

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 # S149A160008

Grants.gov Tracking#: GRANT12111413

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/04/2016"/>	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="El Paso Community College District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="74-1690850"/>	* c. Organizational DUNS: <input type="text" value="0301607820000"/>

d. Address:

* Street1: <input type="text" value="PO Box 20500"/>
Street2: <input type="text"/>
* City: <input type="text" value="El Paso"/>
County/Parish: <input type="text"/>
* 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="79998-0500"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Andres"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Muro"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Community Education Program"/>

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="915-831-4161"/>	Fax Number: <input type="text" value="915-831-4105"/>
---	---

* Email: <input type="text" value="amuro5@epcc.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:

S: Hispanic-serving Institution

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:**

El Paso Community College- 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="1,341,956.00"/>
* 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="1,341,956.00"/>

*** 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Alfred Lawrence	TITLE President
APPLICANT ORGANIZATION El Paso Community College District	DATE SUBMITTED 03/04/2016

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: El Paso Community College District * Street 1: PO Box 20500 Street 2: * City: El Paso State: TX: Texas Zip: 79998-0500 Congressional District, if known: TX-016		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: None Middle Name: * Last Name: None Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: None Middle Name: * Last Name: None Suffix: * Street 1: Street 2: * City: State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Alfred Lawrence * Name: Prefix: Dr. * First Name: William Middle Name: * Last Name: Serrata Suffix: Title: President Telephone No.: 915-831-6511 Date: 03/04/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160008

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.

GEPANarrative CAMP EPCC.pdf	Add Attachment	Delete Attachment	View Attachment
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El Paso Community College
GENERAL EDUCATION PROVISIONS ACT (GEPA) NARRATIVE

The El Paso Community College (EPCC) is committed to providing the people of El Paso and its surrounding areas opportunities for life-long education. The College continues to vigorously seek ways to enhance the quality of life for people by providing educational programs and services that prepares its participants to enrich their lives and contribute to their own, as well as their community's well-being. It is a priority of the College to search for ways that capitalizes on the unique strength of the area and is achieved through an awareness of the benefits that a multilingual, multicultural, international society offers.

The target population for this program is migrant/seasonal workers and their families, who are economically and academically disadvantaged. Many are immigrants from Mexico whose first language is Spanish. Therefore, every objective of this proposal is designed to ensure equal access and treatment of these participants. To this end, staff will all be bilingual and will be familiar with the cultural experiences of the participants. Former immigrants/migrants are currently employed in key staff roles. Literature, such as brochures, flyers, assessment forms, and evaluation forms, will be bilingual. Presentations to the students about important information about health, legal rights, transitioning to college, or other community services are available in Spanish or English, as appropriate.

It is recognized that members of the program's target population tend to be isolated from the larger community and are unaware of or do not have ready access to services that can benefit them. This program will focus on and take necessary steps to reach potential candidates of the migrant population. The EPCC CAMP will conduct outreach and provide services where participants live, will go to the participants homes' to recruit them, will include a pedagogical and culturally sensitive instructional approach, and will incorporate support services to ensure that participants with great obstacles persist and succeed.

El Paso Community College
GENERAL EDUCATION PROVISIONS ACT (GEPA) NARRATIVE

To serve economically and academically disadvantaged language minority students is the mission of El Paso Community College's Community Education Program (EPCC-CEP). EPCC-CEP takes steps to reach and to serve members of our community. In addition to the above strategies designed to serve economically and academically disadvantaged language minority students, EPCC has an open door policy to all and does not discriminate based on gender, gender identity, race, national origin, color, disability, or age with regard to faculty and staff employment or student admissions, education programs, or support services. EPCC has a Senior Adult Program to provide educational and support services to seniors with special requirements. EPCC also has a Center for Students with Disabilities that provides accommodations for students regardless of physical or emotional barriers. This Center and its staff will be available to this program for consultation and to assist where handicaps must be addressed to ensure student success. This would include both consultation with instructors as needed and recommendations for assistive devices to accommodate specific needs.

All EPCC facilities comply with the Americans with Disabilities Act (ADA) requirements. Program services will be provided at a variety of community sites located near and accessible to the participants. The needs of each participant will be evaluated in determining the site to which they will be assigned, and to ensure any special needs are identified and accommodated.

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

El Paso Community College District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* Last Name: Serrata Suffix:

* Title: President

* SIGNATURE: Alfred Lawrence

* DATE: 03/04/2016

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT El Paso Community College (EPCC), located in El Paso Texas is proposing to implement a community-based CAMP that will assist 40 migrant and seasonal farm workers and members of their immediate families complete their first year of college and continuing in their second year.

Project objective and activities: To meet program objectives, EPCC will: 1) provide outreach and recruitment to a minimum of 40 eligible individuals in need of academic and supporting services, 2) provide orientation and transitional services, 3) offer computer skills training and technical support, 4) provided tutoring/advising services, 5) offer individualized support services, 6) provide financial aid resources support, 7) provide career counseling, and 8) promote participation in two cultural events and/or academic programs.

Invitational Priorities: 1) The project will have a strong STEM focus and encourage participants to explore STEM careers by offering workshops that provide career pathways in STEM and health occupations. 2) Through partnerships with approximately 20 community organizations, including several faith-based, the program will provide a variety of support services that will lead to student retention and success.

The program will serve an annual minimum of 40 eligible commuter migrant and seasonal workers in community-based sites throughout the El Paso County. Approximately 10 different locations in Upper and Lower Valley colonias will be used to deliver CAMP services. The instructional services will be provided at the five EPCC campuses centrally located in El Paso.

Project Outcomes: To meet the GPRA 1 target, the program will recruit no less than 40 participants and ensure that 86% of them complete their first year of college; whom 85% will continue into their second year of education.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

EL PASO COMMUNITY COLLEGE – CAMP

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7. Quality of Project Evaluation	23

**EL PASO COMMUNITY COLLEGE
MIGRANT EDUCATION COLLEGE ASSISTANCE MIGRANT PROGRAM**

1. Need for and Significance of Project

1.1. i. Magnitude of the Need for CAMP Services at El Paso Community College (EPCC)

El Paso County encompasses 1,058 square miles on the far western edge of Texas. It borders Ciudad Juarez, Mexico on the south (pop. 1.5 million) and New Mexico’s Doña Ana County to the west (pop 213,676). The following table provides basic socio-economic data for the County, compared with that for Texas as a whole and the U.S.

El Paso Demographics vs. Texas and U.S. (2014 Census Estimates)

	El Paso	Texas	U.S.
Population	833,487	26,956,958	318,857,056
% Hispanic	81.2%	38.6%	17.4%
% Foreign-born	26.0%	16.3%	12.9%
% Speak Other than English at Home (age 5+)	73.0%	34.7%	20.7%
Per Capita Income	\$18,705	\$26,513	\$28,555
% Below Poverty Level	23.3%	17.2%	14.8%
% No High School or equivalent (age 25+)	26.0%	18.8%	14.0%

As the table shows, El Paso County is one of the poorest in the nation. The Department of Commerce lists El Paso as 230th of Texas’ 254 counties in per capita income. El Paso County’s economy has historically depended upon manufacturing, border trade, services, agriculture, and the military (Ft. Bliss). However, over 76% of manufacturing jobs moved south to Mexico starting in 1993 after the passage of the North American Free Trade Act (NAFTA). The County has still not fully recovered from this loss, and low education levels are a major impediment to recovery.

Agriculture in the region is tied to the Rio Grande River basin and includes 657 farms in El Paso County and 2,184 in nearby Dona Ana County, totaling 869,363 acres¹. The region's crops include chili, cotton, almonds, pecans, onions, and grapes. El Paso is the main historic gateway into the U.S. for farm laborers. Because they are transient, it is hard to estimate the actual size of the local migrant population. However, Sin Fronteras Centro de Trabajadores Agrícolas (El Paso's shelter for migrant workers) and Texas Rio Grande Legal Aid estimate that 12,000 farmworkers live in the El Paso County-Ciudad Juarez, Mexico-and Southern New Mexico area. Many farmworkers follow the crops across different states, use El Paso as a base for regular trips to the fields along the Rio Grande River, and establish part-time homes in El Paso. Those who are eligible reside in public housing or subsidized apartments, while others find low-cost, often substandard apartments, in downtown El Paso. Many others reside in the County's *colonias*, which are rural communities outside of El Paso's city limits which lack basic infrastructure (paved roads, water and sewer, etc.).

The migrant workers and their families are considered the most educationally disadvantage population in the area. Their lack of education presents a unique social and educational problem. Poverty, language, financial and cultural differences add to the challenges they face. Regardless of their circumstances, migrant families are entitled to receive assistance in obtaining an education. EPCC College Assistance Migrant Program (CAMP) proposes to build on the educational and social achievements of the migrant families by assisting them with access to post-secondary educational opportunities.

To address the specific needs of migrant families, EPCC will join its successful

¹ USDA Statistical Service, 2012

community based High School Equivalency Program (HEP) to identify migrant families in need of academic and supporting services. Since 2001, EPCC-HEP has graduated an average of 100 students annually with a GED certificate. Unfortunately, from these graduates, roughly only about 30% enroll in college credit courses. This is partly due to the lack of the support services they need to guide them through the college system. The much needed community-based proposed CAMP program will address these needs, thus increasing the numbers of participants successfully pursuing post-secondary education.

ii. Extent to which EPCC CAMP will focus on serving the needs of disadvantaged

individuals: Nationally, CAMP students tend to be young and single high school graduates recruited from public school Migrant Education Programs. Without household and family responsibilities they have been able to attend residential CAMP programs. EPCC will develop a non-residential CAMP that will specifically serve migrant students who enroll full-time, are adults with families, jobs, and other responsibilities. Over 70% of EPCC-HEP graduates have been economically disadvantaged mothers with an average of a sixth grade education from Mexico who reside in colonias/rural areas and engage in seasonal agricultural work in the region. Without HEP's efforts these women would not have achieved their GED. The EPCC CAMP will assist these non-traditional HEP graduates, the overwhelming majority of whom are working mothers and are unable to join a residential CAMP.

CAMP will be open to all eligible commuter migrant and seasonal farmworkers and their families. CAMP outreach workers will encourage participation by the most economically and academically disadvantaged individuals in colonias and other rural areas, particularly those who are non-traditional students. To facilitate participation by non-traditional students, CAMP activities will be scheduled at campus or community locations convenient for students.

iii. Extent to which specific gaps/weaknesses in services, infrastructure, or opportunities

have been identified and will be addressed by EPCC CAMP: There are a number of CAMP programs throughout the United States. They are mostly geared for traditional students, particularly youth, who intend to earn a four-year degree. They tend to be residential, requiring participants to stay in dormitories. While these programs have shown significant outcomes, the residential nature of the programs does not fit the needs of non-traditional students, particularly working mothers. EPCC has a successful HEP program serving non-traditional students, 85% of whom are working mothers. This will serve as a foundation for a similarly structured CAMP program. EPCC emphasizes improving student success rates, helping students move more quickly through developmental education. This makes EPCC an ideal CAMP site for non-traditional students who are working, raising families, and juggling multiple responsibilities while they seek a post-secondary degree. Many adult or non-traditional students from the farm worker population do not have the preparation to enter the more traditional CAMP programs initially, and will benefit from the small classes, developmental education, and English language resources that EPCC is well qualified to provide. In addition to the CAMP-specific services, CAMP participants will be able to access tutors, counselors, and other support services through EPCC's Department of Education funded Retention Action Program (RAP); Student Support Services Program (SSSP); and the Pretesting, Retesting Education Program (PREP). Partner organizations, including the local workforce board, health providers, community centers, public schools, faith-based entities, legal entities, and local and state government offices will assist participants with child care, career counseling, legal assistance, health care, immigration issues, and housing, among other services. EPCC will provide CAMP students an opportunity to start their post-secondary education at EPCC, a two year college, in a supportive and affordable

environment, emphasizing degree attainment and then transfer to a four-year institution or entry into the workforce.

iv. Importance of results or outcomes likely to be attained: A college education is of utmost importance for gainful employment. By providing economically and academically disadvantaged mothers the opportunity to earn a college education CAMP will help reduce unemployment and poverty in El Paso County. Moreover, according to the National Institute for Literacy, the educational achievement of the mother is overwhelmingly the best predictor of the educational success of the child. Serving these mothers will enhance the educational attainment of their children. In fact, many women enrolled in HEP have reported that their children began to perform better in school after the mother joined the program; that they were able to assist their children with homework; and/or that their children who had dropped out returned to school upon seeing their mothers enrolled in college. Furthermore, an individual in El Paso who earns an associate degree can expect to earn \$26,589/year, as opposed to \$20,093/year with only a high school diploma or GED certificate².

2. Quality of Project Design

i. Goals, Objectives and Measurable Outcomes: EPCC CAMP will annually assist a minimum of 40 eligible migrant and seasonal farm workers and/or members of their immediate family to complete their first academic year of college in good academic standing and continue to their second year. These two goals are aligned with the GPRA Measures and objectives.

Goal 1: At least 86% of EPCC CAMP participants will successfully complete the first year of their postsecondary program in good academic standing (no fewer than 34 students).

² U.S. Census, 2010

Goal 2: At least 85% of those, after completing the first academic year of college, will continue their postsecondary education (no fewer than 29 students).	
Objectives	Outcomes
1: Coordinate outreach and recruitment activities with partner organizations to reach eligible individuals for the CAMP services	1: A minimum 70 individuals annually will be interviewed to assess eligibility for CAMP
2: Provide a 40-hour orientation and transition course to assist students navigate the college systems and gain an understanding of college expectations	2: At least 40 students annually receive assistance in successfully enrolling at EPCC for credit classes
3: Provide a laptop computer and up to 55 hours of computer skills training and technical support to each participant	3: 85% of participants will successfully complete an assessment of their computer literacy
4: Provide no less than 4 hours of tutoring services per week to each participant	4: No less than 95% of students will successfully complete their coursework each semester with a C or better
5: Provide individualized support services to each student through counseling and referral to services offered by EPCC and partner organizations	5: 100% of students will complete a risk assessment and will be referred to appropriate support services
6: Provide support to students in obtaining financial resources to cover the costs of higher education	6: 100% of CAMP students will complete a financial aid application and obtain financial aid to cover the cost of their education at EPCC
7: Coordinate opportunities for participants to attend cultural events and/or academic programs, including math, science and creative writing	7: Each participant will attend at least two activities per semester and at least 30% will submit their creative work to "Memorias del Silencio"
8: Provide participants with career counseling and resources	8: 85% of students will complete a career assessment identifying potential career pathways and prepare a resume

ii. Project Design: This section describes each objective and the rationale for its inclusion.

1: Outreach and Recruitment: *Promotoras* are grassroots/community based outreach workers who employ word-of-mouth strategies within communities to spread information about available resources. Promotoras are familiar with colonias, public housing complexes, public schools and neighborhoods where migrant families live, may be members of farm worker families, and are bilingual in Spanish and English. EPCC CAMP Promotoras will make presentations at churches, schools, community centers, as well as conduct home visits to potential candidates.

In addition to community-based outreach to identify potential students in need of academic and support services, EPCC will work with the existing population of students in the EPCC HEP program. CAMP will assist students from HEP to transition to post-secondary education and receive the support services they need to be successful. These strategies will ensure that CAMP meets the projected recruitment numbers.

Applicants will be assessed for eligibility by the Project Director, who will verify all documentation submitted in accordance with the eligibility criteria specified by the Department of Education. Each applicant will sign a letter stating that they understand and meet CAMP eligibility requirements and program responsibilities. Two outside agencies that work with migrant populations (Region XIX and Sin Fronteras) will complete Certificates of Eligibility.

2: Orientation and Transition: Students will participate in a 40 hour Orientation and Transition

STEP Curriculum
○ Visiting and learning about higher education
○ Completing applications
○ Understanding admissions requirements
○ Making career decisions
○ Applying for financial aid
○ Understanding support services
○ Independent learning strategies
○ Utilizing libraries
○ Note taking and test taking
○ Time management skills
○ Developing a support system at home
○ Learning how to deal with anxiety

Course, which will include the EPCC New Student Orientation (NSO) and they will also have two meetings per semester with a Counselor/Academic Advisor. CAMP will use the specialized Success through Transitional English Program (STEP) curriculum developed by the PI which facilitates English language acquisition while preparing students to transition to college.³ Tutors and other

³ For STEP description, see Model ESL Transitional Demonstration Program, Adult Learning and Literacy Clearinghouse of USDE/OVAE, July, 1995; or refer to the Department of Education's Educational Resources Information Center Clearinghouse No. ED 431-338

CAMP staff will work with students individually and in small groups so students can learn about each step in the process, find necessary information, complete forms, and use web-based resources. Staff will assist students learn how to navigate these systems on their own, reducing their frustration and encouraging them to continue in higher education. STEP will help students acquire familiarity with college culture and expectations. Students will visit college facilities including classrooms, libraries, counseling, tutorial centers, computer labs, cafeterias and other gathering places, and the career center.

3: Computer Access and Training: Many farm worker families do not use computers nor have resources to purchase up-to-date technology and internet access, putting them at an academic disadvantage. EPCC has computer laboratories available to students, but for students who have family commitments or must work it is often difficult to access these resources. To address both skills attainment and access, EPCC CAMP will provide students with laptop computers. Prior to the start of the semester, students will attend a 15-hour course in basic computer skills such as using the internet, word processing, power point and spreadsheet programs. The course will conclude with an assessment to determine if students have attained basic proficiency. After enrolling, students will have the opportunity to participate in an additional 10 hours of computer skills training per semester and will be able to request up to 10 hours of technical support per semester.

4: Tutoring Services: EPCC CAMP will employ five part-time tutors to provide academic support to students. Each CAMP tutor will be assigned to no more than eight students per semester. Tutors will provide individualized support to students at any of the five EPCC campuses, depending on where students are taking their courses. Students will attend a minimum of four hours of individual and group tutoring sessions each week. Tutors will be qualified in the

subjects most likely to be needed- primarily math, reading, writing, and science. Tutors will communicate with instructors to identify specific skills to emphasize. CAMP Tutors will have a mentoring function as well. Over the course of the first year, tutors will help CAMP students gain the knowledge to succeed academically and advocate for themselves.

5: Support Services: Economically and academically disadvantaged students face overwhelming barriers to success. These include child care, transportation, illness, domestic violence, housing, emotional and financial problems, immigration and legal issues. EPCC Counseling department has implemented an Early Alert Program for developmental education students using case management to help students resolve personal and academic issues that may make it difficult for them to succeed in college. An Early Alert Program will be implemented for the CAMP students. Students will be assessed for risk factors at the start of the academic year. Counselors will meet with students, discuss the assessment results, and refer them to services as indicated. Referrals will be made to EPCC programs and community partner programs. Students will be able to meet with a Counselor as needed throughout the semester. Instructors will identify students exhibiting risk factors during the semester. These students will be referred back to Counseling and the CAMP Tutors for additional assistance. CAMP staff will work with Counselors to facilitate student access to academic and personal support services.

6: Financial Support: CAMP staff will work with the Financial Aid office to ensure that all students complete the necessary paperwork to apply for financial aid. Each student will also receive a laptop computer.

7: Cultural Events and Academic Programs: Students' academic lives are enhanced by participating in the wide variety of programs and events on the college campus and within the greater community. Successful students form peer groups and engage in college life together,

including studying and having fun. Tutors will encourage peer groups and will introduce CAMP students to college services, facilities, and cultural activities. Students will attend at least two institutional and cultural activities per semester. To encourage students to explore STEM careers, including health occupations, EPCC CAMP will coordinate presentations by STEM faculty from EPCC and University of Texas at El Paso (UTEP) on career and educational pathways, opportunities for student research, and hands-on learning, scholarships, and other related topics **(Invitational Priority 1)**.

EPCC CAMP will also encourage students to engage in creative writing. Since 2004 EPCC-HEP, in partnership with Border Senses, a non-profit art and literary publication, has offered creative writing workshops to immigrant and migrant students and published their works in Memorias del Silencio/ Footprints from the Borderland. The project has proven a tremendous motivator for EPCC-HEP students to improve their academic skills and acquire positive feelings about themselves. EPCC CAMP will continue this effort and publish one issue annually of collected works from HEP and CAMP students. A creative writing instructor will offer a 10 hour creative writing workshop each semester to CAMP students, provide ongoing writing assistance, and help students prepare submissions to the journal.

8: Career Counseling: The EPCC Career Services and the local Workforce Development Board will provide at least ten hours of career development activities each semester. Workshops will focus on career exploration, including discussion of career pathways starting at EPCC. Students will be encouraged to attend orientations to various disciplines, including STEM fields such as health occupations and engineering. Career Services will help students develop resumes and to practice skills such as interviewing.

iii. Linkages with appropriate agencies and organizations: Community organizations

including the Workforce Development Board , Housing Authority of the City of El Paso, Sin Fronteras Organizing Project, Las Americas Immigrant Advocacy Center, Texas RioGrande Legal Aid, San Vicente Centro Familiar de la Salud, Far West Project GREAT Center, and Education Service Center Region 19, among many others have agreed to partner with EPCC to provide CAMP educational and support services. EPCC’s SSSP and RAP programs, two U.S. Department of Education funded programs, will provide tutoring and supportive services. CAMP will work with the Office of Student Success to increase student access to a variety of supportive services and programs developed under the Texas Higher Education Coordination Board funded Development Education Demonstration Project.

iv. Efficiency in use of time, staff, money and other resources: Partnerships with local agencies and organizations will allow for effective implementation of EPCC CAMP, including outreach, recruitment and service provision. This will eliminate duplication of services and ensure that eligible community residents are informed of the program. Partners will refer students to CAMP, make presentations to students, provide counseling, health, financial and other services, facilitate space for workshops and presentations, and provide general guidance to the CAMP staff. Partners (in the table below) include faith based and non-profit community organizations, health entities, legal entities, public schools and government entities (**Invitational Priority 2**).

	Presentations or literature about available	Recruitment and outreach	Health care services	Legal services	Classroom Space	Staff Development	Tax Preparation
Workforce Solutions Upper Rio Grande	X	X	X	X			
Housing Authority of the City of El Paso	X			X	X		
Sin Fronteras Organizing Project	X	X	X	X			
Las Américas Immigrant Advocacy Center	X						
Texas Rio Grande Legal Aid, Inc.	X			X	X		
San Vicente Centro Familiar de Salud	X		X				
Far West Project GREAT Center						X	
Education Service Center Region 19	X	X			X		
University of Texas at El Paso	X					X	
Others: Consulate General of Mexico, Cancer and Chronic Disease Consortium, BorderSenses, Doña Ana Community College, Project Vida, Deanna Davenport Elementary School (Canutillo), Anthony High School, Tornillo Independent School District, Fort Hancock Middle School, Ysleta Middle School	X	X	X	X	X	X	X

v. **Strong theory:** EPCC CAMP has a strong logic model with clearly defined inputs and measurable outputs.

Logic Model				
Inputs	Outputs			
<ul style="list-style-type: none"> • EPCC expertise with HEP for 15 Years. • Theoretical Foundation, Dewey, Freire, Greene, Five STEP Model. 	Objectives	Persons responsible	Milestones	Timetable
	Conduct recruitment	Principal Investigator(PI), Partners, Project Director Educational Promotoras	No less than 40 qualifying participants are identified	June-August 2016
	Provide orientation and transition	Director, Counselor, Transitional Specialist, Instructional Manager	No less than 40 participants complete a 40 hour orientation and transition course and enroll in college	June-August 2016

<ul style="list-style-type: none"> • Funding from U.S. Department of Education 	Provide computer training	Computer instructor	No less than 40 participants receive 55 hours of computer instruction	Ongoing
	Provide tutoring	Director, Instructional Manager, Tutors	Participants receive at least 4 hours of tutoring weekly	Ongoing
	Provide support services	EPCC Counseling, CAMP Staff, Partners	Student barriers are identified and students receive assistance with counseling, transportation, health care, day care, housing, legal, domestic trauma as needed	Ongoing
	Provide financial support	EPCC Financial Aid Office, CAMP Staff	No less than 40 students receive assistance with financial aid	June-August 2016
	Offer academic and cultural enrichment	Creative Writing Instructor, Tutors	10 hours of creative writing instruction are offered and students publish a creative writing journal	Ongoing, journal published by May 2017
	Offer career counseling	EPCC Career Center, Workforce Development Board	40 students complete a career assessment and identify a potential career	Aug-Dec 2016

3. Quality of Project Services

i. Training and Professional Development: EPCC CAMP will build on Community Education Program (CEP) experience serving farm worker students in HEP over the past fourteen years, and in other CEP GED and adult literacy programs. CAMP staff will participate in at least 15 hours of training per semester on pedagogical and sociocultural strategies relevant to migrant families, knowledge of available college and community-based services, and academic enrichment strategies related to language, math and science to ensure that they are well prepared to meet the specific needs of CAMP participants. Moreover, program staff will meet weekly with

the Project Director and instructional manager to discuss weekly activities, successes, barriers, difficulties, and strategies to improve services. This is the same approach that EPCC has implemented with great success in its HEP program. EPCC CAMP will ensure that farm worker students entering EPCC receive extensive academic and support services (described in Section 2 above) of sufficient high quality, intensity, and duration. By providing intensive support services over the entire first year of the students' academic experience (mentoring, tutoring, college success workshops, computer training, creative writing, extracurricular experiences) CAMP will help a traditionally disadvantaged population develop the skills necessary to succeed in postsecondary education. Ongoing support will continue in students' subsequent years, although on a more limited scale and primarily provided by general EPCC student support programs.

ii. Services focused on individuals with the greatest need: By partnering with a broad array of community agencies and organizations, EPCC CAMP will be able to identify, recruit, and help the most disadvantaged students to obtain the services and supports they need to successfully participate in postsecondary education. The target population includes members of migrant and seasonal farm workers and their immediate families residing in colonias and other rural areas not served by other programs, particularly working mothers. This population, which is considered to be the hardest to serve, goes virtually un-served with the exception of EPCC HEP which helps over 100 students annually to earn a GED certificate. CAMP will allow HEP graduates, who are otherwise left to their own devices, to continue to pursue their educational dreams and become college graduates; as well as parents who can better support their children both economically and through their example.

iii. Improvement in achievement measured against rigorous academic standards: EPCC is an academic institution of higher learning accredited by the Southern Association of Colleges

and Universities (SACS). College credit courses earned at EPCC are fully transferable to Texas 4-year institutions as well as colleges and universities all over the US. To ensure transferability of courses, EPCC demands academic rigor commensurate with courses taught, and EPCC graduates have a history of successfully transferring to other higher education institutions. Hence EPCC's courses and academic standards are comparable to those of highly demanding higher learning institutions throughout the United States. Ongoing tutoring and support offered to CAMP students will ensure that they successfully meet rigorous academic challenges and complete EPCC college courses.

4. Quality of Project Personnel

i. Qualifications for Key Personnel (PI and PD): The PI, Dr. Andres Muro, has over 20 years of experience working in adult education and literacy as a teacher, program developer, and program administrator. Over the past 14 years as EPCC's CEP Director, Dr. Muro has managed several major publicly and privately funded grant programs in education and literacy which have targeted the farm worker population group, including HEP. Dr. Muro has presented at major conferences and received national recognition for his expertise. Project Director Leticia Dominguez has over fifteen years of experience working in the area of ESL, literacy and GED including 14 years as a lead educator for HEP where she has demonstrated outstanding leadership and supervisory skills. Resumes of key personnel are attached.

ii. Qualifications for additional Personnel: Ms. Laura Jaurrieta, Instructional Manager, will oversee instruction and offer support to the Director. Ms. Jaurrieta has over 15 years working as an instructor and instructional manager in GED, ESL, and adult literacy; including nine years as the Instructional Coordinator for EPCC-HEP. Sandra Lujan-Gutierrez from the EPCC Counseling Department will contribute her over ten years of experience working directly with

students. Ms. Lujan-Gutierrez has a Masters of Education in Counseling and is actively involved in EPCC efforts to increase student success. She developed the Early Alert program, and participates in the Start Right Early Interventions Committee and the Developmental Education Council. Other staff will be hired through EPCC’s competitive process which will ensure that they have the relevant training and experience for their particular job. Most jobs will require prior experience in adult education, particularly with ESL populations. The majority of the staff, if not all, will be bilingual. Preference will be given to those who have backgrounds similar to the CAMP target population.

5. Quality of Management Plan

i. Objectives, Milestones, Timeline, and Responsibilities: The management plan has been designed to ensure achievement of Government Performance Results Act (GPRA) goals and timely completion of program objectives while maximizing resources, demonstrating knowledge of and sensitivity towards student needs, and ensuring ongoing feedback for continuous program improvement. The table below outlines the milestones, persons responsible, and timeline for each program objective. The objectives: 1) 86% of participants will complete first year of college, and 2) 85% of those will continue with their second year.

Objectives	Milestones	Persons Responsible	Timeline
Overall Program	Establish partnerships and obtain commitments	PI	January 2016
	Hire program staff	PI	July 2016
	Train staff on program requirements and issues specific to migrant/seasonal farm workers	PI, PD	Aug 2016, Jan 2017, annually
	Attend relevant regional and national conferences to present program successes	PD, CAMP staff	As available
	Present at EPCC Faculty Development Week and Border Learning Conference to increase awareness of the needs of migrant students	PD, other CAMP staff	January 2017, August 2017, annually

	Regular staff meetings on program status	CAMP staff	Weekly
	Data collection and reporting	PI, PD	Annually-Dec.
	Facilitate meetings of an Advisory Committee to provide community input for CAMP	PD	Quarterly
	Carry out program evaluation with students, staff, other EPCC programs and partners	PI, PD, Evaluator	Quarterly, Annually
Objective 1: Outreach and Recruitment	Provide partnering organizations program information to disseminate to community	PI	Ongoing after June 2016
	Provide at least 8 CAMP information sessions at HEP classes and other community and EPCC sites throughout El Paso County	PD, Promotoras, partners	July-August 2016, annually
	Assess applicant eligibility and select CAMP participants	PD	July- August 2016, annually
Objective 2: Orientation and Transition	Coordinate student attendance at an EPCC New Student Orientation session	PD, Counseling	August 2016, annually
	Provide workshop centered on STEP Curriculum	Instr. Mgr/ Trans.Spec.	August 2016, annually
	Provide individual/small group assistance in navigating enrollment, registration, testing, and financial aid	Transitional Specialist	Ongoing
	Provide academic and personal counseling at least twice per semester per student	Counseling/ Advising	Each semester
Objective 3: Computer Access and Training	Distribute laptop computers to each student and provide 15 hour computer orientation class	Computer Instructor	September 2016, annually
	Provide 10 hours per semester of ongoing small group computer training	Computer Instructor	Ongoing
	Provide 10 hours per semester of individual technical support, assistance with software installation, and troubleshooting	Computer Instructor	Ongoing
Objective 4: Tutoring Services	Hire tutors and train tutors	PD, Inst Mgr	Annually-July
	Provide individual and group tutoring sessions	Tutors	Ongoing
	Provide referrals to other EPCC programs for additional tutoring and support	Tutors	Ongoing
Objective 5: Support Services	Use Early Alert program to asses student risk factors and needs and provide individual follow-up meetings with Counselor	EPCC Counseling	August 2016, ongoing
	Refer students to partner organizations and EPCC programs as needed	Counseling, Tutors, CAMP staff	Ongoing

	Encourage instructor participation in the Early Alert program to identify students exhibiting risk factors and alert Counseling/Tutors	Counseling, CAMP staff, faculty	Ongoing
	Coordinate with partner organizations to determine eligibility requirements and availability of support services	PI, PD	July 2016, ongoing
	Provide follow-up services with CAMP completers in subsequent years of education	PD, Counseling	Ongoing after May 2017
Objective 6: Financial Support	Assist students with application for state and federal financial aid	Financial Aid, CAMP staff	August 2016, annually
Objective 7: Cultural Events and Academic Programs	Coordinate student participation in campus or community events or programs including access to math and science camps	Tutors	Ongoing
	Provide a minimum of 10 hours of creative writing workshops each semester	Writing Instructor	October 2016, February 2017
	Provide students with opportunity to submit work to EPCC literary journal, "Memorias del Silencio"	Writing Instructor	Each Semester
Objective 8: Career Counseling	Provide 10 hours per semester of career counseling and professional skills development workshops	EPCC Career Svcs, URG Workforce	November 2016, annually

ii. Procedures for Ensuring Feedback and Continuous Improvement: CAMP staff will meet weekly to discuss program progress and strategies for improvement. CAMP will form an Advisory Committee that will meet quarterly to provide additional perspectives. The Committee will include at least one representative of the following entities: The local Workforce Development Board, health, legal, community center, public school, faith-based, and housing entities. It will also include four students and two parent representatives. The Committee will discuss program status to date, suggestions for improvement or modification, and will review program and evaluator reports as available. The Committee will submit recommendations in writing to the PI who will provide a follow-up in the subsequent meeting.

iii. Program Staffing and Time Commitments: EPCC CAMP will employ the following staff: The Director of EPCC's CEP will be the Principal Investigator (PI) who will provide

overall research, administrative and professional supervision of the program including partnership coordination, staff training, and ongoing program evaluation. The PI will be responsible for reports to the U.S. Department of Education. The CEP Manager reports directly to the EPCC Vice President of Instruction. The PI will dedicate 30% time to CAMP as an EPCC cash match contribution. Secretarial support (30%) will be provided by existing CEP staff. A creative Writing Instructor will also be provided as an EPCC contribution.

The full-time CAMP Project Director will oversee all daily operations of this program including outreach and recruitment, collaboration with partners, support services for students and staff supervision.

The Instructional Manager for CEP will coordinate academic counseling, tutoring, computer training, creative writing, and career counseling activities; and will train and supervise the Tutors and the Transitional Specialist. This position will devote a minimum of 30% time to the project as an EPCC cash contribution to the program. Given past experience this time commitment is adequate.

A Transitional Specialist (19 hours weekly during the academic year) will provide orientation and transition assistance to individual students or small groups on an ongoing basis to help students navigate college systems and develop an understanding of college expectations.

EPCC Counseling will provide annual New Student Orientation sessions as well as facilitate CAMP student participation in the Early Alert program. A case-management approach will be used to assess student needs and refer them as needed to EPCC and community partners for support services. Approximately six hours per week of counseling time will be covered by grant funds.

Grant funds will be used to hire the following staff: Five part-time Tutors to provide

tutoring and mentoring; two part-time Education Promotoras to conduct ongoing recruitment and outreach; and a part-time Computer Instructor to provide computer training and support. A Creative Writing Instructor will provide creative writing workshops as an EPCC cash contribution.

Various EPCC Offices will provide services to students as needed. PREP was originally funded by the Department of Education Title V program and has been institutionalized by EPCC. PREP assists students in preparing for placement tests so that they are accurately assessed and placed in the correct level of developmental coursework. The Department of Education funded RAP provides support for students in Career and Technical majors, and the SSSP offers tutoring, support workshops, advising, and support groups. The Texas Higher Education Coordinating Board has recently funded a number of initiatives to improve the success of students in developmental coursework that will benefit CAMP participants. CAMP will also work with Admissions, Registration, Financial Aid and other offices to assist students in successfully enrolling for their first academic year.

6. Adequacy of Resources

i. Adequacy of Support from EPCC: CAMP will be housed under the CEP. Created in 1986, it serves over 600 adults each year through community-based programs tailored to meet the specific educational needs of the participants. CEP receives approximately \$750,000 annually from the College, foundations, and government agencies. CEP provides free, open and accessible educational and support services to educationally and economically disadvantaged members of El Paso County. Participants in CEP programs improve their reading, writing, speaking and listening skills, which are necessary for full participation in education, employment, family and community. CEP has extensive experience creating demonstration programs and incorporating

those programs into the ongoing offerings. Programs include Spanish and English Literacy, Health Literacy, Civics, and EPCC-HEP.

EPCC employs around 3,000 faculty and staff, and has an annual operating budget exceeding \$141 million annually. EPCC manages over \$10 million in grant awards each year from a variety of federal, state, and other public and private sources and fully meets all requirements under applicable federal (OMB) grant regulations. EPCC has the infrastructure in place to provide all administrative, technical and physical support requirements required for this grant. EPCC will contribute the following personnel to the program: 30% of the Principal Investigator, 30% of CEP Instructional Manager, and 30% of an Administrative Assistant. The total value of this contribution averages over \$60,000 per year. In addition to personnel, EPCC will provide all of the facilities and services generally available to students, including counseling, libraries, computer laboratories, and tutoring centers.

ii. Commitment of Partner Organizations: This program will receive a substantial amount of support from over 20 committed partners, including the Workforce Development Board, the Housing Authority, Sin Fronteras Organizing Project, Texas RioGrande Legal Aid and others (see table in Section 3: Project Design). This will make available to participants a broad variety of community-based support services that will greatly contribute to the program's success rate. The type and value of partner contributions will depend to a great degree on the specific needs of CAMP students. Contributions will be documented and reported. Their commitments include assistance with recruitment and outreach, helping students with health, legal services, tax preparation, verifying program eligibility, facilitating classroom space, and facilitating staff training.

iii. Costs are reasonable in terms of project design: The budget has been designed to

maximize direct services. In addition to program staff, who will implement program objectives, the budget is adequate to support participants and includes funding for case management by an experienced counselor, qualified tutors, computer instructor, and support staff. These specialized resources will lead to provision of comprehensive assistance to participants. Travel is budgeted for CAMP staff to attend relevant conferences to learn and share best practices. Funds include student laptops. Given the substantial support that participants will receive, the budget is reasonable. Leveraged resources, including access to RAP, PREP, SSSP, the tutorial center, use of facilities, partner assistance in outreach and provision of services, among others, minimize costs for essential activities.

iv. Costs are reasonable in terms of students served: EPCC is requesting \$1,341,956 for a five-year period. CAMP will serve no less than 40 students annually. The average cost of \$6,710 per student is reasonable due to the substantial level of support that will be provided to participants. CAMP will serve a non-traditional population, primarily working mothers. This initial public investment in each student will lay a strong foundation for their educational success, reducing their need for public support in the long-term, and increasing their earning potential and ability to contribute to society. Students who successfully complete their education as a result of the CAMP support services will serve as role models in the community and to their families.

v. Potential for Sustainability: EPCC is committed to long term development of student services and resources to ensure student success in postsecondary education. EPCC has demonstrated this commitment by supporting CEP, creating an Office of Student Success, and institutionalizing other successful programs. CEP receives \$250,000 annually in institutional support and has an established history of institutionalizing successful grant efforts. EPCC will

seek to maintain the support services developed for CAMP after the grant period ends.

7. Quality of Project Evaluation

i. Evaluation methods are appropriate: A comprehensive evaluation model has been developed with appropriate methods to ensure that data is collected for each measurable objective to obtain adequate benchmarks. The chart below summarizes the evaluation methods.

Obj.	Measurable Outcome	Benchmarks	Evaluation Methods
Outreach and Recruitment	At least 70 individuals will be interviewed to assess eligibility for CAMP	-attendance at info sessions -applications submitted -interviews	-Attendance logs for information sessions -Interview records and applications -Record of accepted applicants
Orientation and Transition	At least 40 students will successfully enroll at EPCC, register for classes and obtain financial aid	-Attendance at NSO, STEP workshop -Meeting with Counselor	-Registration documents -Attendance logs -Student satisfaction surveys
Computer Access and Training	Participants will demonstrate familiarity in using the internet, word processing and spreadsheet programs	-Attendance at initial workshop -Record of assistance provided individual/small group	-Pre/posttests developed by the computer instructor -Student satisfaction surveys/focus groups -Technical assistance log
Tutoring Services	No less than 95% of students will successfully complete their coursework each semester in good academic standing	-monthly progress reports -Early Alert referrals	-Grades for participating students -GPA of participating students -Student satisfaction surveys/focus groups
Support Services	Students who have need of services will be referred to the appropriate EPCC or community organization	-Counselor records student needs -Early Alert referrals -Partner meetings	-Early Alert records -Student satisfaction survey/interviews -Partner interviews
Financial Support	All CAMP students will obtain adequate financial aid to cover the cost of their education at EPCC	-Students submit financial aid applications -Students are referred to partners for additional assistance	-Records of students who qualify for federal financial aid or additional support from partners or other programs -Student satisfaction survey/interviews

Cultural Events and Academic Programs	Each participant will attend at least two activities per semester and at least 30% will submit their creative work to “Memorias del Silencio”	-Record of student participation in creative writing workshops, math and science activities and other cultural activities	-Attendance logs -Student files -Student satisfaction surveys
Career Counseling	Students will identify potential career pathways and prepare a resume	-Record of student attendance to career center to explore careers -Record of student visits to Workforce Development Board Center	-Attendance logs -Student files with written resume -Student satisfaction surveys -Student interviews

ii. Evaluation methods will provide performance feedback: In addition to the above, in order to ensure ongoing feedback and periodic assessments, Dr. Andres Muro, Director of the Community Education Program, and CAMP PI, will carry out formative and summative evaluation of the program, including quantitative and qualitative measures. Dr. Muro has over 25 years’ experience working in adult education and literacy as a teacher, program developer, and program administrator. He has also conducted multiple evaluations of HEP and other adult basic education programs.

Formative Evaluation: Dr. Muro will meet with program staff, students, and partners on a monthly basis to assess program progress. Objectives in this proposal have measurable outcomes with benchmarks based on an academic school year. Monthly assessments will ensure that benchmarks and outcomes are met. The table above lists the expected outcomes with appropriate benchmarks and quantitative and qualitative evaluation methods. Documentation pertaining to each of these outcomes will be maintained by the PI. If benchmarks are not being met, the PI will make recommendations to improve service delivery, which will be documented along with actions taken. Because the management plan includes weekly staff meetings and open communication among staff, ongoing monitoring and feedback will ensure progress towards

outcomes. Progress toward outcomes will be measured with quantitative and qualitative methods, including review of program documentation, student surveys, interviews and focus groups, and partner interviews.

Summative Evaluation: Will be conducted at the end of each year and include a comparison of proposed outcomes to actual outcomes. It will address the quality of services provided, as assessed by student and partner surveys and interviews. The summative evaluation will be used to plan improvements for the following year. The program objectives and evaluation have been designed to comply with the Government Performance Responsibility Act (GPRA) and the CAMP Annual Performance Report (APR) form designed by the US Department of Education.

iii. The evaluation methods if well implemented produce evidence of promise: The methods listed on the table above provide for determining evidence of promise. Specifically, each objective has a quantitative statistical outcome. Each benchmark and evaluation method allows for establishing if the outcome has been met. For example, for the recruitment and outreach objective, CAMP will collect records of participation in information sections, enrollment records and interview records. These records will show whether the 100% proposed participants have enrolled in college credit classes. For the objective on tutoring, CAMP will keep tutoring attendance records, instructors' reports of student progress, grade and GPA records and student satisfaction surveys developed for the program. Because the collected data is quantifiable, it allows for statistical evaluations to be conducted based on the data. A particular area of interest is the predictability of the first year completion of enrollment for a second academic year. In order to measure this, a "*Pearson's Correlation Statistical Test*" will be conducted between first-year completion and enrollment in a subsequent year. This will help determine the extent that the students who complete a year of college successfully predicts enrollment in a subsequent year.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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EDUCATION

PhD. University of Texas at El Paso, Teaching Learning and Culture
 M.A. University of Texas at El Paso, Interdisciplinary Studies, Psychology, Philosophy and Linguistics, 1991
 B.S. University of Texas at El Paso, Biology, 1986

PROFESSIONAL EXPERIENCE

2014-Present

Faculty (part-time), University of Texas at El Paso

1995 - Present

Director, Community Education Program, El Paso Community College

1993-1995

Coordinator, Success through Transitional English Program, El Paso Community College

1986-1993

Adult ESL teacher, El Paso Community College

1990-1991

Middle school math, science, and physical education teacher, Our Lady of Assumption

WORKSHOPS AND PRESENTATIONS

Presentation Title	Place	Date
Incorporating health topics into adult education. These presentations were funded by a Pfizer Health Literacy Grant.	Over 30 health and literacy programs throughout the United States and several national conferences	2000-2005
Literacy and Domestic Violence	Laubach/Orlando Commission on Adult Basic Education (COABE)/Chicago Women in Literacy/Atlanta 4Cs/Atlanta Teacher of English as Second Language (TESOL)/NY COABE/Corpus Christy Pedagogy of the Oppressed/Omaha	2000 2000 1999 1999 1999 1998 1998
Strategies to Deliver ESL Instruction	SCALE/Chapel Hill Laubach/Ohio National Association of Developmental Education/Denver	2000 1999 1997
Homeownership Literacy	COABE/Chicago Laubach/Orlando	2000 2000
Strategies to Develop and Implement Literacy Programs	TESOL/Las Cruces	1996
Grant Writing	El Paso Non-Profit Center Laubach/Ohio	2005 1999
Autonomous and Ideological Models of Literacy Instruction	Pedagogy of the Oppressed/Omaha	1997
Numerous other workshops for Faculty Development	El Paso Community College	1993 to present

FUND RAISING

Grant Award	Amount	Date
U. S. Department of Education. High-School Equivalency for Migrant Families	\$2,420,000	2011
U. S. Department of Education. High-School Equivalency for Migrant Families	\$2,000,000	2006
Mexican Consulate/Institute for Mexicans Abroad. Free GED books and testing and elementary through High School Education for adults	\$25,000	2006
Que Sabrosa Vida/Paso del Norte Health Foundation. Health and nutrition classes for GED students	\$10,000	2005
Pfizer Foundation. Train ESL, GED and literacy providers on how to incorporate health topics into adult basic education	\$100,000	2002
Texas Education Agency. English Literacy-Civics literacy	\$350,000	2002
U. S. Department of Education. High-School Equivalency for Migrant Families	\$1,500,000	2001
City of El Paso Empowerment Zone Corporation-Sunset Heights Collaborative. Adult Education Instruction	\$23,000	2000
City of El Paso, North East Enterprise Community. Adult Education Program	\$135,000	1998
Fannie Mae Home Ownership Literacy	\$ 50,000	1998
Pfizer Health Literacy El Paso	\$25,000	1998
Laubach Women in Literacy/USA. El Paso Health Literacy Grant	\$7,000	1996
Department of Education. El Paso Migrant Even Start (co-author)	\$176,000	1996
Laubach Women in Literacy/USA. La Mujer Obrera English Literacy Curriculum Project	\$7,500	1995
US Department of Health and Human Services. Gateway Demonstration Grant	\$240,000	1995
US Department of Education Continuation Application English Literacy Demonstration Grant	\$200,000	1993

PUBLICATIONS

- Muro, Andres (2012). Pedagogies of change: From theory to practice. *The International Journal of Critical Pedagogy*. 4(1), 2-17. Retrieved from: <http://libjournal.uncg.edu/ojs/index.php/ijcp/article/viewFile/490/268>
- Muro, Andres & Mein, Erika (2010). Domestic violence and Adult Education in the US-Mexico Border. *Adult Basic Education and Literacy Journal*. 4, 141-150.
- Muro, Andres, Tedeschi, Francisco, Arnal, Patricia, Jaurrieta Laura, Laveaga Minerva (2010) Raices: Libro de Preparacion para el GED y Estudios Secundarios. El Paso, Texas: Border Senses
- Muro, Andres (2008). Note from the Director of the Community Education Program. *Memorias del Silencio: Footprints of the Borderland*, 4, 11.
- Muro, Andres (2007). Note from the Director of the Community Education Program. *Memorias del Silencio: Footprints of the Borderland*, 3, 11.
- Muro, Andres (2006). Note from the Director of the Community Education Program. *Memorias del Silencio: Footprints of the Borderland*, 2, 11.
- Muro, Andres (2004). Adult Education and Domestic Trauma. *The Change Agent: Women and Literacy*. Issue 19 (52-53)
- Muro, Andres (2001). The El Paso Collaborative Health Literacy Curriculum. *Health Literacy Special Collections: Teaching and Learning Health Literacy Skills*. Retrieved from: <http://healthliteracy.worlded.org/docs/elpasol/>
- Muro, Andres (1999). Fannie Mae/El Paso Community College Home-Ownership Literacy Program, January 1, 1999-December 31, 1999. Final Report. ERIC Report: ED437860. 10pp.
- Muro, Andres (1999). International Literacy Day. *CSAL Text Quarterly*. Vol 12, Issue 19. Retrieved from: <http://education.gsu.edu/csaltq/tq12-1.htm#international>
- Muro, Andres (1997) Taking the "L.E.A.D." in Family Literacy: Literacy Education Action for the Deaf. Final Report. ERIC Report: ED455639. 11pp.
- Muro Andres & Mendoza, Ines (1995) Success through Transitional English Program (STEP). Project Term: November 1, 1992-May 31, 1995. Final Report. ERIC Report: ED431338. 96pp.

Leticia Dominguez

(b)(6)

EDUCATION: Bachelor of Science in Social Psychology – June 2006, Park University

WORK EXPERIENCE: October 2001 – Present

El Paso Community College – Community Education Program/High School Equivalency Program

Position: Lead Educator/Recruiter

- Oversee GED instructional tutors in six location, Ft. Hancock, Tornillo, San Elizario, Horizon City and Socorro
- Oversees recruitment and outreach
- Identify instructional sites
- Oversees educational delivery of GED instruction
- Assess student's needs
- Conduct student follow-up for no-shows and conduct recruitment
- Resolve educator-student problems, schedule class hours and instructional sites
- Monitors students' progress for testing
- Develops and implements strategies for better program outreach
- Assist students with Financial Aid form, admission form and schedule students for the Ability to Benefit exam
- Assist students with special problems and make referrals
- Establishes and maintains liaison with EPCC departments, other migrant programs and social service agencies within the community
- Assists in the coordination of staff development workshops and health fairs
- Maintain student records
- Assist in developing GED curriculum and research for new instructional material
- Participates in the hiring process of Popular Educators

August 1998 – October 2001 El Paso Community College – Community Education Program

Position: Student Services Assistant I

- Instructed and prepared students for GED tests
- Researched for GED material
- Scheduled various agencies to visit class
- Assisted with students college paperwork for their transition
- Recruited students for GED class
- Scheduled with EPCC Student's Services department for student tour



POSITION DESCRIPTION

TITLE: Project Director CATEGORY: Professional
EXTENDED TITLE: CAMP Project Director GRADE: D
FLSA STATUS: Exempt

ESSENTIAL FUNCTIONS:	YEARLY PERCENT OF TIME
1. Develop, implement and evaluate instructional material related to GED, ESL, and Spanish Literacy. Facilitate the training on community educational and outreach services. Provide program direction and vision to staff, instructors and students; collaborate in the designing and implementation of the program's staff development. Develop strategies to work on student resolutions and staff conflicts.	30%
2. Assist supervisor with managing approved budgets; assess budget recommendations; monitor equipment and inventory. Develop, manage and implement budgets to ensure compliance with sponsoring agencies. Manage grants and assist in the gathering of external funding to ensure the Community Education Program's sustainability.	20%
3. Establish and maintain relationships with community and educational institutions, advocacy groups and sponsoring local, state, federal, and international entities. Participate in professional and community activities at the local, state, national and international levels. Communicate and develop activities with campus-based, district-wide national and international units.	20%
4. Develop, recommend and implement short and long range strategic operational and instructional plans and related policies/procedures. Ensure and maintain compliance with sponsoring agencies at the federal, state and international level; implement approved grants and recommend modifications or changes as required; prepare reports as required.	15%
5. Develop strategies to assist students in resolving issues which interfere with their academic success by providing internal and external referrals, support services e.g. counseling, college's administrative services, day care and other similar services. Develop and manage class schedules and development activities, including assigned on and off campus facilities; identify and order textbooks and materials for students and instructors.	5%
6. National and International traveling to meet with agencies and programs.	5%
7. Other duties as assigned.	5%

REPORTING RELATIONSHIP: Director, Community Education Program

SUPERVISORY RESPONSIBILITIES: First line supervisor of assigned staff.

ESSENTIAL QUALIFICATIONS:

EDUCATION: Bachelor's degree.

EXPERIENCE: Seven (7) years related experience.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1741690850

DATE:05/28/2014

ORGANIZATION:

FILING REF.: The preceding agreement was dated 06/24/2013

El Paso Community College District

P.O. Box 20500

El Paso, TX 79998-0500

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>
FINAL	09/01/2012	08/31/2013	37.60	On Campus	All Programs
PRED.	09/01/2013	08/31/2016	37.60	On Campus	All Programs
PROV.	09/01/2016	08/31/2018	37.60	On Campus	All Programs

*BASE

Direct salaries and wages including all fringe benefits.

ORGANIZATION: El Paso Community College District

AGREEMENT DATE: 5/28/2014

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.

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, Disability Insurance, Worker's Compensation, Life Insurance, Unemployment Insurance, Health Insurance, Dental Insurance, Tuition Assistance.

Your next proposal based on actual costs for the fiscal year ending 08/31/17 is due in our office by 02/28/18.

ORGANIZATION: El Paso Community College District

AGREEMENT DATE: 5/28/2014

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

El Paso Community College District

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

5/28/2014

(DATE) 0144

HHS REPRESENTATIVE: Theodore Foster

Telephone: (214) 767-3261

(b)(6)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

EPCC CAMP BUDGET JUSTIFICATION FOR YEARS 1-5

Category	YEAR 1 2017	YEAR 2 2018	YEAR 3 2019	YEAR 4 2020	YEAR 5 2021	Project Total
1. PERSONNEL - JUSTIFICATION (A 3% cost of living increase is budgeted for YR2 - YR5)						
<u>Project Director:</u> (FTE) Estimated yearly salary: \$38,961. Leticia Domingues will report to the PI and oversee daily program operations including staff supervision, selection of students, and coordination of program activities. 100% is dedicated to the CAMP.	\$38,961	\$40,130	\$41,334	\$42,574	\$43,851	
<u>Educational Promotoras:</u> (PTE) 2 Promotoras are needed to conduct successful community base outreach, recruiting and promoting the program. They will work 19 hours a week for 42 weeks at an hourly rate of \$10.00 and hour.	\$15,960	\$16,439	\$16,932	\$17,439	\$17,962	
<u>Transitional Specialist:</u> (PTE) 1 Transitional Specialist will be hired to provide orientation/workshops and one-on-one support to CAMP students. Budgeted for 19 hrs/week for 42 weeks at the rate of \$25.00/hour.	\$19,950	\$20,549	\$21,165	\$21,799	\$22,453	
<u>Computer Instructor:</u> (PTE) 1 Instructor will be hired 19 hours per week to provide specialized instruction to small student groups in computer training and technical support at an hourly rate of \$29.20 an hour for 40 weeks/year.	\$22,192	\$22,858	\$23,543	\$24,249	\$24,976	
<u>Tutors:</u> (PTE) 5 Tutors will be hired (\$10.00/hour) to provide individualized tutoring, advising, and mentoring to CAMP students. They will work 19 hours per week for 52 weeks.	\$49,400	\$50,882	\$52,408	\$53,980	\$55,599	

EPCC CAMP BUDGET JUSTIFICATION FOR YEARS 1-5

<i>Category</i>	<u>YEAR 1</u> <u>2017</u>	<u>YEAR 2</u> <u>2018</u>	<u>YEAR 3</u> <u>2019</u>	<u>YEAR 4</u> <u>2020</u>	<u>YEAR 5</u> <u>2021</u>	<i>Project Total</i>
<i>Counselor:</i> (PTE) 1 Counselor will be hired to provide case management services for CAMP students. An equivalent of a 3-credit overload at a rate of \$27.00 an hour for 92 hours per semester. (Fall, Spring, Summer I & II)	\$9,936	\$10,234	\$10,541	\$10,587	\$11,183	
Personnel Total	\$156,399	\$161,092	\$165,923	\$170,628	\$176,024	\$830,066
2. FRINGE BENEFITS - JUSTIFICATION (A 3% cost of living increase is budgeted for YR 2 - YR5) For <i>FTE</i> - for this project average 30%. Benefits include FICA-Medicare (1.45%), Workers Compensation Insurance (1.22%), State Unemployment (1.5%), Teachers Retirement (6.8%). The college provides basic Life, Health and Dental Insurance. However, the amount paid is based on the coverage elected by the employee. For example, the range of range health insurance cost is from \$6,918 (Employee only) to \$13,535 (Family Coverage). For <i>PTE</i> (19/hours/week or less) - the rate is 10.5% and includes Social Security (7.65%), Workers Compensation Insurance (1.22%), and State Unemployment (1.5%). <i>Fringe Benefits</i>						
Project Director (FTE) - 30%	\$11,688	\$12,039	\$12,400	\$12,772	\$13,155	
Educational Promotoras (PTE) 10.5%	\$1,676	\$1,726	\$1,778	\$1,831	\$1,885	
Transitional Specialist (PTE) - 10.5%	\$2,095	\$2,158	\$2,222	\$2,288	\$2,357	
Computer Instructor- (PTE) -10.5%	\$2,330	\$2,400	\$2,472	\$2,546	\$2,622	
Tutors (PTE) - 10.5%	\$5,187	\$5,343	\$5,503	\$5,668	\$5,838	
Counselor (PTE) - 10.5%	\$1,043	\$1,074	\$1,106	\$1,139	\$1,173	
Fringe Total	\$24,019	\$24,740	\$25,481	\$26,244	\$27,030	\$127,514
3. TRAVEL-JUSTIFICATION						

EPCC CAMP BUDGET JUSTIFICATION FOR YEARS 1-5

Category	YEAR 1 2017	YEAR 2 2018	YEAR 3 2019	YEAR 4 2020	YEAR 5 2021	Project Total
In-town travel for Project Director and Program Staff \$500/mo (@ rate of .505/mile x 12 mo = \$6,000.00) has been allocated for recruiting, promoting program and visiting with students.	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	
Staff Development to out-of-town conferences, workshops, and/or meetings. Travel includes round trip air, hotel, per diem, local transportation and registration. YR1-YR5: (1) Site Visit (TX) for Director and 5 tutors: \$1,400/ea. x 6 = \$8,400 YR1-YR5: (2) staff to one major CAMP conference: \$2,200/ea. x 2 = \$4,400	\$12,800	\$12,800	\$12,800	\$12,800	\$12,800	
Travel Total	\$18,800	\$18,800	\$18,800	\$18,800	\$18,800	\$94,000
4. EQUIPMENT - No equipment will be purchased.	\$0	\$0	\$0	\$0	\$0	\$0
5. SUPPLIES-JUSTIFICATION						
<i>Office Supplies</i> : will include standard office supplies used to maintain records and manage program activities.	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	
<i>Instructional Supplies</i> : will include New Student orientation handouts, notebooks and other tutoring items needed for student use.	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	

EPCC CAMP BUDGET JUSTIFICATION FOR YEARS 1-5

<i>Category</i>	<u>YEAR 1</u> <u>2017</u>	<u>YEAR 2</u> <u>2018</u>	<u>YEAR 3</u> <u>2019</u>	<u>YEAR 4</u> <u>2020</u>	<u>YEAR 5</u> <u>2021</u>	<i>Project Total</i>
<p><i>Computers</i> : The budget includes 45 (1st year) computers to be purchased for 40 students and 5 tutors. Years 2-5 includes 40 student computers (for new participants). The CAMP participants will be provided with computers. Tutors will use the computers during the 5 years of the program. \$750.00 for each computer.</p>	\$33,750	\$30,000	\$30,000	\$30,000	\$30,000	
Supplies Total	\$41,750	\$38,000	\$38,000	\$38,000	\$38,000	\$193,750
6. OTHER-JUSTIFICATION						
CAMP Association Membership	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	
<p><u>Student Hospitality:</u> Is budgeted for student recognition cost, recruitment and other program/student initiatives.</p>	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	
<p><u>Postage and Printing:</u> Is budgeted to assist with postage cost and printing to promote and recruit for the CAMP program.</p>	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300	
Other Total	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$20,000
7. SUBTOTAL: DIRECT COSTS						
Program Subtotal	\$244,968	\$246,632	\$252,204	\$257,672	\$263,854	\$1,265,330
8. INDIRECT COSTS- JUSTIFICATION						
<p><u>Indirect Cost</u> (F&A) are charged at the rate of 8% of modified direct cost (MTDC) pursuant to EDGAR §75.562 (d). This is lower than the College DHSS approved rate of 37.6% of salaries and wages plus fringe benefits.</p>	\$14,433	\$14,866	\$15,312	\$15,771	\$16,244	\$76,626
9. TOTAL PROJECT GRANT:	\$259,401	\$261,498	\$267,516	\$273,443	\$280,098	\$1,341,956

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

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

1. Project Director:

Prefix: Dr.	First Name: Andres	Middle Name:	Last Name: Muro	Suffix: Ph.D
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Address:

Street1:	PO Box 20500
Street2:	
City:	El Paso
County:	
State:	TX: Texas
Zip Code:	79998-0500
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
915-831-4161	915-831-4105

Email Address:

amuro5@epcc.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:

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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

El Paso Community College District

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	156,399.00	161,092.00	165,923.00	170,628.00	176,024.00	830,066.00
2. Fringe Benefits	24,019.00	24,740.00	25,481.00	26,244.00	27,030.00	127,514.00
3. Travel	18,800.00	18,800.00	18,800.00	18,800.00	18,800.00	94,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	41,750.00	38,000.00	38,000.00	38,000.00	38,000.00	193,750.00
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	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	20,000.00
9. Total Direct Costs (lines 1-8)	244,968.00	246,632.00	252,204.00	257,672.00	263,854.00	1,265,330.00
10. Indirect Costs*	14,433.00	14,866.00	15,312.00	15,771.00	16,244.00	76,626.00
11. Training Stipends						
12. Total Costs (lines 9-11)	259,401.00	261,498.00	267,516.00	273,443.00	280,098.00	1,341,956.00

***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: 09/01/2013 To: 08/31/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): U.S. Department of Health and Human Services

The Indirect Cost Rate is 37.60%.

(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 # S149A160008

Name of Institution/Organization El Paso Community College District	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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