year.

Adequacy of Resources (v)

The University's "Strategic Plan" recognizes the changing demographics of the region and the state. The University has committed as its institutional goals the recruitment and retention of minority students, faculty, and staff; and the enhancement of the quality of university life by providing resources that support the personal development of a diverse student body. The University will incorporate the proposed project's purpose, activities, and benefits into its recruitment and retention of migrant students through all available outreach resources beyond the life of the grant proposal.

7. QUALITY OF THE PROJECT EVALUATION

Project Evaluation (i)

A comprehensive evaluation plan has been designed for the CAMP project to determine the project's effectiveness in all goals and objectives. The project will seek evaluation feedback from the following: 1) The participants and parents served will complete an evaluation of all program services and activities each semester; 2) School migrant counselors will provide feedback on outreach and recruitment services; 3) Staff and tutors will evaluate participants' progress and academic and personal outcomes each semester; 4) University staff will provide feedback in areas including, but not limited to: financial aid, career, and student services issues. Success in reaching the goals of the CAMP program will be shown: 1) by participants exhibiting a proficiency in academic skills necessary to remain in academic good standing and successfully

complete the first year at the University; 2) by students obtaining sufficient financial aid and being provided with follow-up services to enhance their opportunity to earn degrees.

The type of data used for **formative** and **summative** evaluation is discussed below.

Evaluation Data Collection	
Review of recruitment activities	Review of developmental placement test scores
Eligibility information	Review of financial aid awards
Needs-assessment	Review of participant & parent evaluations
Participant progress and grade reports	Director and staff performance evaluations
Staff and tutor evaluations	Budget and financial status reports
Instructor evaluations	Review of follow-up services
Semester review of transcripts and GPA's	Review of GPRA indicators for CAMP

Formative & Summative Evaluation by Activity, Measurement and Outcomes
Activity Objective 1: Recruitment and selection of participants.
Formative Measurement: Project database; CAMP applications; monthly reports.
Summative Measurement: Review of participant files and project database.
Formative Outcome: 30 eligible migrant students will be selected by fall semester.
Summative Outcome: The CAMP project will have served 30 participants.
Activity Objective 2: Financial aid and academic advising and assistance to participants.
Formative Measurement: FASFA applications; student aid reports; training stipends; award documents; payment plans; Financial Aid awards; health and employment records.
Summative Measurement: Participants' financial aid awards on file. Financial, business, housing, health, job services, and opportunities provided to participants.
Formative Outcome: 100% of participants will apply for and receive financial aid and CAMP training stipends. All participants will have their financial, housing, medical, and employment needs met.
Summative Outcome: 100% of participants will have received financial aid advising and assistance to ensure access and continued enrollment.
Activity Objective 3: Academic assessment, advising and assistance and personal enrichment.
Formative Measurement: Assessment: ACT/SAT scores; high school transcripts; financial aid awards; personal needs. Advising: Advising reports; faculty reports; class schedules; academic progress reports. Assistance: Tutors' progress reports on participants; assessment scores; workshop agendas; ESL reports; grade reports; referrals to non-project tutoring. Participants' attendance at career workshops, cultural events, community activities.
Summative Measurement: Participant files, transcripts, records of class schedules. Participant evaluations of project services and evaluation of participants' academic progress. Tutors' evaluation of participant progress and academic readiness. Attendance at career, cultural, and leadership events.
Formative Outcomes: Thirty students admitted and enrolled to the university and needs addressed. Participants enrolled and assigned to tutors and supplemental instruction. Participants' progress in tutoring and supplemental instruction will enhance and improve academic skills. Participants will develop career awareness and leadership and social skills.
Summative Outcome: Participants will have demonstrated academic improvement and

gained career, cultural, and leadership knowledge, and 86% will have successfully completed their first academic year of postsecondary education.
Activity Objective 4: To provide data and follow-up services
Formative Measurement: Project database; participants' records; counseling notes.
Summative Measurement: Project database, former participant files, advising and referral notes; and enrollment verification records on file.
Formative Outcomes: Follow-up services provided to former participants and enrollment verified.
Summative Outcome: 85% of participants who successfully complete their first academic year will continue in postsecondary education.

Project Evaluation (ii)

The project's formative evaluation is designed to assess activities: 1) to achieve project objectives; 2) create positive academic growth for project participants and; 3) staff progress in executing these activities. The director gathers information on a monthly basis for formative evaluation. This approach provides the staff with: 1) access to status of participant progress and management of project funds; 2) evaluation of impact of planned activities and opportunity to improve services for participants; and 3) ability to establish strategies for meeting objectives. The director will conduct formative and summative performance evaluations of project services and staff through regular staff meetings, individual staff meetings, observation, and analysis of staff reports, participant surveys, and database reports of services provided to participants. Summative evaluation of staff will be conducted by the director through annual written employee job performance reports.

There will be a summative program evaluation through the annual performance report and review by the director, which will be sent to Office of Migrant Education in the Department of Education each year. The data used will come from the project database designed to track and gather the necessary data. The director will also examine data provided by personal contacts with participants and staff to make assessments and changes to activities and services, as needed.

Disclosure of any unanticipated Project outcomes will also be facilitated through the

results of the above mentioned formative and summative evaluation plans, in addition to the results of an external review of the project provided through a **Process-Based Evaluation** conducted by the **West Texas Office of Evaluation and Research** at no charge. A written report of the Evaluator’s findings and recommendations will be provided to the director and Vice President for Enrollment Management and results will be addressed with corrective measures.

Project Evaluation (iii)

The project’s evaluation of its logic model of providing advising and tutoring will produce evidence of promise by measuring how inputs and interventions will lead to outputs and outcomes, and how they relate to the GPRA objectives.

Evidence of Promise Logic Model Evaluation
Setting and Location: WTAMU CAMP offices, classrooms, and remote computer lab
Participants: Thirty (30) selected CAMP participants
Personnel Required: Full-time project staff and CAMP Peer-Mentor/Tutors
Frequency and Duration of Contacts: Weekly – September through May
Method of Contact: Participants will have access to weekly advising sessions with full time staff and mentoring/tutoring with project tutors two days a week in person. Participants will receive services for 3-4 hours a week for development of academic and non-cognitive skills.
Goal of Intervention: To provide mentoring and tutoring support to CAMP participants to facilitate adoption of non-cognitive factors and behaviors to improve academic outcomes.
Methods Utilized: Provides quality individual tutoring and academic advising, academic modeling through mentoring, and leadership and personal development activities.
Application of Theory: Development of non-cognitive factors through regular mentoring, and tutoring support, and intervention will have a positive impact on academic success.
Evidence of Effectiveness: An increase in participants’ academic and non-cognitive behaviors and skills as measured by class attendance, class participation, test grades, participation in service learning and leadership activities, and completion of rigorous courses.
Intended Outcomes: Participants who receive tutoring and mentoring services will complete their courses with a 2.0 GPA or higher.
Evaluation: The number of participants who successfully complete their first postsecondary year (Objective 3) and continue to be enrolled in postsecondary education (Objective 4).

The CAMP project anticipates that with these services and intervention strategies, participants will achieve improved grade outcomes through improved non-cognitive factors and behaviors.

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MARTIN R. LOPEZ

September 2013

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(806) 651-2359
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(b)(6)

EDUCATION

West Texas State University, M.A., Communications, 1992
West Texas State University, Bachelor of Fine Arts, 1982

PROFESSIONAL EXPERIENCE

WEST TEXAS A&M UNIVERSITY, CANYON, TX

<i>Executive Director of Special Programs</i>	<i>2012 – Present</i>
<i>Director of C.A.M.P./Upward Bound</i>	<i>1999 - 2012</i>
<i>Director of Upward Bound</i>	<i>1996 - 1999</i>

Responsible for managing an annual budget of over \$998,000 secured from over \$4.9 million in federal five-year grant awards. Skilled at working with federal and state governmental regulations related to higher education and grants management; knowledgeable and versed in working with federal and state legislators and policy makers in advocacy of grant programs. Successfully researched and prepared an Executive Summary Brief on behalf of the University in response to President Bush’s budget proposal to eliminate the Upward Bound and Educational Talent Search programs.

Provide leadership and over-sight of employees whose job duties include outreach, recruitment and retention of students, academic and financial aid advising, tutoring services, orientation activities, coordination of summer academic programs, curriculum development, secondary and post-secondary instruction and parent meetings and workshops. Responsible for employee management and training that includes; mentoring, and performance evaluation. Develop monthly, yearly and long-term goals and objectives for the College Assistance Migrant Program and Upward Bound grant programs within the department. Provide leadership and direction in the development of the department’s academic enrichment programs and summer residential program.

Instrumental in the development of the College Assistance Migrant Program, College Talent Search grant and other outreach initiatives within the Enrollment Management Division. Lead member of the leadership team that increased the University’s TRIO grant programs from two to five, allowing the University the opportunity to recruit and retain approximately 750 more first generation college

students. Initiated and developed the proposal to move the University TRIO programs to the Division of Enrollment Management and report to the Senior Director of Enrollment Management. Served as lead consultant and was instrumental in the development and designing the current TRIO office suite. Responsible for providing the leadership and vision to establish a highly successful College Assistance Migrant Program that is student centered and maintains over an 85% freshman retention rate. Maximized the freshman retention rate of Zero EFC (Estimated Family Income) students with a 2.5 GPA or higher, from 31.8% to 36.8% in the first year as the chair of the Zero EFC Council.

Grant writing responsibilities in collaboration with the Office of Sponsored Research. Direct and/or provide over-sight of activities involving area schools, community organizations, parent groups, and federal and state legislators. Prepare annual reports to be filed with the U.S. Department of Education as well as assemble and provide other reports and statistical data requested by the University and other agencies. Conduct various presentations on higher education opportunities and issues to internal and external constituencies.

ANGELO STATE UNIVERSITY, SAN ANGELO, TX

Coordinator of Educational Opportunity Services

1993 to 1996

Initial office planning included the following: Coordinated the acquisition of office space, equipment, supplies and resources. Effectively planned and managed office budget expenditures. Successfully hired, managed and supervised office staff.

Responsible for the development of various recruitment and retention programs for under-represented college students. Coordinated and monitored tutoring, remedial instruction, academic and financial aid advising services for first generation, and other under-represented students. A member of the leadership team that developed and wrote the University Access and Equity report, that outlined goals and objectives addressing the recruitment and retention of underrepresented student populations. Initiated and successfully faced the challenge of developing and writing a proposal for an academic advising center. Establishment a Mother-Daughter outreach program.

Served as, a member on the pre-enrollment and new student orientation program committee at the University. Developed and maintained contact with community agencies, local and area public schools and served as a member of the University student recruitment team. Prepared and presented statistical data and reports on various recruitment and retention activities to the University senior administration. Advocated and served as a resource person for minority and other underrepresented students. Conducted various diversity workshops and served as a speech communications instructor for the University.

WEST TEXAS A&M UNIVERSITY, CANYON, TX

Tutor Coordinator/Counselor; Student Support Services

1991 – 1993

Responsible for hiring, supervising and conducting performance evaluation of all program tutors and ensured that student participants were appropriately assigned academic tutoring sessions. Developed and implemented a tutoring tracking database designed to provide the number and

quality of tutoring sessions for the department. Prepared and presented monthly tutoring contact reports to the program director. Provided academic, financial, and career counseling to student participants and assisted with conducting financial aid and college access workshops for Upward Bound parents and students. Instrumental in compiling and organizing statistical data for the department, that was used for program evaluation and grant writing purposes. Proposed and coordinated the linking of the department to the University Student Information System allowing staff to be more effective and efficient.

Taught a student study skills course during the summer residential program for the Upward Bound program.

WEST TEXAS A&M UNIVERSITY, CANYON, TX

Assistant Director of Admissions

1990-1991

Admissions Advisor

1987-1990

Assisted with the development and implementation of recruiting goals for the Admissions Office and recruitment staff and successfully coordinated recruiting travel for the office and managed direct mail marketing activities. Responsible for supervising the full-time Admissions Advisors and student employees in the admissions office, and provided academic advising and registered students during new student orientation programs, as a key member of the admissions team. Provided the leadership and vision that enabled Hispanic student enrollment to grow by 34.2% over a five-year period and initiated various minority student recruiting activities that increased minority enrollment by 23.9% during my tenure.

Member of admissions team that managed the enrollment process: inquiry, prospect, applicant, orientation and enrollment. Effectively organized and coordinated recruiting phone-a-thons and provided over-sight for the centralized communications mailroom. Responsible for developing goals and activities targeting underrepresented student recruitment and retention. Successfully build positive working partnerships with school districts in a five state area. Responsible for conducted various recruiting presentations for qualified prospective freshman and transfer students. Advised freshmen and transfer applicants on admissions, scholarship, financial aid processes, and residency requirements. Downloaded and compiled statistical student data from the Student Information System database for recruitment planning purposes.

Crucial member of the leadership team that planned implemented and managed the University fall freshman orientation program (Buff Branding) each fall. Conducted outreach recruitment activities for various community agencies and events. Developed and produced recruitment marketing materials, ads, and promotions targeting diverse populations, as part of the admissions team.

Served as an instructor of a “freshmen student success course” and sponsored/advised various student organizations.

PROFESSIONAL ASSOCIATIONS, ACTIVITIES, AND AWARDS

President and Past-President (Currently) Southwest Association of Student Assistance Programs

President Elect (2013-2014) Southwest Association of Student Assistance Programs
President (2011-2012) - Texas Association of Student Special Services Programs
President Elect (2010-2011) - Texas Association of Student Special Services Programs
Board Member (2010-2012) - Southwest Association of Student Assistance Programs
Chair (2009-2010) - Panhandle Chapter of Texas Association of Chicanos in Higher Education
Enrollment Management Committee (2007-present) - West Texas A&M University
State Employee Charitable Campaign Committee (2006-2007) - West Texas A&M University
Enrollment Management P-16 Secondary Education Task Force - West Texas A&M University
National HEP/CAMP Student Tracking Task Force - National HEP/CAMP Association
University Success Academy Task Force - West Texas A&M University
Hallmarks of Excellence Task Force - West Texas A&M University
Chair, EFC Zero Student Retention Committee - West Texas A&M University
Equal Employment Opportunity Committee - West Texas A&M University

PRESENTATIONS

Presentation – “Models for Upward Bounds in Rural Settings” National COE Conference; New York City, New York - 2012
Presentation – “Cultivating Relationships with Partners for Project Success” – Texas Association of Student Special Services Programs Conference; Galveston, TX – 2008
Presentation – “Impact of Immigration on Educational Attainment” – Panhandle 20/20 Study Group; Amarillo, TX. – 2007
Presentation - “A CAMP Data Tracking and Follow-up Services Model” – National HEP /CAMP Conference; San Diego, CA. - 2006
Presentation - “A National HEP/CAMP Alumni Data Tracking Model” - National HEP /CAMP Directors Meeting; Washington D.C. – 2004
Presentation - “Successful CAMP Management Strategies” - National HEP /CAMP Directors Meeting - 2002
Presentation - “Dreams of a New Generation” - HEP/CAMP Association Technical Conference - 2001

PUBLICATIONS

Master’s Thesis - “The Minority Educational Experience: A Hispanic Communication Focus”
Publication - “Programs Provide Opportunities for Disadvantaged Students” - More than Brick & Mortar, West Texas A&M University
Presentation - “Scholarly Paper” - Texas Speech Association Conference
Recipient - “1986 Wilder Award for Art Deco Poster” - Texas Association of Museums Conference

(Part VI) Job Descriptions
Project Director

Reports to: The Vice President of Enrollment Management under the direction of the President /CEO of the University.

Supervises: CAMP Recruiter/Admissions Advisor, Academic Coordinator/Counselor, Project Administrative Assistant, Follow-up Academic Advisor and Peer Tutors.

Qualifications:

1. Master's degree is required.
2. Minimum of three years' experience in education or related field.
3. Two years' experience working with traditionally underrepresented students, and /or two years' experience in a migrant program.
4. Excellent administrative, management, and budgeting skills.
5. Strong leadership, organizational, and communication skills.
6. Rapport with disadvantaged and nontraditional student populations.
7. Bi-lingual skills preferred.

Performance Responsibilities:

1. Coordinate and direct the accomplishment of project performance objectives.
2. Plan, supervise, and implement project objectives and activities.
3. Supervise the activities of other project personnel.
4. Administer the CAMP project budget.
5. Maintain positive working relationships with University departments and area service agencies.
6. Cultivate relationships with admissions, financial aid, career services, residential living, and other departments' personnel at West Texas A&M University.
7. Supervise documentation and computerized accountability system.
8. Oversee CAMP project performance reporting and documentation.
9. Communicate with Department of Education on the project's behalf.
10. Identify, assess, and counsel CAMP project participants when needed.

Terms of Employment: 12-month position; 50% time on project; administrative salary scale.

Evaluation: Annually in writing by West Texas A&M University's Vice President for Enrollment Management.

Project Administrative Assistant

Reports to: Project Director

Qualifications:

1. High School diploma required; college degree preferred.
2. Minimum of one year secretarial experience.

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3. Experience with personal computer software (word processing, spreadsheets, etc.).
4. Typing – 50 wpm minimum, good bookkeeping skills and data entry experience.
5. Excellent rapport with all individuals, particularly disadvantaged populations.
6. Requires working knowledge of business English, spelling, punctuation, mathematics, and basic office practices.

Performance Responsibilities:

1. Act as project receptionist
2. Perform all clerical tasks.
3. Perform data entry duties.
4. Keep books on budget transactions to compare with Accounting and Business Office records.
5. Maintain complete, up-to-date project and participant files.
6. Assist in evaluating client applications, assessing needs, directing to correct staff member.
7. Assist the director in all administrative actions and procedures.

Terms of Employment: 12-month position; 50% time on project; classified salary scale.

Evaluation: Annually in writing by Project Director.

Academic Coordinator/Counselor

Reports to: Project Director

Supervises: Follow-up Academic Advisor and Peer Tutors.

Qualifications:

1. Master's degree in Education, Social Science, or related field required.
2. Success in overcoming circumstances such as low-income, first generation, disadvantaged, etc. with priority to individuals knowledgeable about specific migrant needs and communities served.
3. Two years' experience working with disadvantaged and nontraditional students in an educational setting or program.
4. Experience and knowledge of University curricula and programs.
5. Strong counseling/advising and communication skills.
6. Bi-lingual skills desirable.

Performance Responsibilities:

1. Help fulfill all project objectives and activities.
2. Evaluate participants' academic and curriculum needs.
3. Oversee and plan the project's follow-up services and activities program.
4. Provide individual and group advising regarding academic, financial aid and career choices.
5. Coordinates CAMP tutoring program.

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6. Assist the director in developing and maintaining a CAMP database on participants.
7. Evaluate and track the academic progress of former CAMP participants.
8. Evaluate and direct the project's follow-up services program.
9. Coordinate all educational and leadership workshops, events, and trips.
10. Assist with recruitment, selection and placement of new participants.

Terms of employment: 12-month position; 1000% time on project; West Texas A&M University salary scale.

Evaluation: Annually in writing by Project Director.

Camp Recruiter/Admissions Advisor

Reports to: Project Director

Qualifications:

1. Bachelor's degree required. Education, Social Sciences or related field preferred.
2. Minimum of one year recruiting, advising or education experience.
3. Success in overcoming circumstances such as low-income, first generation, disadvantaged, etc. with priority to individuals knowledgeable about specific migrant needs and communities served.
4. Good rapport with disadvantaged and nontraditional student populations.
5. Skilled in admissions and financial aid requirements and the use of standardized tests.
6. Strong advising/counseling, marketing, and communication skills.
7. Bi-lingual skills required.

Performance Responsibilities:

1. Actively recruit participants and conduct outreach activities within the migrant communities.
2. Evaluate participants' needs through applicant file assessment and personal interviews.
3. Provide counseling and advising for the CAMP program application process.
4. Conduct interviews, meetings and seminars with parents, teachers, counselors, and referral agents.
5. Provide individual and group advising and support regarding career and college choices, admission requirements, and financial aid opportunities.
6. Present financial aid, self-esteem, test taking, college entrance, and career planning workshops.
7. Act as a liaison with the project director, target schools, parents, and communities served.

Terms of Employment: 12-month; 100% time on project; West Texas A&M University salary scale.

Evaluation: Annually, in writing by Project Director.

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**West Texas A&M University
2016-2021 CAMP Proposal Letters of Support**

Department/Organization	From	In-Kind Support & Commitment
West Texas A&M- President's Office	Dr. J. Patrick O'Brien, President	<ul style="list-style-type: none"> • Ensure compliance with U.S. Department of Education regulations and requirements. • Provide business, personnel, accounting and building maintenance services for the project. • Provide office space and furnishings to the project staff and space and classrooms for tutoring. • Provide computer, telecommunication, fire, police and safety services to staff and participants. • Provide faculty and staff resources for conducting workshops. • Technical assistance and seminars on financial aid to all CAMP participants. • Coordination of student leadership activities, internships and career workshops. • Early registration and new student orientation for all CAMP participants. • Referral and placement into developmental and tutoring services not provided by the project. • Assistance with follow-up services and activities for former CAMP participants. • Commitment to support and provide a remote state-of-the-art computer lab in the CAMP program office suite. • Providing in the organizational structure of the University for the CAMP program to report to the Vice President for Enrollment Management. This enables the program director to collaborate with the admission, financial aid, registrar, and scholarship offices.
West Texas A&M- Provost/Academic Affairs	Dr. Wade Shaffer, Provost and Vice President of Academic Affairs	<ul style="list-style-type: none"> • Access to students and to student records. • Updated and current lists of potential CAMP participants • Referrals of potential CAMP participants

		<ul style="list-style-type: none"> • Host and actively participate in project workshops • Provide data relevant to CAMP participants • Office and classroom space to provide outreach services to parents and potential participants • Assistance in monitoring student participation in academic activities such as tutoring • Assistance with publicizing CAMP in the University and the community • Access to and use of equipment in office and counseling spaces (desks, computers, telephones, etc.)
West Texas A&M- Business and Finance	Mark Hiner, Interim Vice President	<p>Services and Resources provided:</p> <ul style="list-style-type: none"> • Purchasing and inventory services • Fire and safety services • Bookstore services • Fully equipped offices and office/counseling space • Hosting and participating in project workshops • University police services • Assistance with marketing/publicizing the program • Access to students and student records • Assistance in monitoring student participation in academic activities, such as tutoring and advising
West Texas A&M- Enrollment Management	Dan Garcia Vice president for Enrollment Management	<ul style="list-style-type: none"> • Referrals of students eligible to be in the C.A.M.P. Program • Access to the University database for student enrollment information • Assistance with data collection for purposes of evaluation • Seminars on areas related to entrance to college • Seminars concerning financial aid program • Access to college day/night programs within the region • Presentations about becoming a successful college student • Introductions to relevant instructors,

		counselors, and college officials
Region 16 Education Service Center	John Bass, Executive Director	<ul style="list-style-type: none"> • Providing access to migrant students and any student records needed • Provide a list of potential CAMP participants • Provide an opportunity for CAMP staff to present at migrant parent conferences
Region 17 Education Service Center	Marilyn Vieregge, Migrant Education Specialist	<ul style="list-style-type: none"> • Providing access to migrant students and any student records needed • Provide a list of potential CAMP participants • Provide an opportunity for CAMP staff to present at migrant parent conferences, particularly Empowering Migrant Parents Conference • Encourage school districts to provide opportunities for migrant students to learn more about higher education and the CAMP program • Encourage school districts to invite CAMP staff to visit and provide CAMP presentations • Coordinate university tours with CAMP staff to provide additional CAMP presentation opportunities
Amarillo College-HEP Program	Vince Salinas, Director	<ul style="list-style-type: none"> • Refer qualified HEP graduates • Collaborate in tracking HEP and CAMP graduates • Provide reports and documentation as needed
<p>Other available letters of in-kind support received:</p> <ul style="list-style-type: none"> • West Texas A&M-Career Services Office • West Texas A&M-Financial Aid Office • West Texas A&M University-Ronald McNair Scholars Program • West Texas A&M-College Talent Search • Amarillo Independent School District, Migrant Services • Hereford High School • Olton Independent School District 		

**West Texas A&M University CAMP Grant
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DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

1301 Young Street, Room 732
Dallas, TX 75202
PHONE: (214) 767-3261
FAX: (214) 767-3264
EMAIL: CAS-Dallas@psc.hhs.gov

February 2, 2016

Teresa Bass
Controller
West Texas A&M University
301 Tarrow, Suite 356
Moore/Connally Building
College Station, TX 77840-7896

Dear Ms. Bass:

A copy of an indirect cost rate agreement is being sent to you for signature. This provisional agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government.

Please have the agreement signed by an authorized representative of your organization and return to me by email, retaining the copy for your files. Our email address is CAS-Dallas@psc.hhs.gov. We will reproduce and distribute the agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect cost under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 08/31/2019 is due in our office by 02/29/2020. Please submit your next proposal electronically via email to CAS-Dallas@psc.hhs.gov.

Sincerely,

Arif M.

Karim -S

Arif Karim

Director

Cost Allocation Services

Digitally signed by Arif M. Karim -S
DN: c=US, o=HHS, ou=Government,
ou=HHS, ou=PSC, ou=People,
ou=Arif M. Karim -S,
serial=234219000790, 1.0.1.1-200201
12095
Date: 2016.02.09 13:20:29 -0600

Enclosure

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1756031405A1

DATE:02/02/2016

ORGANIZATION:

FILING REF.: The preceding agreement was dated 07/31/2012

West Texas A & M University
The Texas A & M University System
Moore/Connally Building
301 Tarrow, Suite 356
College Station, TX 77840-7896

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	09/01/2012	08/31/2016	39.00	On Campus	All Programs
PRED.	09/01/2012	08/31/2016	12.00	Off Campus	All Programs
PRED.	09/01/2016	08/31/2020	39.00	On Campus	All Programs
PRED.	09/01/2016	08/31/2020	12.00	Off Campus	All Programs
PROV.	09/01/2020	08/31/2022	39.00	On Campus	All Programs
PROV.	09/01/2020	08/31/2022	12.00	Off Campus	All Programs

***BASE**

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: West Texas A & M University The Texas A & M
University System

AGREEMENT DATE: 2/2/2016

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition -

Equipment means an 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:

FICA

Retirement

Worker's Compensation

Unemployment Insurance

Group Life and Health Insurance

Accrued Compensated Absences

Per 2 CFR 200.414(g) - A rate extension has been granted.

The next indirect cost rate proposal based on actual costs for the fiscal year ending 08/30/19 is due in our office by 02/29/20.

ORGANIZATION: West Texas A & M University The Texas A & M University System

AGREEMENT DATE: 2/2/2016

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

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

BY THE INSTITUTION:

West Texas A & M University The Texas A & M University System

(b)(6)

Randy Rikel

(NAME)

Vice President for Business and Finance

(TITLE)

February 13, 2016

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

Digitally signed by Arif M. Karim -S
DN: c=US, o=U.S. Government, ou=HHS, ou=PS, ou=People,
email=Arif.M.Karim-S, 2.5.2.342.1.0.00000000.1.1=2006217893
Date: 2016.02.09 13:19:00 -0500

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

2/2/2016

(DATE) 0158

HHS REPRESENTATIVE: Theodore Foster

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](#)

West Texas A&M University - CAMP 2016-2017 Budget Summary and Narrative

The CAMP project’s budget is adequate and supports the planned services and activities by providing funds for personnel, travel, supplies, operating costs, and training stipends for tuition and fees, room and board, textbook expenses and student stipends. The project budget is reasonable because it supports all activities and services associated with the goals of the project.

WTAMU CAMP Detailed Budget Narrative 2016-2017	
1.) PERSONNEL	
Full Time Staff:	
(1) Executive Director of Special Programs (50% Time & Effort for 12 Months)	37,323
(1) Project Academic Coordinator (100% Time & Effort for 12 Months)	39,000
(1) Project Admissions Advisor/Recruiter (100% Time & Effort for 12 Months)	32,000
(1) Project Administrative Assistant (50% Time & Effort for 12 Months)	15,000
Total Full Time Salaries *	\$123,323
Part Time Staff: (Hourly)	
(1) Follow up Academic Advisor \$11.00 @ 16 hrs. x 36 weeks (100% T & E)	6,336
(1) Head Academic Tutor \$11.00 @ 16 hrs. x 28 weeks (100% T & E)	4,928
(4) Tutors - \$10.10 @ 16 hrs. x 28 weeks (100% T & E)	18,099
Total Part Time Salaries *	\$29,363
TOTAL PERSONNEL	\$152,686
The personnel budget request is reasonable, cost effective, and necessary to employ Project staff to implement the specific activities and services required of each objective (#1-4) to increase the rates of successful first year completion, continued college enrollment, and postsecondary graduation for 30 CAMP project participants.	
2.) FRINGE BENEFITS	
Retirement, Social Security, Medicare, Worker's Compensation Unemployment Insurance @ 17.8% x \$123,323	21,951
Fringe Benefits –Wages (Part-time Staff) @ 2.4% X \$29,363	705
Health, Dental, Vision, Life & Disability Insurance @ \$695 x (3 Full-time Staff) X 12 Months	25,020
Longevity Pay @ \$244 X 12 Months (Full-time Staff Only)	2,928
TOTAL FRINGE BENEFITS	\$50,604
The budget request for fringe benefits includes FICA, Worker's Compensation, and Federal Unemployment Insurance mandated by law. Additionally, full-time project staff receives health, life and disability insurance, as well as retirement benefits and longevity pay. The fringe benefit rate is calculated in accordance with University policies and is necessary and justifiable to employ project staff to implement all project activities and services. (Objectives #1 - 4)	
3.) TRAVEL	2016-17

STAFF TRAVEL	
(1) National HEP/CAMP Directors Meeting for Director Only	
Registration	0
Airfare/ Ground Transportation (\$750 x 1 Staff)	750
Per Diem \$71 x 1 staff x 4 days	284
Hotel Lodging (\$200 x 4 days x 1 staff)	800
Subtotal	\$1,834
(2) State Migrant Conference: CAMP Recruiter or Academic Coordinator	
Registration (\$350 x 1 Staff)	350
Airfare/Ground Transportation (\$400 x 1 Staff)	400
Per Diem \$40 x 1 staff x 4 days	160
Hotel Lodging (\$120 x 3 nights x 1 staff)	360
Subtotal	\$1,270
(3) National HEP/CAMP Conference: Director, Academic Coordinator & CAMP Recruiter	
Registration (\$250 x 3 Staff)	750
Airfare/Ground Transportation (\$450 x 3 Staff)	1,350
Per Diem \$66 x 3 staff x 4 days	792
Hotel Lodging (\$125 x 4 days x 3 staff)	1,500
Subtotal	\$4,392
TOTAL STAFF TRAVEL	\$7,496
The budget request for staff travel includes the Director traveling to the National HEP/CAMP Directors meeting and the CAMP Admissions Advisor/Recruiter or Academic Coordinator/Counselor traveling to the State Migrant Conference. The budget also request staff travel to the National HEP/CAMP Conference. Please note that request for staff travel is in accordance with the recommended travel guidelines and the permitted per diems based on the established institutional rate. The budget for staff travel. (Objectives #1, 2, 3, 4)	
PARTICIPANT RECRUITING TRAVEL	
CAMP Admissions Advisor/Recruiter travel to Education Service Region 19: Air Fare = \$350; Per Diem (Meals and Lodging) = \$135/day x 3 days = 405 Rental Car = \$140	895
CAMP Admissions Advisor/Recruiter travel to Education Service Region 20: Air Fare = \$350; Per Diem (Meals and Lodging) = \$135/day x 3 days = 405 Rental Car = \$140	895
Local Recruiting Mileage Reimbursement: \$0.56 x 700 miles x 7 months	2,744
TOTAL PARTICIPANT RECRUITING TRAVEL	\$4,534
The participant recruiting includes mileage reimbursement at the established rate of 0.56 cents per mile for project staff to travel to and from the local target areas to provide services and activities to potential CAMP participants. The recruiting travel in this travel budget category also includes the costs to travel to Education Service Center Regions 1, and 19 to provide outreach services and activities to potential CAMP participants. (Objectives #1, 2).	
TOTAL TRAVEL	\$12,030

The budget request for travel is reasonable, cost effective and necessary for project staff to recruit project participants and deliver project services and activities to participants. All travel is related to the project's overall purpose and proposed activities.	
4.) EQUIPMENT	0
The project budget does not include a request for any equipment funds due to the agency's adherence to the Department of Education's definition of equipment (non-expendable personal property, which has a usefulness of greater than one year AND an acquisition cost of \$5,000 or more per unit).	
5.) SUPPLIES	2016-17
Consumable Office Supplies: (\$100 x 12 months)	1,200
Instructional/workshop/Tutoring Supplies	1,100
Assessment & Testing Materials	1,000
Computers and iPad	2,000
TOTAL SUPPLIES	\$5,300
The budget request for supplies includes the costs of consumable office supplies; instructional, workshop, tutoring materials and assessment and testing materials. This budget category also includes the cost for technology to maintain a project database to generate the Annual Performance Report (summative evaluation) to measure accomplishment of project objectives while generating daily, weekly & monthly performance reports (formative evaluation) to track progress toward achieving project goals throughout the year. All supplies listed are essential to implement and conduct project activities/services and are also reasonable and cost effective. (Objectives #1-4)	
6.) CONTRACTUAL	0
Not Applicable	
7.) CONSTRUCTION	0
Not Applicable	
8.) OTHER	2016-17
Participant Travel: Cultural/Educational Activities and Leadership Travel	1,000
Participant Leadership Training Per Diem = 10 Participants x \$100	1,000
National Association Membership Fee	1,200
Fall Orientation Supplies and Misc. Costs	800
Annual Award Ceremony: (\$800) and Participant T-shirts: (\$600)	1,400
Follow up Activities and Services & National Student Clearinghouse	1,000
CAMP Project Brochures and Applications	800
Telephone Equipment Usage: (Yearly cost)	1,600
Long Distance: (\$80 x 12 months); Postage: (\$75 x 12 months)	1,860
Computer & Printer Maintenance: (Yearly cost)	850
Rental for Copy Machine: (\$85.00 x 12 months)	1,020
TOTAL OTHER	\$12,530
Funds requested include the cost of long distance, phone service/equipment, postage, computer & printer maintenance, and postage/printing costs. It also includes the cost of an annual awards ceremony to be held at the conclusion of the academic year. Additionally, this request	

includes the cost of follow up activities, cultural activities, leadership training, promotional materials and the annual subscription fee to National student Clearinghouse that is essential to the tracking of CAMP Project Alumni and documents their college completion. All funds requested are reasonable in relation to the objectives and project scope. (Objectives #1-4)

9.) TOTAL DIRECT **\$233,150**

10.) INDIRECT COSTS (8%) **\$18,652**

11.) TRAINING STIPENDS **2016-17**

Summer Component

Monthly CAMP Stipends - 30 Participants @ \$70 x 7 Meetings = \$16,800. 14,700

Textbooks – (\$300.00 x 2 semesters x 30 participants) 18,000

Camp Scholarships (Tuition Assistance): 30 participants x \$2,000 per academic year 60,000

Camp Scholarships (Registration Fees Assistance): 30 participants x \$200.00 per academic year 6,000

Camp Scholarships (Room and Board Assistance): 30 participants x \$500.00 per academic year 15,000

TOTAL TRAINING STIPENDS **\$113,700**

The budget request for training stipends includes the distribution of stipends awarded to participants over the course of the academic year. It also included assistance with textbooks, tuition and fees, and room and board costs. The budget for training stipends is reasonable, cost effective and necessary to meet the objectives as outlined in the proposal related to increase the rates of successful first year completion, continued college enrollment, and postsecondary graduation for **30** CAMP project participants. (Objectives #1, 2).

12.) GRAND TOTAL **\$365,502**

PROJECT COST

The West Texas A&M University CAMP Project proposes an annual budget of **\$365,502** for PY 2016-17 to serve **30** eligible participants.

West Texas A&M University 2016-2021 CAMP Project Proposal Five –Year Budget Narrative Breakdown						
Budget Item	2016 -2017	2017-2018	2018-2019	2019-2020	2020-2021	Total Project
Personnel	152,686	157,267	161,985	166,845	171,850	\$810,633
Fringe Benefits	50,604	52,122	53,686	55,297	56,956	\$268,665
Travel	12,030	12,391	12,763	13,146	13,540	\$63,870
Equipment	-0-	-0-	-0-	-0-	-0-	-0.00-
Supplies	5,300	5,459	5,623	5,792	5,966	\$28,140
Contractual	-0-	-0-	-0-	-0-	-0-	-0.00-

Construction	-0-	-0-	-0-	-0-	-0-	-0.00-
Other Costs	12,530	12,906	13,293	13,692	14,103	\$66,524
Total Direct Costs	233,150	240,145	247,350	254,772	262,415	\$1,237,832
Indirect Cost	18,652	19,212	19,788	20,382	20,993	\$99,027
Training Stipends	113,700	114,837	115,985	117,145	118,316	\$579,983
Total Costs	365,502	374,194	383,123	392,299	401,724	\$1,916,842

The proposed budget will ensure the GPRA goals to have **86%** of participants successfully complete their first year of college and to have **85%** of successful participants continue to be enrolled in postsecondary education after successfully completing their first year of college are met.

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Martin		Lopez	

Address:

Street1:	2501 4th Avenue
Street2:	
City:	Canyon
County:	Randall
State:	TX: Texas
Zip Code:	790160001
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
806.651.2359	806.651.5323

Email Address:

mlopez@wtamu.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

West Texas A&M University

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	152,686.00	157,267.00	161,985.00	166,845.00	171,850.00	810,633.00
2. Fringe Benefits	50,604.00	52,122.00	53,686.00	55,297.00	56,956.00	268,665.00
3. Travel	12,030.00	12,391.00	12,763.00	13,146.00	13,540.00	63,870.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	5,300.00	5,459.00	5,623.00	5,792.00	5,966.00	28,140.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	12,530.00	12,906.00	13,293.00	13,692.00	14,103.00	66,524.00
9. Total Direct Costs (lines 1-8)	233,150.00	240,145.00	247,350.00	254,772.00	262,415.00	1,237,832.00
10. Indirect Costs*	18,652.00	19,212.00	19,788.00	20,382.00	20,993.00	99,027.00
11. Training Stipends	113,700.00	114,837.00	115,985.00	117,145.00	118,316.00	579,983.00
12. Total Costs (lines 9-11)	365,502.00	374,194.00	383,123.00	392,299.00	401,724.00	1,916,842.00

***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: 09/01/2012 To: 08/31/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 39.00%.

(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 # S149A160004

Name of Institution/Organization West Texas A&M University	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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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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