

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 # S149A160015

Grants.gov Tracking#: GRANT12113432

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

| | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
|--|--|--|

| | |
|--|--|
| * 3. Date Received: <input type="text" value="03/07/2016"/> | 4. Applicant Identifier: <input type="text"/> |
|--|--|

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

| | |
|---|---|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="746000813"/> | * c. Organizational DUNS: <input type="text" value="1320512850000"/> |
|---|---|

d. Address:

| | |
|----------------------|---|
| * Street1: | <input type="text" value="500 W. University Ave."/> |
| Street2: | <input type="text" value="Admin Bldg, room 209"/> |
| * City: | <input type="text" value="El Paso"/> |
| County/Parish: | <input type="text" value="El Paso"/> |
| * 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="79968-0697"/> |

e. Organizational Unit:

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

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

| | |
|---|--|
| Prefix: <input type="text" value="Mrs."/> | * First Name: <input type="text" value="Maria"/> |
| Middle Name: <input type="text" value="Isela"/> | |
| * Last Name: <input type="text" value="Hernandez"/> | |
| Suffix: <input type="text"/> | |

Title:

Organizational Affiliation:

| | |
|---|---|
| * Telephone Number: <input type="text" value="915-747-6396"/> | Fax Number: <input type="text" value="915-747-6474"/> |
|---|---|

* Email:

Application for Federal Assistance SF-424

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

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:**

UTEP CAMP

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="404,734.00"/> |
| * 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="404,734.00"/> |

*** 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 <input type="text" value="Maria Hernandez"/> | TITLE <input type="text" value="Research Administrator"/> |
| APPLICANT ORGANIZATION <input type="text" value="The University of Texas at El Paso"/> | DATE SUBMITTED <input type="text" value="03/07/2016"/> |

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: n/a * Street 1: n/a Street 2: * City: n/a State: Zip: Congressional District, if known: | | |
| 5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: | | |
| 6. * Federal Department/Agency: 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: n/a Middle Name: * Last Name: n/a Suffix: * Street 1: Street 2: * City: State: Zip: | | |
| b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: n/a Middle Name: * Last Name: n/a Suffix: * Street 1: Street 2: * City: State: Zip: | | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Maria Hernandez * Name: Prefix: Mrs. * First Name: Maria Middle Name: Isela * Last Name: Hernandez Suffix: Title: Research Administrator Telephone No.: 915-747-6396 Date: 03/07/2016 | | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97) |

PR/Award # S149A160015

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.

| | | | |
|----------|----------------|-------------------|-----------------|
| GEPA.pdf | Add Attachment | Delete Attachment | View Attachment |
|----------|----------------|-------------------|-----------------|

UTEP CAMP participants will be accepted without regard to race, national origin, color, gender, age or disability. It is expected that a majority of the participants will be Hispanic as the target area has a large Hispanic population, and some counties, such as El Paso, are predominately Hispanic. Information in both English and Spanish will be distributed to the community. Through proper implementation of our plan to inform the community, there's assurance of reaching other minority, non-Hispanic and underrepresented groups living in the target area. Program administrators will also encourage disabled individuals to apply for admission through advertising at such agencies as The Catholic Diocese of El Paso and through personal contacts with the staff of the high schools. The following steps will be deployed with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

- Develop and administer pre-participation surveys with training/event/workshop/activity registration materials to identify special access requirements – such as wheel chair access, signers, and interpreters for program participants, as needed.
- Develop and implement a strategy plan that will address the identified special access needs indicated by program registrants prior to every event. All program-related events should be held in ADA accessible facilities.
- Coordinate and offer cultural sensitivity and ADA training for program staff.
- Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges.
- Offer language/other interpretation and bilingual services for participants and others as needed and appropriate.

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

The University of Texas at El Paso

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs.

* First Name: Maria

Middle Name: Isela

* Last Name: Hernandez

Suffix:

* Title: Research Administrator

* SIGNATURE: Maria Hernandez

* DATE: 03/07/2016

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

The University of Texas at El Paso (UTEP) in El Paso, Texas, proposes to establish a College Assistance Migrant Program (CAMP) with the following objectives: (1) to provide academic support and services to ensure that a minimum of 86% of UTEP CAMP students finish their freshman year in good academic standing (GPRA 1) and (2) to provide academic support and services to ensure that a minimum of 85% of UTEP CAMP students continue their enrollment at an institution of higher education after the first year of college (GPRA 2). These objectives will be achieved through an aggressive campaign to recruit migrant students into CAMP; placement of students into appropriate courses; an intensive summer bridge program; advising, learning communities, tutoring, and the development of Graduation Maps in the fall and spring semesters; special career workshops, tours, and field trips with a focus on Science, Technology, Engineering, and Mathematics (STEM) as well as a general-STEM themed first-year seminar; and activities to tie students to the university community and develop their leadership skills.

In addition to the STEM priority, UTEP proposes to establish a partnership with the Migrant Services division of the Catholic Diocese of El Paso in response to the faith-based and community organizations priority. The Diocese and other community organizations will be particularly helpful in recruiting CAMP participants.

The proposed outcomes of UTEP CAMP include achieving **GPRA 1** (86% of CAMP participants complete their first year of college in good academic standing; **GPRA 2** (85% of CAMP participants continue their academic career beyond the first year); and an increased number of migrant students in STEM majors. The program will serve 152 students over the five-year period of the grant, providing residential opportunities for some students. Recruitment will be carried out in schools and community venues across Regions 18 and 19.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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| 4. Quality of Project Personnel | 14 |
| 5. Quality of the Management Plan | 16 |
| 6. Adequacy of Resources | 20 |
| 7. Project Evaluation | 23 |

1. NEED FOR AND SIGNIFICANCE OF PROJECT

(i.) Magnitude of the need. The University of Texas at El Paso proposes a College Assistance Migrant Program that will support migrant students in the areas served by Region 18 and 19 Educational Services Centers in Texas. Region 19 is home to the city of El Paso, the 19th largest city in the nation. Region 18 serves an area of more than 37,500 square miles in 19 counties.

According to the Texas Education Agency, approximately 45,000 migrant students are currently enrolled in Texas public schools, with El Paso County identified as one of the five Texas regions with a large concentration of migrant families. Region 19 reports that 1,987 migrant students attend schools in their region, while Region 18 reports 297 attend schools in that region. More specific to the 5-year grant period for CAMP, 710 migrant students in grades 8th through 12th reside in Region 19, and 93 migrant students in 8th through 12th grades reside in Region 18. Many of these students do not believe that higher education is a real possibility for them given their family demographics. According to The National Agricultural Workers Survey (NAWS, 2009), 63% of farmworkers have less than a high school education, with only 10% having completed more than 12 years of education. Additionally, 25% of farmworkers have an annual family income below the poverty line, and 41% receive some kind of public assistance. Participation in CAMP can break the cycle of poverty for migrant students and their families.

(ii.) Extent to which the proposed project will focus on meeting the needs of eligible migrant and seasonal farmworkers and their families. In its Statewide Service Delivery Plan for the Texas Migrant Education Program (Revised in May 2011), the Texas Education Agency identified the following six areas of need experienced by migrant students.

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| Educational Continuity | Because they are mobile, migrant students change schools often, facing differences in curriculum, academic standards, homework policies, and classroom routines, as well as inconsistent course placement. |
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| Instructional Time | Family mobility and the need to enroll in new schools may impact attendance patterns and the time migrants spend in learning environments. |
| School Engagement | Migrant students often face difficulties adjusting to new school settings, making friends, and engaging with the new academic environment. |
| English Language Development | Migrant students often have a home language other than English and thus may face language barriers that impact content area learning. |
| Educational Support in the Home | Parents of migrant students often value education for their children, but they may not have the educational resources or knowledge to provide the support their children need. |
| Access to Services | Language barriers and families' newcomer status often lead to difficulty accessing services to which migrant students are entitled. |

Students who the proposed UTEP CAMP will recruit are likely to have needs in one or more of these areas, needs that CAMP will address. CAMP staff will work together to develop individual educational plans for every student to address educational gaps caused by lack of continuity and irregular attendance patterns. Appropriate courses in English will address language barriers so that students can complete college-level work in English. Families will be involved in the process from recruitment through the end of the students' first year at UTEP and beyond, while CAMP itself will foster community among students and engagement with the University.

(iii.) Specific gaps or weaknesses addressed by the proposed project. A major weakness of current systems of college recruitment and placement is that there are few mechanisms to reach out to students who, like most migrant students, do not plan for continued education after high school graduation. Usually, their parents are not high school graduates, with many having a 6th grade education or less. In recent years, as a result of the Texas Higher Education Coordinating Board's efforts to close educational gaps in Texas, GO Centers have been established in many middle and high schools to recruit students to higher education. These centers, which serve as a point of coordination between students, K-12 counselors, and institutions of higher education, provide a variety of resources to help students prepare and plan for college and find information

about colleges across the state and nation. While GO Centers are in larger districts in El Paso County, in some schools, counselors may be the only ones providing information about college.

Recruitment activities of the proposed UTEP CAMP will be designed to reach migrant students in Regions 18 and 19. Each September, as soon as the CAMP staff receive lists from the Educational Service Centers of students who qualify for the Texas Migrant Education Program (MEP), they will contact GO Centers, school counselors, and social workers to make arrangements to visit high schools throughout Regions 18 and 19. Access will be provided to eligible students during the school day so that they can learn about the CAMP program.

The second weakness is that without help, migrant students may not know the steps necessary to attend college. The kinds of information CAMP staff will provide include but are not limited to: (1) registering and preparing students for either the SAT or ACT; (2) submitting college applications online; (3) completing the FAFSA; and (4) applying for CAMP itself.

There are also gaps in migrant students' preparation for college that must be addressed following their enrollment. Since their home language may not be English, they may need to enroll in developmental reading and writing courses. Their mathematics preparation may also not have prepared them for college-level math and science courses. Since their families have little or no experience with college, students may also lack the study and time management skills they need to succeed in college. All of these gaps will be addressed by UTEP's proposed CAMP.

(iv.) Importance or magnitude of the results or outcomes likely attained by the project.

Over the 5-year project period, the proposed UTEP CAMP will serve 152 migrant students, preparing them to complete their first year of college in good academic standing and giving them the knowledge and skills they need to continue in higher education and complete a baccalaureate degree. UTEP did have a CAMP program from 2002 to 2012 that was recognized by the U.S.

Department of Education Office of Migrant Education in 2010 and 2011 as a Top Ten CAMP Performer. According to UTEP’s institutional research office, almost two-thirds of the students who participated in the first CAMP cohort (2002-2007) completed baccalaureate degrees in fields ranging from science and engineering to education and nursing. The CAMP experience can transform participants’ lives by raising their socioeconomic status. According to the Pew Research Center (2014), millennials ages 25-32 with a bachelor’s degree or more earn a median annual income of \$45,500 compared to \$28,000 for a high school graduate; have an unemployment rate of 3.8% compared to 12.2% for a high school graduate; and only 6% with a bachelor’s or higher live in poverty compared to 22% with only a high school degree. The data are especially powerful when compared to the \$11,000 annual income of most migrant and seasonal farmworkers.

2. QUALITY OF PROJECT DESIGN

(i.) Extent to which the goals, objectives, and outcomes are specified and measurable. The following table highlights UTEP CAMP goals, objectives, and outcomes, which are specific, measurable, and directly related to the overall CAMP goals of assisting migrant and seasonal farmworkers (1) complete their first academic year of college and (2) continue in postsecondary education. Additionally, UTEP CAMP will promote science, technology, engineering, and mathematics (STEM) education through appropriately related activities.

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| Goal 1: 86% of UTEP CAMP students will finish their first academic year in good academic standing (GPRA 1). | |
| Objectives | Outcomes |
| Provide each UTEP CAMP student an individual education plan and appropriate academic and financial support. | 86% (n=131) of UTEP CAMP students will finish their first year with a cumulative grade point average \geq 2.0 each year of the grant. <ul style="list-style-type: none"> • n=17 students Year 1 • n=28 students per year Years 2-5 |

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| Provide each UTEP CAMP student an individual education plan, academic advising, mentoring, and appropriate financial and academic support. | 86% (n=131) of UTEP CAMP students will finish their first year with a minimum of 24 semester credit hours (SCH) each year of the grant. <ul style="list-style-type: none"> • n=17 students Year 1 • n=28 students per year Years 2-5 |
| Goal 2: 85% of UTEP CAMP students will continue their enrollment in postsecondary education (GPRA 2). | |
| Objectives | Outcomes |
| Provide each UTEP CAMP student an individual education plan, academic advising, mentoring, registration assistance, and introduction to UTEP’s Student Support Service Program (SSSP) or assistance with transferring to another institution of higher education if the student wishes to transfer. | 85% (n=129) of UTEP CAMP students will continue to enroll at UTEP or enroll at another institution of higher education in the summer or fall following their completion of UTEP CAMP. <ul style="list-style-type: none"> • n=17 students Year 1 • n=28 students per year Years 2-5 |

(ii.) Extent to which the design of the proposed project is appropriate and will successfully address the needs of the target population. The proposed UTEP CAMP is designed to provide migrant students in far west Texas both access to higher education and support for academic success. The following describes components and activities of UTEP CAMP.

Recruitment: Program staff, including the CAMP Director and the Recruiter/Advisor, will travel to high schools in Regions 18 and 19 where there are cadres of students whose eligibility for the CAMP program has been certified by the Texas Education Agency (TEA) Minority Education Programs in those regions. The CAMP staff will collaborate with school counselors and migrant program staff in the schools to gain access to potential participants during the school day. Presentations will focus on the benefits of college and of the CAMP program itself, the admissions process, financial aid, and the procedures for college placement examinations.

CAMP staff will hold meetings with interested students and their parents either during the school day or in the evening. These meetings will be held in the students’ high schools, the CAMP office at UTEP, or another site accessible to potential CAMP students and their families. At these meetings, students will receive assistance with filling out and submitting UTEP’s

electronic admissions application, and they will learn how to obtain and submit transcripts and test scores. Students will also have the opportunity to begin the CAMP application, which includes an autobiographical statement and a letter of recommendation from a teacher, counselor, or community leader. Parents will be asked to bring their tax returns to the meeting so that CAMP staff can help them complete the Free Application for Federal Student Aid (FAFSA).

Following completion of the application process, CAMP staff will create a file for each student, screen completed applications, and interview qualified students. CAMP staff will review the pool of applicants, discuss each file, and select students for participation in the program based primarily on academic and financial need and ability to benefit from the program. CAMP staff will notify selected students via telephone and mail. To be a member of CAMP, students must sign a Letter of Intent agreeing to participate in CAMP for one academic year. In year 1, 20 students will be selected to participate in CAMP; in years 2-5, 33 students will be selected to participate in CAMP each year for a total of 152 students who will participate in UTEP CAMP.

Summer Bridge Program: All CAMP students will participate in a highly structured summer bridge program that includes academic, social, and cultural components and is designed to assist with their transition from high school to college. CAMP will provide the opportunity to live in UTEP housing for students who reside in communities a significant distance from campus.

The program will begin with a one-day Parent-Student Orientation. Participants and their parents who live 100 or more miles from El Paso will be able to stay in UTEP housing the night prior to the orientation. The Parent-Student Orientation, which will be conducted in Spanish and English, will address CAMP programming, UTEP and CAMP expectations of students, Family Educational Rights and Privacy Act (FERPA), and university regulations. The Parent-Student

Orientation will also address benefits of a college education, impact of off-campus employment on student success, and advantages of on-campus employment.

The summer bridge program will be 7 weeks in duration, with the first week consisting of an orientation for students and will include campus tours, meetings with peer leaders and CAMP professional staff, and social and cultural events. Students will enroll in 6 semester credit hours (SCH). All CAMP students will enroll in a STEM-themed University (UNIV) 1301, a 3 SCH course designed to help students develop critical thinking and research skills, improve academic success strategies, connect with the university community, and utilize campus resources. In this course, students will be introduced to STEM career opportunities. They will also enroll in either a 3 SCH English, math, or communication course depending on their TSI and placement scores. Every student will meet weekly with his or her assigned Peer Leader to ensure the student is on track in the classes. CAMP students will also meet at least once each month with the CAMP professional staff to review the student's placement scores and progress in summer courses so that an individual education plan can be developed to identify academic areas for improvement and to ensure students are enrolled in the appropriate courses for the fall semester.

Fall and Spring Semesters: Students will participate in an orientation prior to the fall and spring semesters to review full-time course enrollment, semester calendar, and terms of their financial award. CAMP students will enroll full-time (minimum of 12 SCH) at UTEP each fall and spring semester with an emphasis on achieving satisfactory academic progress and completing any developmental coursework. A recent Lumina-foundation study of predictors of success and graduation at UTEP showed that students who failed one course in the first term were almost twice as likely not to graduate within six years as were their classmates who passed all of their courses. Students who failed two or more classes were almost ten times less likely to graduate

within six years. To support CAMP students' academic success, they will enroll in learning communities, participate in study groups, and meet with their assigned Peer Leader weekly to review coursework, attendance patterns, time management, and any problems they might be experiencing. Additionally, they will participate each fall and spring semester in the CAMP College Success Seminar, a non-credit course that will strengthen their academic success skills. This seminar, which will meet 3 hours each week, will also provide a venue for workshops by UTEP's Career Center to help students explore and prepare for careers, and the seminar will include field trips. Students will also put together Graduation Maps, individual educational plans that include coursework, participation in student organizations, research, internships, and other student engagement activities that contribute to academic success and career readiness.

Up to 10 CAMP students will live in UTEP housing during the fall and spring semesters. Priority will be given to students whose communities are a significant distance from the UTEP campus. Additional residential students may include those who demonstrated promise during the summer bridge program but also showed they needed the structure offered by living on campus.

Other CAMP Programming: The Entering Student Program will provide workshops on note taking, test taking, and time management. The University Counseling Center will conduct workshops for CAMP students on overcoming test anxiety and engaging in healthy living. CAMP students will use the University Writing Center and the Mathematics Resource Center for assistance in their classes. Peer Leaders hired for CAMP will provide additional tutoring assistance or supplemental instruction to CAMP students.

Faculty, staff, and paraprofessionals will be identified to serve as mentors for CAMP students to help them transition to college. CAMP students will participate in community service events and university activities such as homecoming, attend cultural and athletic events on

campus, attend the annual University Leadership Conference, and participate in the University's Leadership Training Program. Students will be expected to document participation in at least four of these activities during each fall and spring semester of CAMP participation.

Programming for CAMP Graduates: After CAMP students have completed their first year at UTEP, they will be encouraged to join the Student Support Services Program (SSSP) for continued support. Representatives from SSSP will meet with CAMP students in the spring semester to share information about SSSP and to begin developing a connection. Though CAMP students will transition after their first year in college to the SSSP program, the CAMP program will continue to maintain close ties with the students, inviting the former CAMP students to CAMP events to develop supportive relationships between former and current students. CAMP staff will work with former students to establish a CAMP alumni association at UTEP.

Additionally, selected CAMP graduates will be employed as Peer Leaders for the CAMP.

(iii.) Extent to which the proposed project will establish linkages with other appropriate agencies and organizations. The proposed UTEP CAMP will be part of the Office of Undergraduate Studies (OUS) and the Entering Student Program (ESP) at UTEP, and the CAMP Principal Investigator (PI) will be Dr. Dorothy Ward, director of ESP, which administers UNIV 1301 and learning communities. The OUS is home to ESP, Academic Advising, Developmental English and Math, and Student Support Services Program (SSSP), all of which will be crucial to CAMP students' success. In addition, CAMP will coordinate activities with UTEP's High School Equivalency Program (HEP) and with Federal TRIO Programs on campus (Educational Talent Search, Upward Bound and Student Support Services Program) to discuss programming that can benefit the underrepresented students with which they all work. CAMP will also coordinate with the Migrant Education Programs and school districts in Regions 18 and 19 to

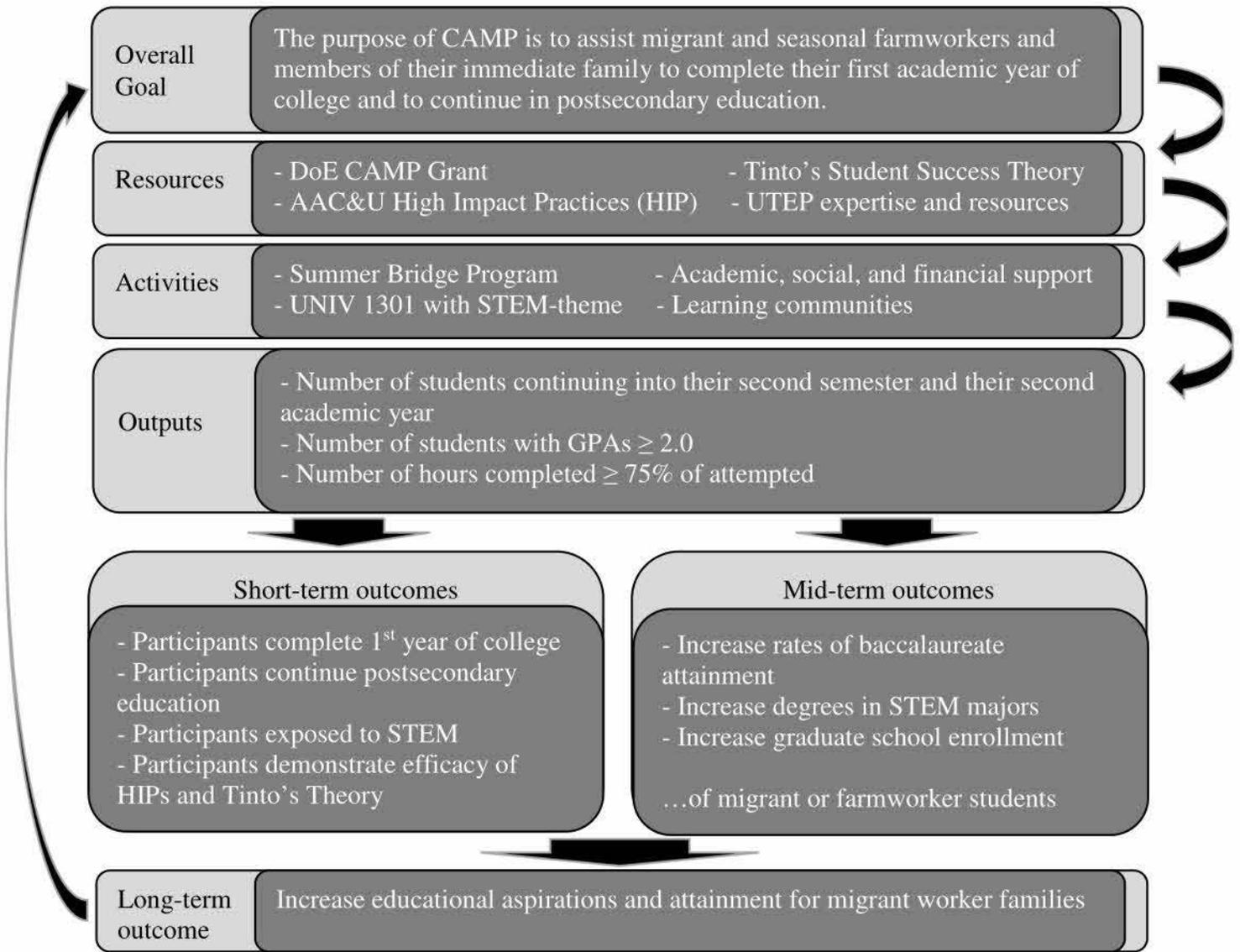
recruit and certify the eligibility of prospective CAMP participants. Another partner is the Upper Rio Grande Workforce Solutions, which will assist with the CAMP students' job readiness skills.

(iv.) Extent to which the proposed project will increase efficiency in the use of time, staff, money or other resources. The proposed UTEP CAMP will marshal the resources of the whole University to ensure the success of migrant students at UTEP. For example, the Office of Admissions and Recruitment and the Office of Student Financial Aid will provide CAMP staff training two times per year so that prospective students receive the best college admissions process possible and the maximum financial aid award. The UTEP Academic Advising Center will assist with degree planning, course registration, and academic advising that will contribute to high student retention rates. The Office of Student Life will assist with getting CAMP students involved with clubs and organizations, campus activities, and leadership events to increase their engagement, resulting in higher persistence rates. UTEP's Entering Student Program (ESP) will assign faculty to teach UNIV 1301 focused on a STEM-related topic and set up learning communities. The ESP will provide academic skills development workshops. Additionally, selected UTEP faculty, staff, and paraprofessionals will serve as mentors for CAMP students during and after their year with the CAMP program.

The CAMP office itself will be the place where participants can find tutoring, academic counseling, and connections with services across campus. Participants in UTEP's previous CAMP program found the office to be a home where they could always find the academic and personal support they needed, even after their first year, when they were no longer receiving direct support from CAMP. The proposed CAMP will develop cost-effective ways to keep in touch with CAMP alumni through a registered student organization, participation in

homecoming events, participation in community service, and social media. CAMP alumni will provide an excellent pool for Peer Leaders and for assisting in recruitment of future participants.

(v.) Extent to which the proposed project is supported by strong theory. The design of UTEP CAMP is based on two theoretical frameworks: (1) the Association of American Colleges and Universities (AAC&U) high-impact educational practices, and (2) Tinto’s student success theory, as the following logic model demonstrates.



The UTEP CAMP program will prepare participants for academic success through curricular and co-curricular experiences identified by the AAC&U as high-impact educational practices: first-year experience (orientation and summer bridge), first-year seminar (UNIV 1301), collaborative learning (a requirement of UNIV 1301), learning communities (in summer and fall), and community engagement/service learning (CAMP programming). Additionally, CAMP components designed to lead to students' improvements in academic achievement adhere to the following framework identified by Tinto (2014) in *Completing College: Rethinking Institutional Action* as key to student success, especially first-generation, low-income students.

| Theoretical Framework | CAMP Activities |
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| (1) Involve students in the institutional community | Involve CAMP students with clubs and organizations, campus activities, and leadership events to increase their engagement |
| (2) Set high expectations of success | Weekly meetings with Peer Leaders, and meetings with Coordinator, Recruiter/Advisor, and/or Director; student progress reports from faculty twice each semester |
| (3) Provide academic, social and personal support | Tutoring during the bridge program and the academic year; workshops addressing academic strategies and success skills; cultural, athletic and social events; assigned mentors |
| (4) Provide clear and ongoing interaction and feedback | Individual education plan for each student to address academic need in areas such as mathematics, reading, and writing; academic advising and degree planning so that participants are ready to transition into academic majors after their first year in college; a CAMP College Success Seminar that will address issues facing first-generation college students and provide information on careers in STEM |

3. QUALITY OF PROJECT SERVICES

(i.) Extent to which training or professional development services are sufficient.

CAMP staff will participate regularly in professional development activities to increase their knowledge and ability to work effectively with the CAMP population. All staff will be cross-trained in college admissions, financial aid, academic advising, and development of individual education plans for students. Each summer prior to the new CAMP cycle, staff will participate in

a two-day workshop and continue to participate monthly in CAMP-specific workshops; training will address such topics as migrant and first-generation students; student retention and persistence; student engagement; college admissions; academic advising; financial aid; Project and Banner student database procedures. CAMP staff will also participate annually in conferences on migrant student needs, as well as in training programs sponsored by the Region 19 Migrant Education Program. Each academic term, CAMP Peer Leaders will receive weekly training on tutoring and coaching strategies through the Entering Student Program, Student Engagement and Leadership Center, and Developmental English and Math Programs.

(ii.) Extent to which the services are focused on those with the greatest need. The UTEP CAMP will focus on identifying, recruiting and providing services to those migrant students most in need of academic and financial assistance, mentoring, and support services. After determining each applicant's eligibility and assessing his or her individual application, entrance exam and placement scores, and academic and financial needs, program staff will develop a priority ranking of all prospective CAMP students. Applications for enrollment will be prioritized based on the following criteria: (1) the applicant's status as a low-income, first-generation high school graduate, (2) academic need (e.g., below a 2.5 high school GPA receives higher selection points than above a 2.5; provisional admission receives higher selection points than regular admission) (3) financial need (e.g., lower expected family contribution (EFC) on FAFSA receives higher selection points than higher EFC) and (4) the applicant's ability to benefit from CAMP's highly structure and intensive academic programming. Priority rankings will be maintained in the applicant's files to further document need.

(iii.) Likelihood the services provided will lead to improvements in the achievement of students measured against rigorous academic standards. The Vision Statement in UTEP's

Strategic Plan commits to providing students “the best education possible, one which is equal, and in some respects superior, to that of other institutions, so that UTEP’s graduates will be competitive in the global marketplace.” It is that commitment that regularly places UTEP programs in engineering, business, education, and nursing among the best in the nation for Hispanic students. UTEP’s commitment to access and excellence was recognized by *Washington Monthly Magazine* (2015), which ranked UTEP 10th in the nation in excellence in social mobility, research and service and, for the fourth year in a row, 1st in social mobility.

As described in 2. v, UTEP CAMP will prepare students for success in undergraduate degree programs through curricular and co-curricular experiences identified by AAC&U as high-impact educational practices: first-year experience, first-year seminar, collaborative learning, learning communities, and community engagement/service learning. Additionally, CAMP components designed to lead to students’ improvements in academic achievement adhere to the framework identified by Tinto (2014) in *Completing College: Rethinking Institutional Action* as key to student success, especially first-generation, low-income students: (1) involve students in the institutional community; (2) set high expectations of success; (3) provide academic, social and personal support; and (4) provide clear and ongoing interaction and feedback.

4. QUALITY OF PROJECT PERSONNEL

One leader of the proposed UTEP CAMP has already been identified: Dr. Dorothy Ward will serve as the Principal Investigator (PI). UTEP CAMP will seek applicants who are highly qualified and represent the population served. In addition to the Principal Investigator, key personnel will consist of four professional staff members: Program Director, Program Coordinator, Recruiter/Advisor, and Administrative Assistant. Persons from migrant and seasonal farmworker backgrounds will be encouraged to apply. All personnel will participate in

staff development that includes understanding the characteristics of migrant and farmworker students and their needs, and understanding and supporting first-generation students.

(i.) Qualifications, including relevant training and experience, of the principal investigator.

Dr. Dorothy Ward will serve as the CAMP Principal Investigator (PI) and will be responsible for providing overall supervision of the UTEP CAMP. Dr. Ward earned a B.A. and M.A. from UTEP, and a Ph.D. from the University of North Texas. Her professional focus is on first-year students and students in transition. She is the founding director of the Entering Student Program, which has received national recognition to include 2006 Examples of Excelencia finalist, and 2011 Educational Policy Institute Outstanding Retention Program Award. She was awarded the Outstanding First-Year Student Advocate (2004), a national award given by The National Resource Center for the First-Year Experience and Students in Transition (NRC). Dr. Ward has served as faculty for the Institute for the Success of First-Generation College Students (2014) sponsored by the NRC. Dr. Ward is currently a member of the National Advisory Board for the NRC. She has served as PI on 4 grants from the Texas Higher Education Coordinating Board. The University will contribute 5% of Dr. Ward's time as CAMP PI.

(ii.) Qualifications, including relevant training and experience, of key project personnel.

The CAMP Project Director will be responsible for providing leadership, vision, and planning for the program, coordinating services with institutional and community partners, and supervising all CAMP personnel. A master's degree is required; a Ph.D./Ed.D. is preferred. The individual should have experience with program development, budget oversight, and maintaining records. Additional key personnel include the Coordinator, who will assist with the oversight of the program, monitor students' academic information and curricula, assist with the development of individualized educational plan for CAMP students, and assist with training and oversight of

Peer Leaders. Proficiency in English and Spanish is preferred. A master's degree is preferred; a bachelor's degree is required. The Recruiter/Advisor assists in the recruitment of students; advises prospective students and parents regarding enrollment requirements, policies and procedures; explains the University's admissions, housing and financial aid process to students and parents; monitors students' academic information and curricula; maintains accurate records on students' academic progress; creates and executes a communication plan to students; participates in the CAMP student selection process; and assists with the development of individualized educational plan for CAMP students. Proficiency in both English and Spanish is required. A bachelor's degree is required. The Administrative Associate must have skills in office management, maintenance of records, and budgeting. Peer Leaders must have a minimum 3.0 GPA and be at least a sophomore. Proficiency in English and Spanish is preferred.

5. QUALITY OF THE MANAGEMENT PLAN

(i.) Adequacy of the management plan to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones. Each staff member has clearly defined responsibilities, and all staff members will be cross-trained in college admissions, financial aid, academic advising, and development of individual education plans for students.

Expenditures will be closely monitored to ensure the project is within budget. The following table shows the objectives, timelines, and responsibility for accomplishing project tasks.

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| Milestone 1: Recruit and select the target number of CAMP students each year: n=20 students YR. 1; n=33 students YRS. 2-5. (n=152 students YRS. 1-5) |
| Objective 1: Recruit a pool of CAMP applicants, screen applications, conduct interviews, and review submitted documents to identify students based on their level of college readiness, financial need, and commitment to UTEP CAMP's academic requirements and programming. |

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| Method | |
| <ol style="list-style-type: none"> 1. Make presentations to eligible students in UTEP's HEP and Regions 18, 19 high schools. 2. Conduct information meetings with interested students and their families. 3. Assist students with UTEP admissions, FAFSA, and scholarship applications. 4. Review applications and submitted documents. 5. Conduct interviews of applicants. 6. Select CAMP participants and notify the applicants of their status. | |
| Personnel Responsible | Timeline |
| Director, Coordinator, Recruiter/Advisor | September through June |
| Milestone 2: The target number of CAMP students will enroll in 2 summer bridge courses each year: n=20 students YR. 1; n=33 students YRS. 2-5. (n=152 students YRS. 1-5) | |
| Objective 2: Enroll UTEP CAMP students in a summer bridge program that includes 2 courses based on their Texas Success Initiative (TSI) assessment and placement scores. | |
| Method | |
| <ol style="list-style-type: none"> 1. Conduct a student-family orientation to explain CAMP and UTEP expectations. 2. Conduct a week-long student orientation. 3. Register students in 2 courses based on student's TSI and placement scores. | |
| Personnel Responsible | Timeline |
| Director, Coordinator, Recruiter/Advisor, Peer Leaders | June |
| Milestone 3: 100% of CAMP students will an individual education plan, receive academic advising, be assigned a mentor, and receive appropriate financial and academic support. | |
| Objective 3: Provide each UTEP CAMP student an individual education plan, academic advising, mentoring, and appropriate financial and academic support. | |
| Method | |
| <ol style="list-style-type: none"> 1. Monitor and review the student's academic records and course grades at UTEP during and at the conclusion of each semester. 2. Create an individual education plan each semester based on the student's academic placement, declared major, and performance. 3. Ensure each student is enrolled in appropriate courses based on the student's academic placement, declared major, and performance. 4. Provide each student with a mentor who is UTEP faculty, staff, or paraprofessional. 5. Provide academic and personal development workshops and cultural activities. 6. Provide financial support via supplies, monthly stipends to include food and/or gas, and/or housing as determined by the individual student's needs. | |
| Personnel Responsible | Timeline |
| Director, Coordinator, Recruiter/Advisor | June through May |

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| Milestone 4: 100% of CAMP students will be introduced to STEM educational and career opportunities. | |
| Objective 4: UTEP CAMP students will participate in activities such as campus tours of STEM-related facilities, presentations about STEM majors and career opportunities, major and career fairs through UNIV 1301 and the CAMP Student Success Seminar and/or the intensive summer bridge. | |
| Method | |
| <ol style="list-style-type: none"> 1. Introduce students to STEM majors and career opportunities through campus tours, field trips, and workshops and CAMP Student Success Seminar. 2. Enroll UTEP CAMP students in a UNIV 1301 section with a general STEM theme. 3. Provide information about STEM disciplines in the CAMP Student Success Seminar. | |
| Personnel Responsible | Timeline |
| Director, Coordinator, Recruiter/Advisor | June through May |
| Milestone 5: Students graduating from UTEP CAMP will have an individual education plan, receive academic advising, maintain a mentee/mentor relationship, be familiar with SSSP, and receive assistance with registering for the subsequent semester at UTEP or with transferring to another institution. A minimum of 86% will finish their first year in good academic standing and a minimum of 85% will continue enrollment in postsecondary education. | |
| Objective 5: Provide each UTEP CAMP student an individual education plan, academic advising, mentoring, registration assistance, and introduction to UTEP's Student Support Service Program (SSSP) or assistance with transferring to another institution of higher education if the student wishes to transfer. | |
| Method | |
| <ol style="list-style-type: none"> 1. Monitor and review student's academic records and course grades at UTEP during and at the conclusion of each semester. 2. Provide an individual education plan each semester based on the student's academic placement, declared major, and performance. 3. Ensure students are enrolled in appropriate courses based on the student's academic placement, declared major, and performance. 4. Facilitate continuation of mentoring relationships. 5. Connect students with UTEP's SSSP program and facilitate enrollment in SSSP. 6. Assist students with transferring to other colleges/universities as needed. 7. Enroll students in CAMP alumni organization. | |
| Personnel Responsible | Timeline |
| Director, Coordinator, Recruiter/Advisor | January through July |

(ii.) Adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the proposed project. The UTEP CAMP will be housed in the Entering Student Program (ESP), and the CAMP Director will report to the ESP Director/PI, who, in turn, reports directly to the Associate Provost for Undergraduate Studies. A CAMP Advisory Committee will be established to review budgets, measure progress toward achievement of project goals and objectives, and review project data such as academic performance, course completion, and retention. The committee will be comprised of (1) a current student's parent, (2) a current or former CAMP student, (3) two members from the migrant community (e.g., school district, MEP, etc.), (4) a staff member from UTEP's Office of Research and Sponsored Projects, and (5) the CAMP PI. The Advisory Committee will meet a minimum of two times per year.

To ensure continuous improvement, the project will utilize the Self-Assessment Process developed by the Council for the Advancement of Standards (CAS) in Higher Education for TRIO and other educational opportunity programs. This process will enable the program to determine its strengths and needs in key functional areas including staff, evaluation, ethics, legal issues, equal opportunity, and leadership. An Action Plan will be developed to bring the program to the highest level of professional standards. Implementing the CAS self-assessment and an Action Plan will ensure that all program initiatives are of the highest quality. The CAS will be completed at the end of each semester and shared with the Advisory Committee. Additional feedback will be provided through monthly meetings with program participants, staff meetings, and meetings with other UTEP departments.

(iii.) Extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate. All professional staff (Program Director, Coordinator, Recruiter/Advisor, and Administrative Associate) will

allocate 100% of their time toward the program and will be cross-trained in all areas of student services. The Program Director and Coordinator will be responsible for monitoring the program and completing the Annual Performance Report (APR) for the Office of Migrant Education that is due in December of each year. The Recruiter/Advisor will be responsible for the identification, recruitment, assessment, and full admission to UTEP for CAMP students, as well as for FAFSA completion. The Administrative Associate will oversee the CAMP office. The Peer Leaders will provide individual and group tutoring to all participants and assist the professional staff with the cultural, athletic, and social enrichment activities provided to students. The PI will provide 5% of her time for general oversight of the program, project evaluation, and accurate completion of the APR for the Office of Migrant Education.

6. ADEQUACY OF RESOURCES

(i.) Adequacy of support from the applicant organization. CAMP will be housed in Prospect Hall, with office space for all staff members. The University will provide furniture, phone system, technology and workstations. The program will have its own personal computers for professional staff, a printer, scanner, paper shredder, filing cabinets, notebook computers, and office supplies. Additional equipment is available through the Entering Student Program and the Office of Undergraduate Studies. In Prospect Hall, students will have access to computer labs, tutoring rooms, and classrooms for workshops.

(ii.) Relevance and demonstrated commitment of each partner in the proposed project.

UTEP CAMP has commitments to the program from numerous community partners and UTEP departments. Community partnerships include Region 19, ESC Migrant Education Program and target K-12 area school districts, which are committed to student referrals, literature distribution, facilities for presentations, and presenters. The Catholic Diocese of El Paso has also committed

to student referrals and literature distribution. At UTEP, Enrollment Services Offices (e.g., Admissions, Financial Aid, Registrar, Testing, etc.) have committed to priority processing of CAMP student paperwork and providing training. UTEP Student Life offices (e.g., Career Center, Counseling Center, and Student Leadership, etc.) have agreed to provide workshops for CAMP students and collaboration on campus activities. The UTEP Office for Undergraduate Studies departments (e.g., Developmental English and Math Programs, Entering Student Program) will provide workshops and tutoring for CAMP students. Additionally, CAMP has a commitment from the High School Equivalency Program and UTEP's TRIO programs for student referrals, collaboration, and literature distribution.

(iii.) Extent to which costs are reasonable in relation to objectives, design, and potential significance. The proposed CAMP budget is adequate to support the project's activities. The Budget Narrative illustrates the reasonableness of costs. The budget includes funding for professional staff and Peer Leaders to provide assistance for project participants, and it includes funds to recruit students to the program and provide academic services designed to achieve the GPRA-related objectives. It also includes laptops for CAMP students while in the program, classroom materials, cultural events, transportation and meal stipends, participation stipends, emergency medical services, and cultural enrichment field trips to support the academic success and personal development of CAMP students. Funds are allocated for staff development through participation in Migrant Education conferences. The budget also includes funds for external program evaluation to assess the program's success in achieving its objectives and provide information for program improvement.

(iv.) Extent to which costs are reasonable in relation to the number of persons served.

UTEP is proposing reduced funding year 1, and \$425,000 years 2-5 to serve 152 first-time, first-

year students each year. This is a relatively small investment considering the target outcome of a minimum of 86% of the program participants successfully completing their first year of college (GPRA 1) and continuing with their college education (GPRA 2), with the ultimate goal of earning a baccalaureate degree (or higher). For 152 students, CAMP has the potential to change the trajectory of their lives, and the lives of their current families and children to come. They will gain the social and cultural capital necessary to assist others with a path to college. Additionally, UTEP will be contributing significantly to CAMP by providing facilities and equipment for the program, the time of faculty and staff who conduct workshops for CAMP students and staff and who serve as mentors for CAMP students, and the time commitment of the Grant PI.

(v.) Potential for incorporation of project purposes, activities or benefits at the end of Federal funding. While UTEP could not institutionalize program elements such as student stipends and housing without continuing extramural support, lessons learned from CAMP have the potential to provide valuable information that can be incorporated into UTEP's programs for first-year college students. As of fall 2015, 53% of UTEP students self-reported that they are first-generation college students (neither parent received a baccalaureate degree); a high percentage of those report that neither parent attended college. Additionally, 80% are Hispanic, 73% received Pell Grants, and 73% report speaking a language other than English at home. The similarities with migrant students suggest that lessons learned through the CAMP program can inform how UTEP serves its first-year students. For example, approximately 2,500 students enroll in UNIV 1301 annually, and Peer Leaders in this course conference with students individually once each semester. CAMP results may clearly demonstrate the importance of more frequent formal interaction between the Peer Leader and individual students. The results of CAMP may also inform UTEP's early alert system. Currently, mid-term grades are required for

first-year students, but the CAMP model may demonstrate the effectiveness of requiring progress reports more frequently to allow for earlier interventions for struggling students. The impact of building community among the CAMP students may inform the creation at UTEP of a first-generation student support organization. Through support for the High School Equivalency Program and the previous CAMP, UTEP has demonstrated a 40-year commitment to providing migrant students access and opportunities in higher education.

7. QUALITY OF THE PROJECT EVALUATION

(i.) Extent to which the methods of evaluation are thorough, feasible, and appropriate. The Quality-Focused Project Evaluation design will employ a Quasi-Experimental Design (QED) model because most recruited participants will partake in the treatment. The QED will primarily use a matched case-control technique to establish baseline equivalence between CAMP participants and a comparable comparison group. The first-time, full-time in-college Fall 2016 cohort of students at UTEP is an appropriate group of students to extract a comparison group. Matching will occur on the following variables:

| |
|---|
| 1) High School Attended: in an effort to replicate the effect of spatial distance to the University as a barrier to attendance |
| 2) High School Percentile: an indicator of future college academic performance |
| 3) Developmental Course Placement: an indicator of college-readiness |
| 4) Estimated Family Contribution: an indicator from the student’s Free Application for Federal Student Aid application (FAFSA) which is a proxy for socioeconomic status and the likelihood of pursuing postsecondary education. |

Should a sufficient overflow (> 20) of CAMP eligible students be recruited and filtered to UTEP Prep (a comparable summer bridge program for students at-risk *not* to pursue higher education), the overflow will constitute an additional comparison group. Attrition for the treatment and the control groups should be similar if proper matching techniques are employed. The *What Works Clearinghouse* is likely to designate this Quasi-experimental design the *Meets*

WWC Group Design Standards with Reservations rating because of baseline equivalence and lack of random assignment into treatment and control groups.

The study's recruitment pool, as of February 18th, 2016, consists of 124 potential candidates (current seniors in Region 19 high schools) for CAMP program enrollment; this represents a pool about 6 times the capacity of Year 1 recruitment goal. Any overflow of potential CAMP participants will be filtered to UTEP Prep. This recruiting method may produce self-selection bias because more motivated students may populate the 20 CAMP vacancies compared to their peers. However statistical methods such as matching and multivariable modeling will control for this bias during the study analysis phase.

Similar matching and comparison groups will be used for years after Year 1. As of February 18th, 2016, Region 19 has indicated 913 middle through high school students (excluding current seniors) are eligible for CAMP services, meaning a sufficient candidate pool will exist for the target recruiting number of 33 students per year (132 total students over the four years) for Years 2 through 5.

(ii.) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward intended outcomes. The internal evaluator will track treatment and control group data to disseminate in monthly meetings with UTEP CAMP administrators and others working on the study. Additional indicators of program success can be identified and discussed in these meetings and plans to assess new indicators can be implemented. Below are specific assessment plans for each of the study goals and outcomes:

| |
|---|
| <p>Goal 1, Outcome 1: 86% (n=131) of UTEP CAMP students will finish their first year with a cumulative grade point average ≥ 2.0 each year of the grant. Assessment of Outcome 1: A survey will be administered at the conclusion of each spring semester to gauge student satisfaction with CAMP support throughout the academic year. In addition to the survey, participant academic data will be collected at the end of the academic year and compared to the comparison groups.</p> |
|---|

Goal 1, Outcome 2: 86% (n=131) of UTEP CAMP students will finish their first year with a minimum of 24 semester credit hours (SCH) each year of the grant.

Assessment of Outcome 2: In addition to using the end of academic year student survey introduced in Goal 3 to gauge effectiveness of education plans and academic support, participant academic data will be collected at the end of the academic year and compared to the comparison groups.

Goal 2, Outcome: 85% (n=129) of UTEP CAMP students will continue to enroll at UTEP or enroll at another institution of higher education in the fall following their completion of UTEP CAMP.

Assessment of Outcome: In addition to using the end of academic year student survey introduced in Goal 1 to gauge effectiveness of education plans and academic support, participant enrollment data will be collected at the start of the academic year and compared to the comparison groups. National Student Clearinghouse will also be employed to track students no longer enrolled at UTEP to see if they enrolled at other colleges/universities.

(iii.) The extent to which the methods of evaluation will produce evidence of promise. The methods of evaluation will provide objective and empirical data throughout the study years for the UTEP CAMP Director and the PI to monitor progress towards meeting study goals and evidence to identify study deficiencies and implement changes to better serve the target population and meet study goals. When appropriate, comparisons between the control and experimental groups will allow measurement of the effectiveness of the treatment (CAMP program participation). Using the assessment plan highlighted in sections 7.i and 7.ii will allow evidence of promise for study goals using official academic data, student surveys, and comparisons to comparison groups. Statistical analyses will be used to gauge the independent variable (CAMP participation) to desired dependent variables (continued postsecondary enrollment, desirable GPAs, etc.) to highlight any differences (significant or not), and perhaps provide promising data to warrant program continuation beyond Year 5. Evidence of promise findings may be teased out and included in similar summer bridge programs or initiatives.

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Dorothy P. Ward, Ph.D.

**Entering Student Program
Undergraduate Learning Center, Rm. 344
The University of Texas at El Paso
El Paso, TX 79968
(915) 747-8439
dpward@utep.edu**

EDUCATION

University of North Texas, Ph.D., English, 1990.

Major: American and British Literature 1914 to Present.

Minor: British Literature 1798 to 1914

Dissertation: "Literature of Conscience: The Novels of John Nichols."

The University of Texas at El Paso, M.A., English/Creative Writing, 1977.

The University of Texas at El Paso, B.A., English/Creative Writing, 1975.

AWARDS

Research and Sponsored Programs Outstanding Performance Award for University College, The University of Texas at El Paso (UTEP), 2006-2007.

Outstanding First-Year Student Advocate, The National Resource Center for The First-Year Experience and Students in Transition and Houghton Mifflin, 2004.

Distinguished Achievement Award for Teaching Excellence, UTEP, 2001.

Outstanding Advocate for Entering Students, UTEP, 2000.

PROFESSIONAL EMPLOYMENT (Selected)

Director of Entering Student Program, UTEP, 1999-Present.

- Provide administrative oversight for University Studies, which includes two core curriculum courses UNIV 1301 (first-year seminar), UNIV 2350, learning communities, and peer educator program
- Collaborate with Academic Advising Center and selected colleges to supervise shared personnel
- Collaborate with key university staff and administrators to develop academically-centered initiatives that strive to improve entering student success and retention
- Collaborate with program, college, and university personnel to develop program assessment
- Provided leadership for Circles of Learning for Entering Students (CircLES), a program for pre-science and pre-engineering students that includes orientation, advising, and learning communities (2003-2009)

Associate Dean—University College, UTEP, 2004-2008.

- Provided administrative oversight for the Entering Student Program (University Studies and CircLES, a program for pre-science and pre-engineering students that included orientation, advising, and learning communities), Developmental English (reading and writing), Developmental Math, START (Provisional Admission) Program, Texas Success Initiative, and College Readiness Initiative
- Assisted the Dean of University College with initiatives
- Represented Dean (as requested) at meetings, presentations, and events

Director of Developmental English, UTEP, 1989-1999.

- Designed and directed developmental reading (effective 1993) and writing programs (effective 1989)
- Hired, trained, and supervised developmental English instructors, teaching assistants, and tutors
- Coordinated the use of computer-supported instruction
- Participated in developmental English program planning and record keeping
- Collaborated with program and university personnel to develop program assessment
- Served as a liaison between the Developmental English Program and the Department of English

GRANTS AWARDED

University Research Institute Research Grant. Principal Investigator. One year, \$5,000. Funded 2011.

Texas Higher Education Coordinating Board: Intensive Summer Bridge Programs. Principal Investigator. One year, \$44,992. Funded 2008.

Texas Higher Education Coordinating Board: Texas Learning Objects Repository Small Grant. Principal Investigator. Nine-months, \$19,956. Funded 2008.

Texas Higher Education Coordinating Board: Phase III Course Redesign Grant. Principal Investigator. Two years, \$61,588. Funded 2007.

Texas Higher Education Coordinating Board: Phase II Course Redesign Grant. Principal Investigator. Five months, \$21,276. Funded 2007.

Upper Rio Grande Workforce: Youth Summer Enrichment Program. Co-Principal Investigator. One year, \$81,549. Funded 2007.

Texas Higher Education Coordinating Board: First Generation College Student Grant. One year, \$50,000. Funded 2005.

Department of Education Title V Grant: Strengthening Hispanic-Serving Institutions. Activity Director. Five years, 1.6 million. Funded 2000-2005.

COMMITTEE SERVICE (Selected)

Financial Aid Appeal Council, Member (2002-2009, 2013-Present).

The University of Texas System Review Panel for Transforming Undergraduate Education Grant Program, Member (2009).

El Paso Community College – University of Texas at El Paso Joint Articulation Committee, Member (2004-2008).

University of Texas at El Paso, El Paso Community College (EPCC), and Region 19 Independent School Districts College Readiness Implementation Committee, Co-Chaired with EPCC Dean (2004-2008).

**University of Texas at El Paso
Job Description**

Job Code: 0400
Job Title: Director-Managerial
Department: Entering Student Programs
Reports to: In accordance with specific departmental policies
FLSA Status: Exempt
Prepared By: Human Resource Services
Creation/Revision Date: February 24, 2016

Summary: Directs, coordinates, implements, and exercises functional authority for planning, organization, control, integration, and completion of projects within area of assigned responsibility.

Note: The primary accountabilities below are intended to describe the general content of and requirements of this position and are not intended to be an exhaustive statement of duties.

Statement of Duties and Responsibilities:

Promotes organization policies and procedures in compliance with local, state, and federal rules and regulations; advises University personnel regarding the development and implementation of regulatory strategy, potential areas of regulatory concern, and new government/regulatory developments. Directs preparation of directives to division or department supervisor outlining policy, program, or operational changes to be implemented. Coordinates activities of divisions or departments to effect operational efficiency and economy. Develops short and long-range plans, conceptual designs, and capital outlay (budget) requirements and documentation for assigned area(s). Develops, implements, and provides training policies, standards, guidelines, and security monitoring processes in relation to general control, privacy regulations, and development and operation of the University's infrastructure. Monitors the formulation and coordination of projects or event specifications, requirements for contracts and proposals, and associated documents; serves as technical director for events held in facilities of assigned responsibility; reviews and negotiates contracts and provides accurate cost estimates. Reviews and approves documentation relating to projects or events and needs specific to assigned area(s). Reviews cost factors and estimates used in planning, organizing, and scheduling work, preparing bids, selecting vendors or subcontractors, and determining cost effectiveness. Understands department's role in accomplishing the University's mission. Compiles and submits reports as required by management, state, local, and federal regulatory agencies. Acts as liaison between department and internal or external customers. Participates in various committees, professional trainings, industry conferences, and conventions. Knowledge of all Microsoft Office software and able to learn and use institutional software systems. Complies with all State and University policies. Other duties may be assigned.

Supervisory Responsibilities Carries out supervisory responsibilities in accordance with the organization's objectives, policies and applicable laws.

Qualifications To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

| | |
|-------------------------------------|--|
| Minimum Education required: | Master's Degree. |
| Minimum Experience required: | Five years of related experience and/or training to the essential duties and responsibilities; or equivalent combination of education and experience. Occasional traveling required. |
| Prefer Qualifications: | Bilingual (English and Spanish); Ph.D or terminal degree |



University of Texas at El Paso
Job Description

Job Code: 0502
Job Title: Program Coordinator/Manager
Department: Job may be available in different departments/divisions
Reports To: In accordance with specific departmental policies
FLSA Status: Exempt
Prepared By: Human Resource Services
Creation / Revision Date: December 10, 2010 / April 13, 2011

Summary: Under limited supervision, this position provides coordinating services, keeps official records, and executes administrative policies determined by or in conjunction with other officials.

Note: The primary accountabilities below are intended to describe the general content of and requirements of this position and are not intended to be an exhaustive statement of duties

Statement of Duties and Responsibilities:

Develops and implements administrative procedures for information processing, record maintenance, funding compliance; compiles, verifies and prepares materials and information to comply with required reports, surveys, analysis; establishes recordkeeping procedures and monitors records for appropriate information retention. May assist with grant writing functions to include researching/identifying funding opportunities, generating required documentation, establishing budgetary needs, and submitting proposals. May be required to work with an assigned team, unit, or section and is responsible for insuring that all assigned activities and resources are properly coordinated; may coordinate with others to analyze areas, satisfy planning needs, and document program effectiveness and compliance with appropriate guidelines; works to remove barriers that impede continuous improvement. Serves as an advocate for the group or program to obtain support for the program(s) both within the department and in the community; designs and creates systems to address specific program goals. Formulates organizational and operational plans, grants, contracts, or procedures for achieving program goals. Reviews and analyzes practices and procedures; makes recommendations to ensure established standards are met. Speaks to groups and organizations to explain services and to promote cooperation and understanding; serves on committees, boards, or councils. Provides technical planning assistance and training; may serve as a subject matter expert (SME) providing specific consulting/advising services. Promotes and consults on establishing organizational missions, planning and policy documents, special programs, and improving or restructuring existing programs. Coordinates communication efforts/marketing plans for the program by researching and releasing information, through multimedia outlets, to current/prospective clients; develops brochures, newsletter, flyers, booklets, and other publications for internal and external use. Evaluates effectiveness of support functions and recommends changes. Identifies support staff needs and recruits; selects and trains personnel; implements disciplinary actions as needed. Plans and coordinates special events (workshops, seminars, open houses, etc.) on behalf of program. Knowledge of all Microsoft Office software and able to learn and use institutional software systems. Complies with all State and University policies. Other duties may be assigned.

Supervisory Responsibilities: Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions

Minimum Education required: Bachelor's degree from four year college or university within area of assigned responsibility.

Minimum Experience required: Four years of related experience to the statement of duties and responsibilities; or equivalent combination of education and experience.

**University of Texas at El Paso
Job Description**

Job Code: 3622
Job Title: Program Recruiter/Enrollment Advisor
Department: Entering Student Programs
Reports To: In accordance with specific departmental policies
FLSA Status: Exempt
Prepared by: Human Resource Services
Creation / Revision Date: February 24, 2016

Summary: Assists prospective students (and their parents) in their transition from high schools to the university and will assist prospective students with the admissions and other related enrollment processes. Attends college nights, college fairs, and visits high schools. Also responsible for planning, coordinating, executing and assessing specific programs and events that support and promote the university's recruitment goals such as visitation programs, fairs, workshops, receptions, tours, etc.

Note: The primary accountabilities below are intended to describe the general content of and requirements of this position and are not intended to be an exhaustive statement of duties

Statement of Duties and Responsibilities:

Recruitment

Responsible for advising prospective students, parents, educational administrators and other interested persons regarding enrollment requirements, policies and procedures. Explains the University's admissions, housing and financial aid process to students and parents. Makes decisions requiring initiative and judgment in responding to individual student needs; uses discretion in finding solutions, and works independently on significant matter; monitors students' academic information and curricula; maintains accurate records on students' academic progress; may create databases for student records; creates and executes communication plan to students; sends correspondence. Answers questions in person and over the telephone regarding program policies, practices, and operations. Assists in developing and planning strategies for student registration to include effective administration of assessments and dissemination of information needed for increased access and motivation of entering students. Understands and interprets the various college requirements and academic options to facilitate the student's pursuit fields of interest. May assist with educational goal setting and development of semester schedules; identifies barriers that could impede academic success; incorporates developmental and multicultural advising skills. Serves as mentor, advocate, and contact for students; participates in retention and intervention programs for students; manages academic career choices for students. Develops relationships with students, parents, faculty, staff and other community members; replies to phone calls, correspondence, and e-mail from prospective students and their family members. Monitors enrollment trends and assigned recruitment goals and develops appropriate strategies. Plans, coordinates, conducts and evaluates recruitment activities and presentations for prospective students, parents, high school counselors, or other influencers that include information on the institution's academic programs, costs, housing, financial aid, scholarships, application processes and visitation programs. Actively participates in the development and implementation of essential recruitment communication such as; view-books, brochures, promotional materials, web-sites, e-mail communication, chat sessions, etc. Performs data-entry of recruitment data into the student information system and assists in the implementation of the recruitment and admissions communication plan. Provides professional level knowledge, advice, and counseling to students and prospective students regarding the institutional student admissions process. Advises prospective students, parents, educational administrators and other interested persons regarding admissions requirements, policies and procedures. Replies to phone calls, correspondence, and e-mail from prospective students and their family members. Travels to high schools, colleges and other learning institutions to publicize and explain CAMP and the University's admissions, housing and financial aid process to students and parents. Organizes, conducts and participates in receptions, college fairs and other special programs for prospective students and their parents. Distributes promotional media to recruit students. Complies with all federal, state and University regulation and policies. Maintains knowledge and understanding of regulations related to Federal Financial Aid, Texas Residency Laws, NCAA compliance, etc. Other duties and recruitment responsibilities as assigned.

Operations

Maintains and enters admission information into database. Processes admissions applications, test scores, academic transcripts and other related admissions documentation. Reconciles error, diagnostic, and other admission processing reports to ensure the integrity of admissions data. Generates letters of admission and/or rejection to students. Interviews students, parents and others concerning institutional entrance requirements. Composes correspondence to answer admission inquiries. Knowledge of all Microsoft Office software and able to learn and use institutional software systems. Complies with all State and University policies. Other duties may be assigned.

Supervisory Responsibilities: No supervisory responsibilities.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Minimum Education required: Bachelor's Degree.

Minimum Experience required: One year of experience, related to the statement of duties and responsibilities; or equivalent combination of education and experience. Must be bilingual (English and Spanish).



University of Texas at El Paso
Job Description

Job Code: 9026
Job Title: Administrative Associate Specialist
Department: Job may be available in different departments/divisions
Reports To: Assistant Director
FLSA: Non-Exempt
Prepared by: Human Resource Services
Creation/Revision: December 14, 2010

Summary: Under limited supervision, this position provides personal clerical and administrative services and assistance, of routine complexity, requiring the use of judgment and discretion on a periodic basis. Keeps official corporation records and executes administrative policies determined by or in conjunction with other officials.

Note: The primary accountabilities below are intended to describe the general content of and requirements of this position and are not intended to be an exhaustive statement of duties

Statement of Duties and Responsibilities:

Provides clerical and administrative support for management and department staff, including initiating, drafting, and proofreading correspondence, preparing letters or memorandums, and purchase requisitions; compiles, generates and distributes reports, as needed or requested; files correspondence and other records; responds to correspondence independently when possible; routes priority mail to supervisor. Acts as a liaison for management by effectively interacting with internal and external customers/staff. Acts as custodian of university documents and records. May perform the reception activities, which include meeting and greeting visitors or customers, answering telephones, giving general information, or routing incoming calls to the appropriate personnel. May assist others who are tasked with placing outgoing calls to support management or department personnel. Maintains a high degree of confidentiality on all sensitive information this position is privy to; manages supervisor calendars and independently schedules appointments. Outlines and explains university procedures and policies and monitors compliance; assists with budget preparation; creates and maintains database and spreadsheet files. Arranges programs, events, conferences, trainings, and meetings by arranging for facilities (and caterer), issuing information or invitations, coordinating speakers, and controlling event budget; arranges complex and detailed travel plans and itineraries, compiles documents for travel-related meetings, and accompanies supervisor when requested. Maintains inventory and tracking system of equipment and supplies; requisitions equipment and supplies as needed or requested. Knowledge of all Microsoft Office software and able to learn and use institutional software systems. Complies with all State and University policies. Other duties may be assigned.

Supervisory Responsibilities: No supervisory responsibilities.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Minimum Education required:** Associate's degree or equivalent from two-year college or technical school within area of assigned responsibility.
- Minimum Experience required:** Seven years related experience to the statement of duties and responsibilities; or equivalent combination of education and experience.



Executive Office
Dr. Armando Aguirre
Education Service Center - Region 19
6611 Boeing Drive
El Paso, Texas 79925-1010

Phone: 915.780.1919
Fax: 915.780.5070
www.est19.net

February 24, 2016

Lisa Ramirez, Ed.D.
Director
Office of Migrant Education
United States Department of Education
Washington, D.C. 20202

Dear Dr. Ramirez:

The Education Service Center - Region 19 (ESC-Region 19) is committed to supporting the University of Texas at El Paso (UTEP) in their application of the College Assistance Migrant Program (CAMP) grant, which has provided valuable educational services to migrant students in this region in past years.

Under the UTEP proposal, migrant students from targeted high schools in the Upper Rio Grande Valley, West Texas and Southern New Mexico regions will have the opportunity to obtain post-secondary education experiences and skills in a residential/commuter setting for one year. The UTEP CAMP will provide a comprehensive program designed to meet the specific needs of each student in the areas of academic, financial and support services. The UTEP CAMP will offer a Summer Bridge Program to enable first-year, first-time freshmen to make the transition from high school to the college environment. Program services continue throughout the fall and spring semesters of their freshman year.

ESC-Region 19 recognizes the importance of ensuring all of our area students are provided with the necessary services and support needed to graduate college ready and of developing resources that would continue to provide support to our students to ensure their success at any post-secondary institution. We are also very aware of the problems experienced by students from migrant and seasonal farmworker families, and fully support the CAMP goal to provide additional resources to students in their effort to attend and complete a college degree.

ESC-Region 19 is pleased to continue our longstanding partnership with UTEP. We have no doubt that the UTEP CAMP proposal will help meet the unique needs of students from migrant and seasonal farmworker families and will prove to be a successful initiative. Thank you for your careful consideration of the UTEP proposal, which, if funded, would provide support that is vital to the students and families of our region.

(b)(6)

Dr. Armando Aguirre
Executive Director



Migrant/Homeless Education
Education Service Center - Region 19
6611 Boeing Drive
El Paso, Texas 79925-1010

Phone: 915.780.5346
Fax: 915.780.5016
www.esc19.net

February 19, 2016

Lisa Ramirez, Director
Office of Migrant Education
U.S. Department of Education
Washington, DC 20202

Dear Ms. Ramirez:

The Education Service Center Region 19 Migrant Education Program is pleased to extend this letter to extensively recommend and support the University of Texas at El Paso's (UTEP) grant application for the College Assistance Migrant Program (CAMP).

Their valuable contribution to the academics and professional growth of our migrant student population is of high need in our community, where you may find over 2,000 eligible migrant and season farm worker students.

In working directly with these students, we are aware of the barriers they encounter and their struggles.

We will certainly collaborate with CAMP by referring eligible prospective students, distributing program literature and sharing educational records for admissions to both UTEP and CAMP.

We thank you in advance for your careful consideration to the need of this important program in this community, giving migrant students a deserving opportunity to become productive and successful citizens.

Truly Yours,

(b)(6)

Rose Tarin
ESC Region 19 MEP/HEP Director

Executive Director: Dr. Armando Aguirre

Board of Directors: David Sublasky-Chairman, Fred Sanchez-Vice Chairman, Charles Hart-Secretary,
Kathy Becker-Member, John C. Flores-Member, Sue Moran-Member, Patricia Ramirez-Member



El Paso
Independent
School District

Superintendent's Office

February 18, 2016

Lisa Ramirez, Ed.D.
Director
Office of Migrant Education
United States Department of Education
Washington, D.C. 20202

Dear Dr. Ramirez:

The El Paso Independent School District supports The University of Texas at El Paso's (UTEP) application for the College Assistance Migrant Program (CAMP) grant, which has provided valuable educational services to migrant students in this region in past years. Under the UTEP proposal, migrant students from targeted high schools in the Upper Rio Grande Valley, West Texas and Southern New Mexico regions will have the opportunity to obtain post-secondary education experiences and skills in a residential/commuter setting for one year.

UTEP CAMP will provide a comprehensive program designed to meet the specific needs of each student in the areas of academic, financial and support services. The UTEP CAMP will offer a Summer Bridge Program to enable first-year, first-time freshmen to make the transition from high school to the college environment. Program services continue throughout the fall and spring semesters of their freshman year.

I am very aware of the problems experienced by students from migrant and seasonal farmworker families, and I support the CAMP goal to provide additional resources to students in their effort to attend and complete a college degree. Thank you for your careful consideration of the UTEP CAMP proposal, which, if funded, would provide support that is vital to this region.

(b)(6)

Juan E. Cabrera
Superintendent



SOCORRO INDEPENDENT SCHOOL DISTRICT

Office of the Superintendent
District Service Center • 12440 Rojas Dr. • El Paso, Texas 79928-5200 • Phone 915-937-0000 • Fax 915-851-7572 • www.sisd.net

February 19, 2016

Lisa Ramirez, Ed. D.
Director
Office of Migrant Education
United States Department of Education
Washington, D.C. 20202

Dear Dr. Ramirez:

The Socorro Independent School District supports The University of Texas at El Paso's (UTEP) application the College Assistance Migrant Program (CAMP) grant, which has provided valuable educational services to migrant students in this region in past years.

Under the UTEP proposal, migrant students from targeted high schools in the Upper Rio Grande Valley, West Texas and Southern New Mexico regions will have the opportunity to obtain post-secondary education experiences and skills in a residential/commuter setting for one year.

UTEP CAMP will provide a comprehensive program designed to meet the specific needs of each student in the areas of academic, financial and support services. The UTEP CAMP will offer a Summer Bridge Program to enable first-year, first-time freshmen to make the transition from high school to the college environment. Program services continue throughout the fall and spring semesters of their freshman year.

I am very aware of the problems experienced by students from migrant and seasonal farmworker families, and I support the CAMP goal to provide additional resources to students in their effort to attend and complete a college degree.

Thank you for your careful consideration of the UTEP CAMP proposal, which, if funded, would provide support that is vital to this region.

Respectfully,

Jose Espinoza, Ed. D.
Superintendent of Schools

Leading • Inspiring • Innovating

The Socorro Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities or employment.

PR/Award # S149A160015

Page e53



Ysleta Independent School District

9600 SIMS DRIVE • EL PASO, TEXAS 79925 • OFFICE: 915-434-0032 • FAX: 915-591-4144

OFFICE OF THE SUPERINTENDENT
DR. XAVIER DE LA TORRE
SUPERINTENDENT OF SCHOOLS

February 18, 2016

Lisa Ramirez, Ed.D.
Director
Office of Migrant Education
United States Department of Education
Washington, D.C. 20202

Dear Dr. Ramirez:

The Ysleta Independent School District supports The University of Texas at El Paso's (UTEP) application the College Assistance Migrant Program (CAMP) grant, which has provided valuable educational services to migrant students in this region in past years.

Under the UTEP proposal, migrant students from targeted high schools in the Upper Rio Grande Valley, West Texas and Southern New Mexico regions will have the opportunity to obtain post-secondary education experiences and skills in a residential/commuter setting for one year.

UTEP CAMP will provide a comprehensive program designed to meet the specific needs of each student in the areas of academic, financial and support services. The UTEP CAMP will offer a Summer Bridge Program to enable first-year, first-time freshmen to make the transition from high school to the college environment. Program services continue throughout the fall and spring semesters of their freshman year.

I am very aware of the problems experienced by students from migrant and seasonal farmworker families, and I support the CAMP goal to provide additional resources to students in their effort to attend and complete a college degree.

Thank you for your careful consideration of the UTEP CAMP proposal, which, if funded, would provide support that is vital to this region.

(b)(6)

Xavier De La Torre, Ed.D.
Superintendent of Schools

(b)(6)



Office of Admissions
and Recruitment

February 25, 2016

Lisa Ramirez, Ed.D.
Director
Office of Migrant Education
United States Department of Education
Washington, D.C. 20202

Dear Dr. Ramirez:

The Office of Admissions and Recruitment supports The University of Texas at El Paso's (UTEP) application the College Assistance Migrant Program (CAMP) grant, which has provided valuable educational services to migrant students in this region in past years. Under the UTEP proposal, migrant students from targeted high schools in the Upper Rio Grande Valley, West Texas and Southern New Mexico regions will have the opportunity to obtain post-secondary education experiences and skills in a residential/commuter setting for one year.

UTEP CAMP will provide a comprehensive program designed to meet the specific needs of each student in the areas of academic, financial and support services. The UTEP CAMP will offer a Summer Bridge Program to enable first-year, first-time freshmen to make the transition from high school to the college environment. Program services continue throughout the fall and spring semesters of their freshman year.

I am very aware of the problems experienced by students from migrant and seasonal farmworker families, and I support the CAMP goal to provide additional resources to students in their effort to attend and complete a college degree. Thank you for your careful consideration of the UTEP CAMP proposal, which, if funded, would provide support that is vital to this region.

Sincerely,

(b)(6)

Michael John Talamantes, M.Ed.
Director, Office of Admissions and Recruitment

El Paso, Texas
79968-0504
(915) 747-5890
(877) 74MINER
FAX: (915) 747-8893



DIOCESAN MIGRANT & REFUGEE SERVICES, INC.
DMRS
SERVICIOS DIOCESANOS PARA MIGRANTES Y REFUGIADOS

March 1, 2016

Lisa Ramirez, Ed.D.
Director
Office of Migrant Education
United States Department of Education
Washington, D.C. 20202

Dear Dr. Ramirez:

Diocesan Migrant & Refugee Services, Inc. (DMRS) supports The University of Texas at El Paso's (UTEP) application the College Assistance Migrant Program (CAMP) grant, which has provided valuable educational services to migrant students in this region in past years.

Under the UTEP proposal, migrant students from targeted high schools in the Upper Rio Grande Valley, West Texas and Southern New Mexico regions will have the opportunity to obtain post-secondary education experiences and skills in a residential/commuter setting for one year.

UTEP CAMP will provide a comprehensive program designed to meet the specific needs of each student in the areas of academic, financial and support services. The UTEP CAMP will offer a Summer Bridge Program to enable first-year, first-time freshmen to make the transition from high school to the college environment. Program services continue throughout the fall and spring semesters of their freshman year.

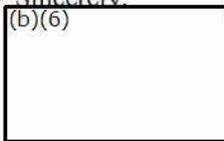
I am very aware of the problems experienced by students from migrant and seasonal farmworker families, and I support the CAMP goal to provide additional resources to students in their effort to attend and complete a college degree. We will partner with UTEP CAMP to ensure success by:

1. Referral of prospective students
2. Distribution of program literature

Thank you for your careful consideration of the UTEP CAMP proposal, which, if funded, would provide support that is vital to this region.

Sincerely,

(b)(6)



Melissa M. Lopez
Executive Director/Attorney at Law

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1746000813A1

DATE:12/19/2012

ORGANIZATION:

University of Texas at El Paso
 The University of Texas System
 303 Administration Building
 El Paso, TX 79968-0502

FILING REF.: The preceding
 agreement was dated
 11/12/2008

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

| <u>TYPE</u> | <u>FROM</u> | <u>TO</u> | <u>RATE(%)</u> | <u>LOCATION</u> | <u>APPLICABLE TO</u> |
|-------------|-------------|---------------|----------------|--|----------------------|
| PRED. | 09/01/2012 | 08/31/2013 | 50.50 | On Campus | Organized Research |
| PRED. | 09/01/2013 | 08/31/2016 | 51.00 | On Campus | Organized Research |
| PRED. | 09/01/2012 | 08/31/2016 | 50.00 | On Campus | Instruction |
| PRED. | 09/01/2012 | 08/31/2016 | 33.00 | On Campus | OSA |
| PRED. | 09/01/2012 | 08/31/2016 | 26.00 | Off Campus | All Programs |
| PROV. | 09/01/2016 | Until Amended | | "Use same rates and conditions as those cited for FYE 08/31/16." | |

*BASE

ORGANIZATION: University of Texas at El Paso The University of
Texas System

AGREEMENT DATE: 12/19/2012

Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

ORGANIZATION: University of Texas at El Paso The University of
Texas System

AGREEMENT DATE: 12/19/2012

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

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

Equipment Definition -

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

FRINGE BENEFITS:

FICA

Retirement

Worker's Compensation

Life Insurance

Unemployment Insurance

Health Insurance

Termination Accrued Leave

ORGANIZATION: University of Texas at El Paso The University of Texas System

AGREEMENT DATE: 12/19/2012

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.

D. ACCOUNTING CHANGES:

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

C. FIXED RATES:

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

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in 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.

K. OTHER:

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

BY THE INSTITUTION:

University of Texas at El Paso The University of Texas System

(b)(6)

(SIGNATURE)

Cynthia Vizcaino Villa

(NAME)

Vice President for Business Affairs

(TITLE)

1/9/13

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

12/19/2012

(DATE) 0152

THIS REPRESENTATIVE: Narendra Gandhi

Telephone: (214) 767-3263

REFERENCES

Association of American Colleges & Universities. High Impact Educational Practices. (2008).

Retrieved from <https://www.aacu.org/leap/hips>

Pew Research Center. (2014) The rising cost of not going to college. Retrieved from

<http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/Texas>

Texas Education Agency. (2011). *Statewide service delivery plan Texas Migrant Education*

Program. Retrieved from

[file:///C:/Users/Connie/Downloads/Migrant-Service-Delivery-Plan-May2011%20\(3\).pdf](file:///C:/Users/Connie/Downloads/Migrant-Service-Delivery-Plan-May2011%20(3).pdf)

Tinto, Vincent. (2012). *Completing college: Rethinking institutional actions*. Chicago: The

University of Chicago Press.

Washington Monthly. 2015 College Rankings: What Colleges Can Do for the Country. Retrieved

from http://www.washingtonmonthly.com/college_guide/toc_2015.php

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE ASSISTANCE MIGRANT PROGRAM

Proposed Budget Narrative

FY1 2016-2017

1. Personnel

| Position | # of People | % of Time | Duration | Total |
|-----------------|-------------|-------------|------------------|-----------------|
| Director | 1 | 100% | 12 months | \$56,238 |

Directs implementation of College Assistance Migrant Program philosophy, goals, and objectives; coordinates and assists in the development, implementation of Project programs and services; ensures that the Program meets all grant obligations; administers Program budget; selects, assigns, trains, and supervises Program staff; monitors the work performance of all Program staff on a regular basis to assess achievement of individual duties and responsibilities; coordinates participant recruitment and selection process; makes decisions requiring initiative and judgment in responding to individual student needs; monitors students' academic progress; coordinates follow up services and correspondence with CAMP alumni; acts in a liaison capacity with University faculty, staff, and community relative to Program services; and completes related administrative duties as required or directed.

| | | | | |
|------------------------------------|----------|-------------|------------------|-----------------|
| Program Coordinator Manager | 1 | 100% | 12 months | \$34,417 |
|------------------------------------|----------|-------------|------------------|-----------------|

Assists in the development and implementation of Program goals and objectives; monitors students' academic information and curricula; maintains accurate records on students' academic progress; assists with the development of Individualized Educational Plan for CAMP students; assists with planning of academic, social, and cultural programs; oversees the residential program; assists with developing curriculum for College Success Seminar; assists with

development and administration of the Family and Student Orientation; assists with training and oversight of peer leaders; makes decisions requiring initiative and judgment in responding to individual student needs; assists in the recruitment of students, which includes travel to high schools and other community locations; communicates with students, parents, educational administrators and other interested persons regarding enrollment requirements, policies and procedures.

Program Recruitment/Enrollment Advisor 1 100% 12 months \$28,626

Assists in the recruitment of students, which includes travel to high schools and other community locations; advises prospective students, parents, educational administrators and other interested persons regarding enrollment requirements, policies and procedures; explains the University's admissions, housing and financial aid process to students and parents; monitors students' academic information and curricula; maintains accurate records on students' academic progress; creates databases for student records; creates and executes a communication plan to students; sends correspondence; answers questions in person and over the telephone regarding program policies, practices, and operations; participates in the CAMP student selection process; assists with the development of Individualized Educational Plan for CAMP students; assists with planning academic and cultural programs; and completes related duties as required or directed.

Administrative Associate Specialist 1 100% 12 months \$21,313

Responsible for the day to day operations of the CAMP office to include providing personal clerical and administrative services and assistance; maintains official records and executes administrative policies determined by or in conjunction with other officials; arranges events and meetings by arranging for facilities; processes personnel action paperwork; manages incoming calls and correspondence and responds independently when possible; routes priority mail to

Medicare, workers' compensation insurance, unemployment insurance, and retirement. Staff benefits include vacation and sick leave. An average monthly health insurance premium of \$691.06 is calculated for faculty and staff, while a monthly average of \$345.53 is included for graduate students.

3. Travel \$6,705

A. Staff

1) Recruitment, Training, and Placement Services

a. Personal Auto 5,000 mi. @/.575/mile \$2,875

2) Conference Travel

a. Annual Migrant Education Director's Conference,

Washington, D.C.

Hotel (\$226 X 4 nights) \$904

Airfare \$568

Registration \$0

Per Diem (4 days @ \$69/day) \$276

The CAMP director will attend the required Annual Migrant Education Director's Conference.

The hotel and per diem allowances are determined by the University for its staff travel. The airfare is an estimate based on the current cost of a ticket on Southwest Airlines to Washington, D. C. from El Paso, Texas.

b. National HEP/CAMP Education Conference

Hotel (\$127 X 3 nights) \$381

Airfare \$483

*Registration \$300

| | |
|------------------------------|-------|
| Per Diem (3 days @ \$59/day) | \$177 |
|------------------------------|-------|

c. National Migrant Education Conference

| | |
|--------------------------|-------|
| Hotel (\$127 X 3 nights) | \$381 |
|--------------------------|-------|

| | |
|---------|-------|
| Airfare | \$483 |
|---------|-------|

| | |
|---------------|-------|
| *Registration | \$375 |
|---------------|-------|

| | |
|------------------------------|-------|
| Per Diem (3 days @ \$59/day) | \$177 |
|------------------------------|-------|

Since the conference location varies from one year to the next for both conferences, the airfare and per diem are estimated based on cost to Orlando, Florida, because hotel and per diem are in the moderate range. The listed hotel and per diem allowances are determined by the University for its staff travel to Orlando. The actual hotel and per diem will be determined by The University of Texas at El Paso hotel/per diem for the actual city. The airfare is an estimate based on the current cost of a round trip ticket to Orlando on Southwest Airlines. One member of the CAMP professional staff (director, coordinator, recruiter/advisor), to be determined each year, will attend the National HEP/CAMP Education Conference and one will attend National Migrant Education Conference for staff development purposes and will be responsible for presenting information learned to CAMP staff during one of the monthly trainings. *Registration fees are budgeted under Other for institutional accounting purposes.

| | |
|---------------------------------|------------|
| 4. <u>Equipment</u> None | \$0 |
|---------------------------------|------------|

| | |
|---------------------------|------------|
| 5. <u>Supplies</u> | \$0 |
|---------------------------|------------|

For purposes of consistent and clear accounting, we have budgeted items for this line item under the OTHER category.

6. Contractual

| | |
|-----------------------|----------------|
| a. Program Evaluation | \$5,000 |
|-----------------------|----------------|

This funding is for an outside evaluator, to be selected annually, to review and evaluate the effectiveness of the CAMP program to ensure the program is meeting all of federal and programmatic objectives and to allow for continuous improvement of the program.

7. Construction **\$0**

8. Other **\$58,975**

a. Technology: 33 laptops x \$900 \$29,700

Laptop costs are based on the price advertised by one of the University's vendors. These will be purchased in Year 1, but used by CAMP students Years 1-5.

b. Office Supplies \$5,000

The supplies include what is generally required for an office to function. This includes paper (which will be used for office and classroom), printer cartridges, letterhead stationary and envelopes, file folders, business cards for professional staff, pens, markers, USBs, external hard drives, legal pads, etc. The cost is based on the supply costs for the Entering Student Program, which is a significantly larger office that operates on a budget that is approximately 5 times larger than what is requested for CAMP. The supplies support the project success by providing materials for accurate record keeping, instruction, training, and day-to-day office functions.

c. Other Expenses

c.1. Communication Cost (Office, Cell Phones) \$4,800

c.2. HEP/CAMP Association (Yearly Membership) \$1,200

c.3. Staff Training \$600

c.4. Copier, Duplicating, Toner, Postage, Print-Shop \$3,000

d. Testing and Orientation \$2,000

e. Cultural/Social \$2,500

| | | |
|----|---|---------|
| f. | Health Expenses | \$1,000 |
| g. | Banquet and Graduation | \$2,500 |
| h. | Student (USBs, backpacks, spiral notebooks, pens, t-shirts) | \$2,000 |
| i. | Student textbooks | \$3,000 |
| j. | Laptop Insurance | \$1,000 |
| k. | Conference Registration fees | \$675 |

Amounts are based on actual current costs of items (e.g. start up costs for phones, cell phones, membership, copier) or anticipated costs based on comparable programs (e.g., cultural, health, testing/orientation).

9. Total Direct Costs **\$381,397**

10. Indirect Charges **\$23,337**

A rate of 8% as indicated in agency guidelines has been applied to Modified Total Direct Costs. Indirect is applied to salaries and wages, fringe benefits, materials, supplies, services, travel, and the first \$25,000 of a subgrant. Indirect is not applied to equipment, capital expenditures, charges for patient care, student tuition remission, rental costs off-site facilities, scholarships and fellowships, as well as each portion of subgrant in excess of \$25,000.

11. Training Stipends **\$89,690**

1) Housing

a. Summer Bridge \$6,600

(6 CAMP students @ \$550/mth. per student x 2 months)

b. CAMP Orientation for Fall \$1,725

(20 CAMP students & 3 Peer Leaders @ \$25/night
per student x 3 nights)

| | |
|--|------------------|
| <ul style="list-style-type: none"> c. Fall/Spring (8 CAMP students @ \$550/mth. per student x 9 months) | \$39,600 |
| 2) Meals | |
| <ul style="list-style-type: none"> a. Summer Bridge (20 CAMP students @ \$40/mth. x 2) | \$1,600 |
| <ul style="list-style-type: none"> b. CAMP Orientation for Fall (20 CAMP students & 3 Peer Leaders @ \$25/day per student x 3 days) | \$1,725 |
| <ul style="list-style-type: none"> c. Fall/Spring (20 CAMP students \$75/mth. x 9 mths.) | \$13,500 |
| 2) Tuition | \$3,000 |
| 3) Stipends | \$16,500 |
| (20 students @ \$75/mth. x 11 mths.) | |
| 4) Gasoline allowance | |
| <ul style="list-style-type: none"> a. Summer (14 x \$40/mth. x 2 mths.) | \$1,120 |
| <ul style="list-style-type: none"> b. Fall/Spring (12 x \$40/mth. x 9 mths.) | \$4,320 |
| 12. <u>Total Costs</u> | \$404,734 |

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE ASSISTANCE MIGRANT PROGRAM

Proposed Budget Narrative

FY2 2017-2018

1. Personnel

| Position | # of People | % of Time | Duration | Total |
|-----------------|-------------|-------------|------------------|-----------------|
| Director | 1 | 100% | 12 months | \$57,925 |

Directs implementation of College Assistance Migrant Program philosophy, goals, and objectives; coordinates and assists in the development, implementation of Project programs and services; ensures that the Program meets all grant obligations; administers Program budget; selects, assigns, trains, and supervises Program staff; monitors the work performance of all Program staff on a regular basis to assess achievement of individual duties and responsibilities; coordinates participant recruitment and selection process; makes decisions requiring initiative and judgment in responding to individual student needs; monitors students' academic progress; coordinates follow up services and correspondence with CAMP alumni; acts in a liaison capacity with University faculty, staff, and community relative to Program services; and completes related administrative duties as required or directed.

| | | | | |
|------------------------------------|----------|-------------|------------------|-----------------|
| Program Coordinator Manager | 1 | 100% | 12 months | \$35,450 |
|------------------------------------|----------|-------------|------------------|-----------------|

Assists in the development and implementation of Program goals and objectives; monitors students' academic information and curricula; maintains accurate records on students' academic progress; assists with the development of Individualized Educational Plan for CAMP students; assists with planning of academic, social, and cultural programs; oversees the residential program; assists with developing curriculum for College Success Seminar; assists with

development and administration of the Family and Student Orientation; assists with training and oversight of peer leaders; makes decisions requiring initiative and judgment in responding to individual student needs; assists in the recruitment of students, which includes travel to high schools and other community locations; communicates with students, parents, educational administrators and other interested persons regarding enrollment requirements, policies and procedures.

Program Recruitment/Enrollment Advisor 1 100% 12 months \$29,485

Assists in the recruitment of students, which includes travel to high schools and other community locations; advises prospective students, parents, educational administrators and other interested persons regarding enrollment requirements, policies and procedures; explains the University's admissions, housing and financial aid process to students and parents; monitors students' academic information and curricula; maintains accurate records on students' academic progress; creates databases for student records; creates and executes a communication plan to students; sends correspondence; answers questions in person and over the telephone regarding program policies, practices, and operations; participates in the CAMP student selection process; assists with the development of Individualized Educational Plan for CAMP students; assists with planning academic and cultural programs; and completes related duties as required or directed.

Administrative Associate Specialist 1 100% 12 months \$21,952

Responsible for the day to day operations of the CAMP office to include providing personal clerical and administrative services and assistance; maintains official records and executes administrative policies determined by or in conjunction with other officials; arranges events and meetings by arranging for facilities; processes personnel action paperwork; manages incoming calls and correspondence and responds independently when possible; routes priority mail to

compensation insurance, unemployment insurance, and retirement. Staff benefits include vacation and sick leave. An average monthly health insurance premium of \$691.06 is calculated for faculty and staff, while a monthly average of \$345.53 is included for graduate students.

3. Travel \$6,705

A. Staff

1) Recruitment, Training, and Placement Services

a. Personal Auto 5,000 mi. @/.575/mile \$2,875

2) Conference Travel

a. Annual Migrant Education Director’s Conference,

Washington, D.C.

Hotel (\$226 X 4 nights) \$904

Airfare \$568

Registration \$0

Per Diem (4 days @ \$69/day) \$276

The CAMP director will attend the required Annual Migrant Education Director’s Conference.

The hotel and per diem allowances are determined by the University for its staff travel. The airfare is an estimate based on the current cost of a ticket on Southwest Airlines to Washington, D. C. from El Paso, Texas.

b. National HEP/CAMP Education Conference

Hotel (\$127 X 3 nights) \$381

Airfare \$483

*Registration \$300

| | |
|------------------------------|-------|
| Per Diem (3 days @ \$59/day) | \$177 |
|------------------------------|-------|

c. National Migrant Education Conference

| | |
|--------------------------|-------|
| Hotel (\$127 X 3 nights) | \$381 |
|--------------------------|-------|

| | |
|---------|-------|
| Airfare | \$483 |
|---------|-------|

| | |
|---------------|-------|
| *Registration | \$375 |
|---------------|-------|

| | |
|------------------------------|-------|
| Per Diem (3 days @ \$59/day) | \$177 |
|------------------------------|-------|

Since the conference location varies from one year to the next for both conferences, the airfare and per diem are estimated based on cost to Orlando, Florida, because hotel and per diem are in the moderate range. The listed hotel and per diem allowances are determined by the University for its staff travel to Orlando. The actual hotel and per diem will be determined by The University of Texas at El Paso hotel/per diem for the actual city. The airfare is an estimate based on the current cost of a round trip ticket to Orlando on Southwest Airlines. One member of the CAMP professional staff (director, coordinator, recruiter/advisor), to be determined each year, will attend the National HEP/CAMP Education Conference and one will attend National Migrant Education Conference for staff development purposes and will be responsible for presenting information learned to CAMP staff during one of the monthly trainings. *Registration fees are budgeted under Other for institutional accounting purposes.

| | |
|----------------------------|------------|
| 4. <u>Equipment</u> | \$0 |
|----------------------------|------------|

| | |
|---------------------------|------------|
| 5. <u>Supplies</u> | \$0 |
|---------------------------|------------|

For purposes of consistent and clear accounting, we have budgeted items for this line item under the OTHER category.

6. Contractual

| | |
|-----------------------|----------------|
| a. Program Evaluation | \$5,000 |
|-----------------------|----------------|

This funding is for an outside evaluator, to be selected annually, to review and evaluate the effectiveness of the CAMP program to ensure the program is meeting all of federal and programmatic objectives and to allow for continuous improvement of the program.

7. Construction **\$0**

8. Other **\$30,783**

a. Office Supplies \$5,008

The supplies include what is generally required for an office to function. This includes paper (which will be used for office and classroom), printer cartridges, letterhead stationary and envelopes, file folders, business cards for professional staff, pens, markers, USBs, external hard drives, legal pads, etc. The cost is based on the supply costs for the Entering Student Program, which is a significantly larger office that operates on a budget that is approximately 5 times larger than what is requested for CAMP. The supplies support the project success by providing materials for accurate record keeping, instruction, training, and day-to-day office functions.

b. Other Expenses

b.1. Communication Cost (Office, Cell Phones) \$2,400

b.2. HEP/CAMP Association (Yearly Membership) \$1,200

b.3. Staff Training \$500

b.4. Copier, Duplicating, Toner, Postage, Print-Shop \$3,000

(Copier and related=\$1,720; Print-Shop=\$790;

Postage=\$490)

c. Testing and Orientation \$3,000

d. Cultural/Social \$3,000

| | | |
|----|---|---------|
| e. | Health Expenses | \$1,000 |
| f. | Banquet and Graduation | \$3,000 |
| g. | Student (USBs, backpacks, spiral notebooks, pens, t-shirts) | \$3,000 |
| h. | Student textbooks | \$4,000 |
| i. | Laptop Insurance | \$1,000 |
| j. | Conference Registration fees | \$675 |

Amounts are based on actual current costs of items (e.g. phones, membership, copier) or anticipated costs based on comparable programs (e.g., cultural, health, testing/orientation).

9. Total Direct Costs \$402,348

10. Indirect Charges \$22,652

A rate of 8% as indicated in agency guidelines has been applied to Modified Total Direct Costs.

Indirect is applied to salaries and wages, fringe benefits, materials, supplies, services, travel, and the first \$25,000 of a subgrant. Indirect is not applied to equipment, capital expenditures, charges for patient care, student tuition remission, rental costs off-site facilities, scholarships and fellowships, as well as each portion of subgrant in excess of \$25,000.

11. Training Stipends \$119,200

1) Housing

| | | |
|----|---|----------|
| a. | Summer Bridge | \$6,600 |
| | (6 CAMP students @ \$550/mth. per student x 2 months) | |
| b. | CAMP Orientation for Fall | \$2,850 |
| | (33 CAMP students & 5 Peer Leaders @ \$25/night | |
| | per student x 3 nights) | |
| c. | Fall/Spring | \$39,600 |

| | |
|--|------------------|
| (8 CAMP students @ \$550/mth. per student x 9 months) | |
| 2) Meals | |
| a. Summer Bridge | \$2,640 |
| (33 CAMP students @ \$40/mth. x 2 mths.) | |
| b. CAMP Orientation for Fall | \$2,850 |
| (33 CAMP students & 5 Peer Leaders @ \$25/day per student x 3 days) | |
| d. Fall/Spring | \$22,275 |
| (33 CAMP students x \$75/mth. x 9 mths.) | |
| 3) Tuition | \$4,000 |
| 4) Stipends | \$27,225 |
| (33 students @ \$75/mth. x 11 mths.) | |
| 5) Gasoline allowance | |
| a. Summer | |
| (27 x \$40/mth. x 2 mths.) | \$2,160 |
| b. Fall/Spring | |
| (25 x \$40/mth. x 9 mths.) | \$9,000 |
| 12. <u>Total Costs</u> | \$425,000 |

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE ASSISTANCE MIGRANT PROGRAM

Proposed Budget Narrative

FY3 2018-2019

1. Personnel

| Position | # of People | % of Time | Duration | Total |
|-----------------|-------------|-------------|------------------|-----------------|
| Director | 1 | 100% | 12 months | \$59,662 |

Directs implementation of College Assistance Migrant Program philosophy, goals, and objectives; coordinates and assists in the development, implementation of Project programs and services; ensures that the Program meets all grant obligations; administers Program budget; selects, assigns, trains, and supervises Program staff; monitors the work performance of all Program staff on a regular basis to assess achievement of individual duties and responsibilities; coordinates participant recruitment and selection process; makes decisions requiring initiative and judgment in responding to individual student needs; monitors students' academic progress; coordinates follow up services and correspondence with CAMP alumni; acts in a liaison capacity with University faculty, staff, and community relative to Program services; and completes related administrative duties as required or directed.

| | | | | |
|------------------------------------|----------|-------------|------------------|-----------------|
| Program Coordinator Manager | 1 | 100% | 12 months | \$36,513 |
|------------------------------------|----------|-------------|------------------|-----------------|

Assists in the development and implementation of Program goals and objectives; monitors students' academic information and curricula; maintains accurate records on students' academic progress; assists with the development of Individualized Educational Plan for CAMP students; assists with planning of academic, social, and cultural programs; oversees the residential program; assists with developing curriculum for College Success Seminar; assists with

development and administration of the Family and Student Orientation; assists with training and oversight of peer leaders; makes decisions requiring initiative and judgment in responding to individual student needs; assists in the recruitment of students, which includes travel to high schools and other community locations; communicates with students, parents, educational administrators and other interested persons regarding enrollment requirements, policies and procedures.

Program Recruitment/Enrollment Advisor 1 100% 12 months \$30,369

Assists in the recruitment of students, which includes travel to high schools and other community locations; advises prospective students, parents, educational administrators and other interested persons regarding enrollment requirements, policies and procedures; explains the University's admissions, housing and financial aid process to students and parents; monitors students' academic information and curricula; maintains accurate records on students' academic progress; creates databases for student records; creates and executes a communication plan to students; sends correspondence; answers questions in person and over the telephone regarding program policies, practices, and operations; participates in the CAMP student selection process; assists with the development of Individualized Educational Plan for CAMP students; assists with planning academic and cultural programs; and completes related duties as required or directed.

Administrative Associate Specialist 1 100% 12 months \$22,611

Responsible for the day to day operations of the CAMP office to include providing personal clerical and administrative services and assistance; maintains official records and executes administrative policies determined by or in conjunction with other officials; arranges events and meetings by arranging for facilities; processes personnel action paperwork; manages incoming calls and correspondence and responds independently when possible; routes priority mail to

compensation insurance, unemployment insurance, and retirement. Staff benefits include vacation and sick leave. An average monthly health insurance premium of \$691.06 is calculated for faculty and staff, while a monthly average of \$345.53 is included for graduate students.

3. Travel \$6,705

A. Staff

1) Recruitment, Training, and Placement Services

a. Personal Auto 5,000 mi. @/.575/mile \$2,875

2) Conference Travel

a. Annual Migrant Education Director’s Conference,
Washington, D.C.

Hotel (\$226 X 4 nights) \$904

Airfare \$568

Registration \$0

Per Diem (4 days @ \$69/day) \$276

The CAMP director will attend the required Annual Migrant Education Director’s Conference.

The hotel and per diem allowances are determined by the University for its staff travel. The airfare is an estimate based on the current cost of a ticket on Southwest Airlines to Washington,

D. C. from El Paso, Texas.

b. National HEP/CAMP Education Conference

Hotel (\$127 X 3 nights) \$381

Airfare \$483

*Registration \$300

Per Diem (3 days @ \$59/day) \$177

c. National Migrant Education Conference

| | |
|------------------------------|-------|
| Hotel (\$127 X 3 nights) | \$381 |
| Airfare | \$483 |
| *Registration | \$375 |
| Per Diem (3 days @ \$59/day) | \$177 |

Since the conference location varies from one year to the next for both conferences, the airfare and per diem are estimated based on cost to Orlando, Florida, because hotel and per diem are in the moderate range. The listed hotel and per diem allowances are determined by the University for its staff travel to Orlando. The actual hotel and per diem will be determined by The University of Texas at El Paso hotel/per diem for the actual city. The airfare is an estimate based on the current cost of a round trip ticket to Orlando on Southwest Airlines. One member of the CAMP professional staff (director, coordinator, recruiter/advisor), to be determined each year, will attend the National HEP/CAMP Education Conference and one will attend National Migrant Education Conference for staff development purposes and will be responsible for presenting information learned to CAMP staff during one of the monthly trainings. *Registration fees are budgeted under Other for institutional accounting purposes.

4. Equipment **\$0**

5. Supplies **\$0**

For purposes of consistent and clear accounting, we have budgeted items for this line item under the OTHER category.

6. Contractual **\$0**

a. Program Evaluation

7. Construction **\$0**

8. Other**\$30,660**

a. Office Supplies \$4,885

The supplies include what is generally required for an office to function. This includes paper (which will be used for office and classroom), printer cartridges, letterhead stationary and envelopes, file folders, business cards for professional staff, pens, markers, USBs, external hard drives, legal pads, etc. The cost is based on the supply costs for the Entering Student Program, which is a significantly larger office that operates on a budget that is approximately 5 times larger than what is requested for CAMP. The supplies support the project success by providing materials for accurate record keeping, instruction, training, and day-to-day office functions.

b. Other Expenses

b.1. Communication Cost (Office, Cell Phones) \$2,400

b.2. HEP/CAMP Association (Yearly Membership) \$1,200

b.3. Staff Training \$500

b.4. Copier, Duplicating, Toner, Postage, Print-Shop \$3,000

(Copier and related=\$1,720; Print-Shop=\$790;
Postage=\$490)

c. Testing and Orientation \$3,000

d. Cultural/Social \$3,000

e. Health Expenses \$1,000

f. Banquet and Graduation \$3,000

g. Student (USBs, backpacks, spiral notebooks, pens, t-shirts) \$3,000

h. Student textbooks \$4,000

i. Laptop Insurance \$1,000

j. Conference Registration fees \$675

Amounts are based on actual current costs of items (e.g. phones, membership, copier) or anticipated costs based on comparable programs (e.g., cultural, health, testing/orientation).

9. Total Direct Costs \$402,348

10. Indirect Charges \$22,652

A rate of 8% as indicated in agency guidelines has been applied to Modified Total Direct Costs.

Indirect is applied to salaries and wages, fringe benefits, materials, supplies, services, travel, and the first \$25,000 of a subgrant. Indirect is not applied to equipment, capital expenditures, charges for patient care, student tuition remission, rental costs off-site facilities, scholarships and fellowships, as well as each portion of subgrant in excess of \$25,000.

11. Training Stipends \$119,200

1) Housing

a. Summer Bridge \$6,600

(6 CAMP students @ \$550/mth. per student x 2 months)

b. CAMP Orientation for Fall \$2,850

(33 CAMP students & 5 Peer Leaders @ \$25/night
per student x 3 nights)

c. Fall/Spring \$39,600

(8 CAMP students @ \$550/mth. per student
x 9 months)

2) Meals

a. Summer Bridge \$2,640

(33 CAMP students @ \$40/mth. x 2 mths.)

| | |
|--|------------------|
| b. CAMP Orientation for Fall | \$2,850 |
| (33 CAMP students & 5 Peer Leaders @ \$25/day per student x 3 days) | |
| d. Fall/Spring | \$22,275 |
| (33 CAMP students x \$75/mth. x 9 mths.) | |
| 3) Tuition | \$4,000 |
| 4) Stipends | \$27,225 |
| (33 students @ \$75/mth. x 11 mths.) | |
| 5) Gasoline allowance | |
| a. Summer | |
| (27 x \$40/mth. x 2 mths.) | \$1,326 |
| b. Fall/Spring | |
| (25 x \$40/mth. x 9 mths.) | \$5,440 |
| 12. <u>Total Costs</u> | \$425,000 |

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE ASSISTANCE MIGRANT PROGRAM

Proposed Budget Narrative

FY4 2019-2020

1. Personnel

| Position | # of People | % of Time | Duration | Total |
|-----------------|-------------|-------------|------------------|-----------------|
| Director | 1 | 100% | 12 months | \$61,452 |

Directs implementation of College Assistance Migrant Program philosophy, goals, and objectives; coordinates and assists in the development, implementation of Project programs and services; ensures that the Program meets all grant obligations; administers Program budget; selects, assigns, trains, and supervises Program staff; monitors the work performance of all Program staff on a regular basis to assess achievement of individual duties and responsibilities; coordinates participant recruitment and selection process; makes decisions requiring initiative and judgment in responding to individual student needs; monitors students' academic progress; coordinates follow up services and correspondence with CAMP alumni; acts in a liaison capacity with University faculty, staff, and community relative to Program services; and completes related administrative duties as required or directed.

| | | | | |
|------------------------------------|----------|-------------|------------------|-----------------|
| Program Coordinator Manager | 1 | 100% | 12 months | \$37,609 |
|------------------------------------|----------|-------------|------------------|-----------------|

Assists in the development and implementation of Program goals and objectives; monitors students' academic information and curricula; maintains accurate records on students' academic progress; assists with the development of Individualized Educational Plan for CAMP students; assists with planning of academic, social, and cultural programs; oversees the residential program; assists with developing curriculum for College Success Seminar; assists with

development and administration of the Family and Student Orientation; assists with training and oversight of peer leaders; makes decisions requiring initiative and judgment in responding to individual student needs; assists in the recruitment of students, which includes travel to high schools and other community locations; communicates with students, parents, educational administrators and other interested persons regarding enrollment requirements, policies and procedures.

Program Recruitment/Enrollment Advisor 1 100% 12 months \$31,280

Assists in the recruitment of students, which includes travel to high schools and other community locations; advises prospective students, parents, educational administrators and other interested persons regarding enrollment requirements, policies and procedures; explains the University's admissions, housing and financial aid process to students and parents; monitors students' academic information and curricula; maintains accurate records on students' academic progress; creates databases for student records; creates and executes a communication plan to students; sends correspondence; answers questions in person and over the telephone regarding program policies, practices, and operations; participates in the CAMP student selection process; assists with the development of Individualized Educational Plan for CAMP students; assists with planning academic and cultural programs; and completes related duties as required or directed.

Administrative Associate Specialist 1 100% 12 months \$23,289

Responsible for the day to day operations of the CAMP office to include providing personal clerical and administrative services and assistance; maintains official records and executes administrative policies determined by or in conjunction with other officials; arranges events and meetings by arranging for facilities; processes personnel action paperwork; manages incoming calls and correspondence and responds independently when possible; routes priority mail to

compensation insurance, unemployment insurance, and retirement. Staff benefits include vacation and sick leave. An average monthly health insurance premium of \$691.06 is calculated for faculty and staff, while a monthly average of \$345.53 is included for graduate students.

3. Travel \$6,705

A. Staff

1) Recruitment, Training, and Placement Services

a. Personal Auto 5,000 mi. @/.575/mile \$2,875

2) Conference Travel

a. Annual Migrant Education Director’s Conference,

Washington, D.C.

Hotel (\$226 X 4 nights) \$904

Airfare \$568

Registration \$0

Per Diem (4 days @ \$69/day) \$276

The CAMP director will attend the required Annual Migrant Education Director’s Conference.

The hotel and per diem allowances are determined by the University for its staff travel. The airfare is an estimate based on the current cost of a ticket on Southwest Airlines to Washington, D. C. from El Paso, Texas.

b. National HEP/CAMP Education Conference

Hotel (\$127 X 3 nights) \$381

Airfare \$483

*Registration \$300

| | |
|--|-------|
| Per Diem (3 days @ \$59/day) | \$177 |
| c. National Migrant Education Conference | |
| Hotel (\$127 X 3 nights) | \$381 |
| Airfare | \$483 |
| *Registration | \$375 |
| Per Diem (3 days @ \$59/day) | \$177 |

Since the conference location varies from one year to the next for both conferences, the airfare and per diem are estimated based on cost to Orlando, Florida, because hotel and per diem are in the moderate range. The listed hotel and per diem allowances are determined by the University for its staff travel to Orlando. The actual hotel and per diem will be determined by The University of Texas at El Paso hotel/per diem for the actual city. The airfare is an estimate based on the current cost of a round trip ticket to Orlando on Southwest Airlines. One member of the CAMP professional staff (director, coordinator, recruiter/advisor), to be determined each year, will attend the National HEP/CAMP Education Conference and one will attend National Migrant Education Conference for staff development purposes and will be responsible for presenting information learned to CAMP staff during one of the monthly trainings. *Registration fees are budgeted under Other for institutional accounting purposes.

4. Equipment **\$0**

5. Supplies

For purposes of consistent and clear accounting, we have budgeted items for this line item under the OTHER category.

6. Contractual **\$0**

a. Program Evaluation

7. Construction

\$0

8. Other

\$25,380

a. Office \$2,105

The supplies include what is generally required for an office to function. This includes paper (which will be used for office and classroom), printer cartridges, letterhead stationary and envelopes, file folders, business cards for professional staff, pens, markers, USBs, external hard drives, legal pads, etc. The cost is based on the supply costs for the Entering Student Program, which is a significantly larger office that operates on a budget that is approximately 5 times larger than what is requested for CAMP. The supplies support the project success by providing materials for accurate record keeping, instruction, training, and day-to-day office functions.

b. Other Expenses

b.1. Communication Cost (Office, Cell Phones) \$2,400

b.2. HEP/CAMP Association (Yearly Membership) \$1,200

b.3. Staff Training \$500

b.4. Copier, Duplicating, Toner, Postage, Print-Shop \$3,000

(Copier and related=\$1,620; Postage=\$144)

c. Testing and Orientation \$3,000

d. Cultural/Social \$2,500

e. Health Expenses \$1,000

f. Banquet and Graduation \$3,000

g. Student (USBs, backpacks, spiral notebooks, pens, t-shirts) \$2,000

h. Student textbooks \$4,000

i. Conference Registration fees \$675

Amounts are based on actual current costs of items (e.g. phones, membership) or anticipated costs based on comparable programs (e.g., cultural, health, testing/orientation).

9. Total Direct Costs \$402,348

10. Indirect Charges \$22,652

A rate of 8% as indicated in agency guidelines has been applied to Modified Total Direct Costs.

Indirect is applied to salaries and wages, fringe benefits, materials, supplies, services, travel, and the first \$25,000 of a subgrant. Indirect is not applied to equipment, capital expenditures, charges for patient care, student tuition remission, rental costs off-site facilities, scholarships and fellowships, as well as each portion of subgrant in excess of \$25,000.

11. Training Stipends \$119,200

1) Housing

a. Summer Bridge \$6,600

(6 CAMP students @ \$550/mth. per student x 2 months)

b. CAMP Orientation for Fall \$2,850

(33 CAMP students & 5 Peer Leaders @ \$25/night
per student x 3 nights)

c. Fall/Spring \$39,600

(8 CAMP students @ \$550/mth. per student
x 9 months)

2) Meals

a. Summer Bridge \$2,640

(33 CAMP students @ \$40/mth. x 2 mths.)

b. CAMP Orientation for Fall \$2,850

| | |
|--|------------------|
| (33 CAMP students & 5 Peer Leaders @ \$25/day per student x 3 days) | |
| d. Fall/Spring | \$22,275 |
| (33 CAMP students x \$75/mth. x 9 mths.) | |
| 3) Tuition | \$4,000 |
| 4) Stipends | \$27,225 |
| (33 students @ \$75/mth. x 11 mths.) | |
| 5) Gasoline allowance | |
| a. Summer | |
| (27 x \$40/mth. x 2 mths.) | \$2,160 |
| b. Fall/Spring | |
| (25 x \$40/mth. x 9 mths.) | \$9,000 |
| 12. <u>Total Costs</u> | \$425,000 |

THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE ASSISTANCE MIGRANT PROGRAM

Proposed Budget Narrative

FY5 2020-21

1. Personnel

| Position | # of People | % of Time | Duration | Total |
|-----------------|-------------|-------------|------------------|-----------------|
| Director | 1 | 100% | 12 months | \$63,296 |

Directs implementation of College Assistance Migrant Program philosophy, goals, and objectives; coordinates and assists in the development, implementation of Project programs and services; ensures that the Program meets all grant obligations; administers Program budget; selects, assigns, trains, and supervises Program staff; monitors the work performance of all Program staff on a regular basis to assess achievement of individual duties and responsibilities; coordinates participant recruitment and selection process; makes decisions requiring initiative and judgment in responding to individual student needs; monitors students' academic progress; coordinates follow up services and correspondence with CAMP alumni; acts in a liaison capacity with University faculty, staff, and community relative to Program services; and completes related administrative duties as required or directed.

| | | | | |
|------------------------------------|----------|-------------|------------------|-----------------|
| Program Coordinator Manager | 1 | 100% | 12 months | \$38,737 |
|------------------------------------|----------|-------------|------------------|-----------------|

Assists in the development and implementation of Program goals and objectives; monitors students' academic information and curricula; maintains accurate records on students' academic progress; assists with the development of Individualized Educational Plan for CAMP students; assists with planning of academic, social, and cultural programs; oversees the residential program; assists with developing curriculum for College Success Seminar; assists with

development and administration of the Family and Student Orientation; assists with training and oversight of peer leaders; makes decisions requiring initiative and judgment in responding to individual student needs; assists in the recruitment of students, which includes travel to high schools and other community locations; communicates with students, parents, educational administrators and other interested persons regarding enrollment requirements, policies and procedures.

Program Recruitment/Enrollment Advisor 1 100% 12 months \$32,219

Assists in the recruitment of students, which includes travel to high schools and other community locations; advises prospective students, parents, educational administrators and other interested persons regarding enrollment requirements, policies and procedures; explains the University's admissions, housing and financial aid process to students and parents; monitors students' academic information and curricula; maintains accurate records on students' academic progress; creates databases for student records; creates and executes a communication plan to students; sends correspondence; answers questions in person and over the telephone regarding program policies, practices, and operations; participates in the CAMP student selection process; assists with the development of Individualized Educational Plan for CAMP students; assists with planning academic and cultural programs; and completes related duties as required or directed.

Administrative Associate Specialist 1 100% 12 months \$23,988

Responsible for the day to day operations of the CAMP office to include providing personal clerical and administrative services and assistance; maintains official records and executes administrative policies determined by or in conjunction with other officials; arranges events and meetings by arranging for facilities; processes personnel action paperwork; manages incoming calls and correspondence and responds independently when possible; routes priority mail to

compensation insurance, unemployment insurance, and retirement. Staff benefits include vacation and sick leave. An average monthly health insurance premium of \$691.06 is calculated for faculty and staff, while a monthly average of \$345.53 is included for graduate students.

3. Travel \$5,830

A. Staff

1) Recruitment, Training, and Placement Services

a. Personal Auto 3,479 mi. @/1.575/mile \$2,000

2) Conference Travel

a. Annual Migrant Education Director’s Conference,
Washington, D.C.

| | |
|------------------------------|-------|
| Hotel (\$226 X 4 nights) | \$904 |
| Airfare | \$568 |
| Registration | \$0 |
| Per Diem (4 days @ \$69/day) | \$276 |

The CAMP director will attend the required Annual Migrant Education Director’s Conference.

The hotel and per diem allowances are determined by the University for its staff travel. The airfare is an estimate based on the current cost of a ticket on Southwest Airlines to Washington, D. C. from El Paso, Texas.

b. National HEP/CAMP Education Conference

| | |
|------------------------------|-------|
| Hotel (\$127 X 3 nights) | \$381 |
| Airfare | \$483 |
| *Registration | \$300 |
| Per Diem (3 days @ \$59/day) | \$177 |

c. National Migrant Education Conference

| | |
|------------------------------|-------|
| Hotel (\$127 X 3 nights) | \$381 |
| Airfare | \$483 |
| *Registration | \$375 |
| Per Diem (3 days @ \$59/day) | \$177 |

Since the conference location varies from one year to the next for both conferences, the airfare and per diem are estimated based on cost to Orlando, Florida, because hotel and per diem are in the moderate range. The listed hotel and per diem allowances are determined by the University for its staff travel to Orlando. The actual hotel and per diem will be determined by The University of Texas at El Paso hotel/per diem for the actual city. The airfare is an estimate based on the current cost of a round trip ticket to Orlando on Southwest Airlines. One member of the CAMP professional staff (director, coordinator, recruiter/advisor), to be determined each year, will attend the National HEP/CAMP Education Conference and one will attend National Migrant Education Conference for staff development purposes and will be responsible for presenting information learned to CAMP staff during one of the monthly trainings. *Registration fees are budgeted under Other for institutional accounting purposes.

4. Equipment **\$0**

5. Supplies **\$0**

For purposes of consistent and clear accounting, we have budgeted items for this line item under the OTHER category.

6. Contractual **\$0**

7. Construction **\$0**

8. Other **\$25,399**

a. Office Supplies \$1,124

The supplies include what is generally required for an office to function. This includes paper (which will be used for office and classroom), printer cartridges, letterhead stationary and envelopes, file folders, business cards for professional staff, pens, markers, USBs, external hard drives, legal pads, etc. The cost is based on the supply costs for the Entering Student Program, which is a significantly larger office that operates on a budget that is approximately 5 times larger than what is requested for CAMP. The supplies support the project success by providing materials for accurate record keeping, instruction, training, and day-to-day office functions.

b. Other Expenses

b.1. Communication Cost (Office, Cell Phones) \$2,400

b.2. HEP/CAMP Association (Yearly Membership) \$1,200

b.3. Staff Training \$500

b.4. Copier, Duplicating, Toner, Postage, Print-Shop \$3,000

c. Testing and Orientation \$3,000

d. Cultural/Social \$2,500

e. Health Expenses \$1,000

f. Banquet and Graduation \$3,000

g. Student (USBs, backpacks, spiral notebooks, pens, t-shirts) \$3,000

h. Student textbooks \$4,000

i. Conference Registration fees \$675

Amounts are based on actual current costs of items (e.g. startup costs for phones, cell phones, membership, copier) or anticipated costs based on comparable programs (e.g., cultural, health, testing/orientation).

9. Total Direct Costs **\$401,981**

10. Indirect Charges **\$23,018**

A rate of 8% as indicated in agency guidelines has been applied to Modified Total Direct Costs. Indirect is applied to salaries and wages, fringe benefits, materials, supplies, services, travel, and the first \$25,000 of a subgrant. Indirect is not applied to equipment, capital expenditures, charges for patient care, student tuition remission, rental costs off-site facilities, scholarships and fellowships, as well as each portion of subgrant in excess of \$25,000.

11. Training Stipends **\$114,250**

1) Housing

- a. Summer Bridge \$6,600
(6 CAMP students @ \$550/mth. per student x 2 months)
- b. CAMP Orientation for Fall \$2,850
(33 CAMP students & 3 Peer Leaders @ \$25/night
per student x 3 nights)
- c. Fall/Spring \$34,650
(7 CAMP students @ \$550/mth. per student
x 9 months)

2) Meals

- a. Summer Bridge non-residential \$2,640
(33 CAMP students @ \$40/mth. x 2)
- b. CAMP Orientation for Fall \$2,850
(33 CAMP students & 5 Peer Leaders @ \$25/day
per student x 3 days)

| | |
|--|------------------|
| c. Fall/Spring | \$22,275 |
| (33 CAMP students \$75/mth. x 9 mths.) | |
| 2) Tuition | \$4,000 |
| 3) Stipends | \$27,225 |
| (33 students @ \$75/mth. x 11 mths.) | |
| 4) Gasoline allowance | |
| a. Summer | |
| (27x \$40/mth. x 2 mths.) | \$2,160 |
| b. Fall/Spring | |
| (25 x \$40/mth. x 9 mths.) | \$9,000 |
| Total | \$425,000 |

Grant Total Request:

| | Training Stipends | Total Cost |
|--------------|--------------------------|-------------------------|
| YR1 | \$89,690 | \$404,734 |
| YR2 | \$119,200 | \$425,000 |
| YR3 | \$119,200 | \$425,000 |
| YR4 | \$119,200 | \$425,000 |
| YR5 | <u>\$114,250</u> | <u>\$424,999</u> |
| Total | \$561,540 | \$2,104,733 |

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

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

1. Project Director:

| | | | | |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| Dr. | Dorothy | P | Ward | Ph.D |

Address:

| | |
|-----------|--|
| Street1: | 500 W. University Ave. |
| Street2: | Mike Loya Academic Services Bldg, room 218 |
| City: | El Paso |
| County: | El Paso |
| State: | TX: Texas |
| Zip Code: | 79968-0697 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 915-747-8439 | 915-747-5012 |

Email Address:

dpward@utep.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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

| | | | |
|--|----------------|-------------------|-----------------|
| <div style="border: 1px solid black; width: 370px; height: 18px;"></div> | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

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

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

Name of Institution/Organization

The University of Texas at El Paso

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 | 162,396.00 | 181,149.00 | 185,492.00 | 189,967.00 | 194,577.00 | 913,581.00 |
| 2. Fringe Benefits | 58,631.00 | 59,511.00 | 60,291.00 | 61,096.00 | 61,925.00 | 301,454.00 |
| 3. Travel | 6,705.00 | 6,705.00 | 6,705.00 | 6,705.00 | 5,830.00 | 32,650.00 |
| 4. Equipment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6. Contractual | 5,000.00 | 5,000.00 | 0.00 | 0.00 | 0.00 | 10,000.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. Other | 58,975.00 | 30,783.00 | 30,660.00 | 25,380.00 | 25,399.00 | 171,197.00 |
| 9. Total Direct Costs (lines 1-8) | 291,707.00 | 283,148.00 | 283,148.00 | 283,148.00 | 287,731.00 | 1,428,882.00 |
| 10. Indirect Costs* | 23,337.00 | 22,652.00 | 22,652.00 | 22,652.00 | 23,018.00 | 114,311.00 |
| 11. Training Stipends | 89,690.00 | 119,200.00 | 119,200.00 | 119,200.00 | 114,250.00 | 561,540.00 |
| 12. Total Costs (lines 9-11) | 404,734.00 | 425,000.00 | 425,000.00 | 425,000.00 | 424,999.00 | 2,104,733.00 |

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2012 To: 08/31/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 33.00%.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

PR/Award # S149A160015

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

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

| Budget Categories | Project Year 1 (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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