

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 # S149A160016

Grants.gov Tracking#: GRANT12113715

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1235-IAUPR GEPA 427)	e10
5. Grants.gov Lobbying Form	e12
6. ED Abstract Narrative Form	e13
Attachment - 1 (1234-Abstract)	e14
7. Project Narrative Form	e15
Attachment - 1 (1240-NARRATIVE)	e16
8. Other Narrative Form	e42
Attachment - 1 (1237-resume)	e43
Attachment - 2 (1238-JOB DESCRIPTIONS)	e47
Attachment - 3 (1239-ICRATE14)	e54
9. Budget Narrative Form	e58
Attachment - 1 (1236-BUDGETNARRATIVE)	e59
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e74
11. Form ED_524_Budget_1_3-V1.3.pdf	e75

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): _____ * Other (Specify): _____
--	--	--

* 3. Date Received: 03/07/2016	4. Applicant Identifier: _____
-----------------------------------	-----------------------------------

5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
---	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

8. APPLICANT INFORMATION:

* a. Legal Name: INTER AMERICAN UNIVERSITY OF PUERTO RICO PONCE CAMPUS	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 660177776	* c. Organizational DUNS: 9442547960000

d. Address:

* Street1: PO BOX 363255
Street2: _____
* City: SAN JUAN
County/Parish: _____
* State: PR: Puerto Rico
Province: _____
* Country: USA: UNITED STATES
* Zip / Postal Code: 00936-3255

e. Organizational Unit:

Department Name: _____	Division Name: _____
------------------------	----------------------

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

Prefix: Mr.	* First Name: AMAURY
Middle Name: _____	
* Last Name: BOSCIO	
Suffix: _____	

Title: ASSISTANT VP RESEARCH & SPONSORED PROGRAMS

Organizational Affiliation: _____

* Telephone Number: 787-758-0899	Fax Number: 787-250-7984
----------------------------------	--------------------------

* Email: ABOSCIO@INTER.EDU

Application for Federal Assistance SF-424

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

S: Hispanic-serving Institution

Type of Applicant 2: Select Applicant Type:

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:**

College Assistance Migrant Program - IAUPR Ponce Campus

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="329,650.00"/>
* 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="329,650.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Fredeswinda Rivera-Ocasio</p>	<p>TITLE</p> <p>PRESIDENT</p>
<p>APPLICANT ORGANIZATION</p> <p>INTER AMERICAN UNIVERSITY OF PUERTO RICO PONCE CAMPUS</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: 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: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Migrant Education_College Assistance Migrant Program"/> CFDA Number, if applicable: <input type="text" value="84.149"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Middle Name:

* Last Name: 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:

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

Title: Telephone No.: Date:

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.

IAUPR GEPA 427.pdf

Add Attachment

Delete Attachment

View Attachment

SECTION 427 GENERAL EDUCATION PROVISION ACT (GEPa) REQUIREMENTS

Inter American University of Puerto Rico at Ponce Campus – CAMP Program complies with Section 427 of the General Education Provision Act. The Program has designated its activities in such a way to ensure all program beneficiaries, students and staff are provided equal access and participation services, programs and environments. Individuals of all genders, races, national origins, colors and disabilities are targeted and encouraged to be part of the project. IAUPR firmly advocates the philosophy that all groups regardless of gender, race, national origin, color, disabilities or age shall receive appropriate treatment. Based on the circumstances of target high school dropout students in South West Region, we will address each of the barriers that could impede the academic progress or active participation of students.

- **Gender:** IAUPR CAMP will ensure equal access to the program regardless of gender. IAUPR will continue to make a concerted effort through its recruitment and enrollment process to maintain a balance between male and female participants.
- **Race:** Puerto Ricans trace their heritage to three cultural groups: Taino Indians, African Negroes and Europeans. The program will serve persons which reflect these three groups, which are generally not distinguishable in the Puerto Rican society.
- **National Origin:** Program materials will be prepared in the Spanish language to meet the needs of the predominant population; translation of all important documents will be made. Most publicity materials will be prepared in Spanish in order to reach potential participants in their native languages. This do not mean, however that some materials in English will not be used as most Puerto Ricans can read and understand English. Reverse discrimination will not be practiced either.

- **Color:** The question of color is somewhat academic in Puerto Rico and really does not need to be specifically addresses as most of the population comes from its Indian, Negro and European stock and therefore has a varied heritage.
- **Disability:** The University has designated parking areas, ramps, elevators, and makes special arrangements for persons with disabilities. Computer equipment with scanner, voice and other accessories for blind students will be made available for CAMP. Participants and staff will be encouraged to specify any special needs with the Program Director, who will then make the appropriate accommodations.
- **Age:** Information concerning the CAMP program will be distributed throughout the island to attract potential participants who meet eligibility requirements, regardless of age.

Compliance with the requirements of the General Education Provision Act (GEPA) is monitored by Human Resources Office on the Ponce Campus as well by the Central Human Resources Office, as was previously indicated. After candidates are interviewed for employment and a person selected and recommended for employment, the person in charge of the interview and selection procedure is required to fill out a form indicating that the committee complied with GEPA requirements. This document is maintained in the permanent file of the specific position for future monitoring, if necessary.

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

INTER AMERICAN UNIVERSITY OF PUERTO RICO PONCE CAMPUS

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: MANUEL Middle Name: J

* Last Name: FERNOS Suffix:

* Title: PRESIDENT

* SIGNATURE: Fredeswinda Rivera-Ocasio

* 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 Ponce Campus of the Inter American University of Puerto Rico is a “novice applicant”. We have designed a College Assistance Migrant Program (CAMP) to assist seventy (70) commuter migrant and seasonal farmworkers and members of their immediate family to complete their first academic year of college and to continue in postsecondary education. Under the Government Performance and Results Act (GPRA), three objectives have been established to meet the specific needs identified: Objective 1: 70 eligible freshmen will be funded to serve each year of the grant, Objective 2: 86% of CAMP participants will complete the first academic year of their postsecondary program, and Objective 3: 88% of CAMP participants who, after completing the first academic year of college, will continue their postsecondary education. CAMP is designed to address the Invitational Priority 1: STEM Education: Program will provide students with increased access to rigorous and engaging coursework in STEM.

The proposed outcomes are developed in a logic model that will serve as a helpful guide to improve results and increase productivity: increase the number of participants completed the postsecondary education, improve economic status among high need farmworkers, increase students who will complete the first academic year of their postsecondary program, enhance academic support service, and increase students encouraged to transfer to four-year programs or institutions of higher education. Services and activities have been designed to improve placement, persistence, retention, and assistance in obtaining student financial for seventy (70) commuter migrant and season farmworkers and members of their immediate family annually in one site (Ponce Campus) in the Southern region of Puerto Rico. At least 86% will complete the first academic year (GPRA 1), and 88% will continue their postsecondary education (GPRA 2).

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](#)

Table of Contents

	Page
Need for and Significance of project.....	1
Quality of Project Design.....	6
Quality of Project Services.....	12
Quality of Project Personnel.....	15
Quality of Management Plan.....	17
Adequacy of Resources.....	20
Quality of Project Evaluation.....	23

1 | College Assistance Migrant Program (CAMP)

1. Need for and significance of project

i. The magnitude of the need for the services to be provided or the activities

The proposed program will serve participants who live mainly in the Southern region of Puerto Rico, which includes the towns of Adjuntas, Coamo, Guánica, Guayanilla, Jayuya, Juana Díaz, Peñuelas, Ponce, Salinas, Santa Isabel, Villalba and Yauco. This region has a population of approximately 479,817 individuals; an estimated of 4.96% farm workers lives within the region. The towns served by the Campus show educational level in high school enrollment of 22.30% and post-secondary graduates of 18.49%. The unemployment rate is of 14.92% in the region. The geographic and demographics of the target population is depicted in Table 1.

Table 1: Geographic and Demographic of Target Population

Towns	Population	High school enrollment %	College or graduate school %	Agriculture work %	Unemployment %
Adjuntas	19,483	23.2	16.1	7.7	14.4
Coamo	40,512	22.4	19.2	6.7	13.4
Guánica	19,427	24.6	15.3	4.9	11.4
Guayanilla	21,581	21.1	18.6	3.0	24.0
Jayuya	16,642	18.9	16.0	2.7	13.1
Juana Díaz	50,747	20.8	21.1	3.3	16.6
Peñuelas	24,282	21.8	15.8	3.6	27.5
Ponce	166,327	20.2	24.9	1.1	22.6
Salinas	31,078	26.4	16.4	6.2	6.5
Santa Isabel	23,274	21.4	22.2	9.9	5.4
Villalba	26,073	22.7	16.2	5.4	13.0
Yauco	40,391	24.1	20.1	5.0	11.1
TOTAL	479,817	22.3%	18.49%	4.96%	14.92%

Source: U.S. Census American Community Survey, 2014

A high number or percentage of low-income families also resides in the target area, where the poverty status for individual is 23.34%, and the family per capita income in 2014 was \$8,440, as shown in Table 2: Poverty levels and estimated income in target.

2 | College Assistance Migrant Program (CAMP)

Table 2: Poverty levels and estimated income in target area

Towns	Poverty status for individual (percent imputed)	18 years of age or more	Percentage 18 years of age or more	Family per capita income 2014
Adjuntas	46.2	14,391	75.8	10,550
Coamo	50.0	29,717	73.4	9,311
Guánica	29.7	14,641	75.4	6,653
Guayanilla	19.2	16,358	75.8	7,565
Jayuya	12.9	12,071	72.5	7,454
Juana Díaz	18.9	37,107	74.4	9,205
Peñuelas	15.4	17,200	73.8	6,997
Ponce	19.5	122,459	76.7	10,564
Salinas	12.0	22,665	74.3	7,992
Santa Isabel	8.1	16,850	72.9	8,863
Villalba	20.4	19,346	74.2	8,271
Yauco	27.8	31,222	77.3	7,858
TOTAL	23.34%	354,027	74.71%	\$8,440

Sources: U.S. Census American Community Survey, 2014

A high number or percentage of the population demonstrates an education below the baccalaureate level: 68.02% of the target population are graduates from high school, and only 18.49% have obtained a college degree. Table 3: Educational attainment of the target population show the data.

Table 3: Educational attainment in target area

Towns	Percentage of High School Graduates	Percentage with college degree
Adjuntas	58.9	16.1
Coamo	69.7	19.2
Guánica	65.9	15.3
Guayanilla	68.2	18.6
Jayuya	69.6	16.0
Juana Díaz	71.1	21.1
Peñuelas	66.0	15.8
Ponce	73.0	24.9
Salinas	68.3	16.4
Santa Isabel	71.1	22.2
Villalba	66.8	16.2
Yauco	67.6	20.1
TOTAL	68.02%	18.49%

Sources: U.S. Census American Community Survey, 2014

3 | College Assistance Migrant Program (CAMP)

According to the US Census of Agriculture in 2012 the agricultural sector generated \$515,685,532 in Puerto Rico. The number of farms and farm workers is detailed in the table 4. The total of farm workers for the region are between 4,362 and 9,420 per year in the target area.

Table 4: Farm workers

Town	Farms	Farm workers	
		More than 5 months per year	Less than 5 months per year
Adjuntas	890	1,642	432
Coamo	201	247	303
Guánica	28	61	99
Guayanilla	93	493	226
Jayuya	214	702	156
Juana Díaz	93	358	225
Peñuelas	68	198	55
Ponce	199	472	283
Salinas	45	198	159
Santa Isabel	85	3,197	1,505
Villalba	145	729	458
Yauco	229	1,123	461
Total	2,290	9,420	4,362

Source: USDA Census of Agriculture, 2012

Needs of postsecondary services

Financial aid needs

According to the IPEDS (2015) data for Undergraduate Student Financial Aid, 2013-2014, 98% of full time beginning undergraduate students who entered in Ponce Campus for the first time received any financial aid from the federal, state or local government, the institution, and other sources. Ninety seven (97%) of the students population came from homes in which the total annual income was less than \$19,900. It is clear that the majority of students that attend the campus, including migrant and seasonal farmworkers, come from low income families. Students have personal (financial, family, work) and transportation problems (distance, gasoline prices, no public transportation) that affect class attendance.

4 | College Assistance Migrant Program (CAMP)

Retention rates. Ponce Campus retention rates measure the percentage of first-time students who are seeking bachelor's degrees, and return to the institution to continue their studies the following Fall. Retention report show that only 76% of full-time students, including migrant and seasonal farmworkers, who began their studies in Fall 2014, returned in Fall 2015.

Graduation rates. Bachelor's degree graduation rates measure the percentage of entering students beginning their studies full-time and are planning to get a bachelor's degree and who complete their degree program within a specified amount of time. For example, only 10 % of students, including migrant and seasonal farmworkers, who began in the cohort 2006 y 2008 were graduating in four years; 29%, in five years and 39% ends in eight years in Ponce Campus.

ii. Focus on serving or otherwise addressing the needs of disadvantaged individuals

Many migrant and seasonal farmworkers freshmen have less than adequate basic university-life skills upon admission. The General Education Program places students in ESL courses based on the scores on the English portion of the College Entrance Examination Board (CEEB). Most of them enter with minimal scores on the College Board Entrance Examination, and are placed in the basic level ESL courses. In order to define the most critical needs that disadvantaged population face as they begin their pursuit of postsecondary education, the Campus administers a questionnaire annually to identify the needs of new students, including migrant and season farmworkers. Table 5 revealed the needs or major deficiencies in the last three years.

Table 5: Needs of new students

Skills	2013-14 N586 (33%)	2014-15 N668 (33%)	2015-16 N689 (33.1%)
English Communication	55.5%	53.5%	57.4%
Interpersonal and teamwork	35.0%	32.8%	32.8%
Communication in Spanish	30.1%	30.3%	30.3%
Personal and professional development	22.5%	25.2%	25.2%
Decision making and problem solving	25.3%	23.6%	23.6%

iii. Specific gaps or weaknesses in services, infrastructure, or opportunities

Table 6 and 7 shows the magnitude of gaps or weaknesses in services that have been identified in a questionnaire administered to freshmen, including **migrant and seasonal farmworkers** in PC.

Table 6: Magnitude of gaps or weaknesses Ponce Campus (Fall, 2015)

Needs	Magnitude of gaps or weaknesses
Improve study skills	Forty seven (47%) indicated that they needed any help; 21%, will be very helpful and 32%; little or no help needed to develop study skills
Tutorial and mentoring services	Forty (40%) indicated that they needed any help; 23%, very helpful and 37%; little or no help needed to prepare to take tests. Eighty five (85%) indicated that spent between 0 and 10 hours a week to study.
First generation	Eighty (80%) indicated that their father has an associate degree or less; while 65.46% of his mother has an associate degree or less.
Cultural experiences	On attendance in cultural activities; 89% indicated never or occasionally participates; while 11% frequently participates.
Counseling/ orientation	Forty seven (47%) indicated that they needed any help; 18% very helpful and 36%; little or no help needed about career exploration.
Supportive environment	Fifty three (53%) indicated that they needed any help; 47% little or no help needed about the acquisition of leadership skills and teamwork.
Psychological services	Fifty seven (57%) indicated that they needed any help to develop problem solving skills; while 42.86% indicated that needed little help.
Financial assistance	Eighty one (81%) indicated that the annual income of their parents ranged between 0 and \$19,999. Seventy nine (79%) showed concern about the availability of financial resources to pay college education.

iv. Importance or magnitude of the results or outcomes

Table 7: Importance or magnitude of the results or outcomes

Results	Importance or magnitude of results
Improve study skills	CAMP students will need additional monitoring and instruction on how to tackle long reading assignments and prepare appropriately for the tests.
Tutorial and mentoring services	A strong and personalized tutoring and mentoring component that allows CAMP students to study with tutors and mentors will enhance the chances that students will remain in college.
Cultural support	Students will be encouraged to feel that they are an important part of the campus and at the same time that they have their own culture reaffirmed.
Counseling/ orientation	Since most of the students enrolled at IAUPR-PC come from low-income families, the incidence of vocational, personal and academic problems is high
Supportive environment	In order to encourage students to remain at the University, CAMP must work to create a welcoming spirit among all personnel including teachers and peers
Special admissions and financial assistance	Poverty also creates the likelihood that migrant youth will be tempted to quit school in order to work and receive the immediate monetary reward. Motivation, empowerment and in some cases preparation to attend a postsecondary education institution also need to be strengthened.

2. Quality of Project Design

i. Goals, objectives, and outcomes to be achieved are clearly specified and measurable

The purpose of CAMP is to assist migrant and seasonal farmworkers and members of their immediate family to complete their first academic year of college and to continue in postsecondary education. The main goal will be provide academic and supporting services and financial assistance to eligible participants. Under the Government Performance and Results Act (GPRA), three objectives have been established to meet the specific needs identified:

Objective 1: 70 eligible freshmen will be funded to serve each year of the grant

Objective 2: 86% of CAMP participants will complete the first academic year of their postsecondary program (GPRA 1):

Objective 3: 88% of CAMP participants who, after completing the first academic year of college, will continue their postsecondary education (GPRA 2).

ii. Design of the proposed project is appropriate to, and will successfully address the needs

In order to attain the purpose and objectives, the project has been designed to include outreach and recruitment services to reach eligible participants, supportive and instructional services to improve placement, persistence, and retention in campus, assistance in obtaining student financial aid, exposure to cultural events, academic programs, and other activities not usually available to migrant youth, internships, and other essential supportive services.

Objective 1: 70 eligible freshmen will be funded to serve each year of the grant;

Addresses the need: To be eligible to participate in a CAMP project, a person also must (1) Be enrolled or be admitted for enrollment as a full-time student at the IAUPR-PC, (2) Not be beyond the first academic year of a program of study, and (3) Be determined by the grantee to need the academic and supporting services and financial assistance provided by the project in order to

7 | College Assistance Migrant Program (CAMP)

complete an academic program of study. To be eligible to participate in the project, the student or his or her immediate family member, must have spent a minimum of 75 days during the past 24 months as a migrant or seasonal farmworker; or must have participated or be eligible to participate. The plan to select eligible participants, ensuring their participation without regards to race, color, national origin, gender, or disability.

Measurable: The amount of participants will be measured taking into consideration the number of students who met criteria of eligibility and will be funded to serve each year.

Ambitious: To determine the number of students to be served was taken into consideration the number of freshmen who may be eligible for program services, according the need data.

Attainable: The staff program, including recruitment, admission and registrar offices will be committed to recruit participants. In addition to the students selected to participate in CAMP, a list of alternative candidates will be kept. Publicity and recruitment strategies for CAMP will be an on-going activity in order to maintain the program's capacity of 70 participants. In the community, publicity will be sent to organizations that serve the migrant communities.

Objective 2: 86% of CAMP participants will complete the first academic year of their postsecondary program (GPRA 1):

Addresses the need: The Campus administers a questionnaire annually to identify the needs of new students, including migrant and seasonal farmworkers eligible and their families. The results in the last three years, revealed that the needs or major deficiencies of these students are related to the following skills: English communication, interpersonal and teamwork, communication in Spanish, personal and professional development and decision making and problem solving.

8 | College Assistance Migrant Program (CAMP)

Measurable: The Registrar's Office will provide the data of participants who complete the first academic year of their postsecondary program. Staff will have access to student automated system to verify their academic status (GPAs and approved credits across transcript).

Ambitious: At this time there is 9% gap between current accomplishment and projected goals.

Attainable: It is attainable because program will reinforce the development of academic skills, counseling services, and motivational activities that will strengthen their decision making skills.

Objective 3: 88% of CAMP participants who, after completing the first academic year of college, will continue their postsecondary education (GPRA 2).

Addresses the need: In order to define the most critical needs that disadvantaged individuals face as they begin their pursuit of postsecondary education, the campus identified several deficiencies: monitoring and instruction on how to tackle long reading assignments and prepare appropriately for the tests, be encouraged to feel that they are an important part, overcome deficiencies in self-esteem and self-confidence that create barriers, the incidence of vocational, personal and academic problems, and psychological care needs above those of non-migrant.

Measurable: The Registrar's Office will provide the data of participants who complete the first academic year of their postsecondary program, and continue their postsecondary education. Staff will have access to student automated system to verify their academic status.

Ambitious: It is ambitious because services that foster participants' academic success in the postsecondary education and provide them necessary services to prepare them to attain a degree, along with motivational services to engender the desire for continued education.

Attainable: The program will supply the services that are missing in the student academic career, through remedial attention, developmental classes, study skills, learning styles, test taking, writing skills and tutoring to encourage students continue their postsecondary education.

iii. Establish linkages with other appropriate agencies and organizations providing services

With the activities developed and the collaboration of the agencies and organizations, the Program will have a great impact on the reduction of participants' dependency on social services programs and promote the acquisition of the necessary knowledge and skills for self-sufficiency, and enrollment in a post-secondary education. The program has received the support from government agencies, community organizations, post-secondary institutions and private sectors in the area as well as municipalities and a commitment for the services and resources. The combined community, campus resources and institutional commitment are a strong support of the goal and objectives of the project. The proposed program has received the support of the PR Department of Education, Legal Services, and the Department of Agriculture of Puerto Rico. The mayors of the different municipalities that are part of the campus target geographical region, have made commitments stating that they will provide referrals to the program. The PR's Departments of Labor and Human Resources and Family will also make referrals, allow literature distribution and provide space for individual and group orientations. The church's leaders will be informed about our services in order to receive potential candidates to be served.

The Campus has already established working relationships with many of these agencies through the HEP, TRIO and GEAR UP. TRIO programs, such as Student Support Services will exchange ideas on how to attend participants more effectively as well as exchanging information on staff vacancies and appropriate candidates. The postsecondary institutions in the area are acquainted about the establishment of and will provide the program with brochures and other information regarding study at their institution. The area media, particularly the local press and radio stations have strongly supported the establishment of CAMP. Civic and community clubs and organizations in the region have also support the establishment of program.

10 | College Assistance Migrant Program (CAMP)

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

Table 8: Logic model developed for the proposed program served as a helpful guide to improve results and increase productivity.

Resources	Activities	Output	Short-term outcomes	Mid-term outcomes	Long-term outcomes
USDE funding Program staff College recruitment, Admissions, Financial Aid and Registrar’s Offices Community partners	Conduct outreach and recruitment services to reach eligible participants.	Number of eligible freshmen to be served each year	Increase students who will complete the first academic year of their postsecondary program	Increase participants who, after completing the first academic year of college, will continue their postsecondary education	Increase the number of participants completed the postsecondary education. Improve economic status among high need Hispanic and migrant and seasonal farmworkers
USDE funding Program staff Community partners Faculty	Provide supportive and instructional services to improve placement, persistence, and retention in campus	Number of participants will complete the first academic year of their postsecondary program (GPRA 1). Number of participants who received supportive services.	Increase students who will receive supportive and instructional services to improve placement, persistence, and retention in campus	Increase students who will complete the first academic term of their postsecondary program	Increase students who will complete the first academic year of their postsecondary program Enhanced academic support service in Campus.
Project monitoring team Program staff Fourth-year college partners	Encourage the students to transfer to four-year programs or institutions of higher education, establish alliances with industry partners	Number of participants who, after completing the first academic year of college, will continue their postsecondary education (GPRA 2).	Increase students who after completing the first academic year of college, will continue their postsecondary education	Increase students who after completing the second academic year of college, will continue their secondary education	Increase students encouraged to transfer to four-year programs or institutions of higher education. Increased workforce with bachelor degrees.

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

The logic model for IAUPR-PC's CAMP illustrates a sequence of cause-and-effect relationships between the resources, activities, outputs and outcomes (short-, mid-, and long term). Resources are the materials, manpower, etc. Needed to ensure the program can operate. Activities are the processes or tactical actions that must occur- implementation steps required to achieve intended outcomes. Outputs are the tangible results of the processes used, described in a qualitative manner. Short and mid-term outcomes are changes in participants, specified in terms of knowledge, understanding, attitudes, behaviors, skills. Long-term outcomes refers to the ultimate goals, or impact, of the project. If we have access to resources, then we can carry out program activities. If we carry out program activities, then we can deliver program services (outputs). If we provide program services, then participants will benefit (outcomes). If participants benefits, then changes that are hoped within community will happen (impact).

A systems approach such as this clearly communicates the path toward a desired result.

In addition to providing a framework for describing the relationships between resources, activities and outcomes, a logic model also helps to make underlying assumptions about the project evident; i.e., HOW and WHY the desired change is expected to come about. What is theory of change? As defined by the Center for Theory of Change (2013), "a Theory of Change defines all building blocks required to bring about a given long-term goal." The visual representation of the logic model portrays those necessary building blocks and "provides a common approach to integrating planning, implementation and evaluation". Thus, this CAMP Activities are designed not only to meet the needs of the student and institution, but also to meet evidence standards of projects aligned with research and supported by strong theory.

3. Quality of Project Services

i. Training or professional development services to be provided are of sufficient quality, intensity, and duration to improvements in practices among the recipients of services

The professional development aspects to be utilized by the project are of sufficient quality, intensity and duration and will be accomplished efficiently and in a cost effective manner through:

1) relying on technology to promote equity in access; 2) increasing communication through a technology network that connects staff to staff, administrators to administrators, and learners to learning resource materials; 3) promoting professional development plans for project staff that are reflective and aligned with the goals/objectives of the project, as well as addressing individual staff priorities and needs and allowing for staff to practice the new learned skills; 4) developing collaborative networks of learners including community members, and the project staff, and, 5) systematically documenting and critically evaluating processes, products, events and activities.

Director will ensure that all project personnel participate meaningfully in professional development that is centered on the assessed needs as documented on their individualized Professional Development Plans.

ii. Services to be provided by the proposed project are focused on those with greater needs

The project director and the staff will make a selection of project participants according the needs identified. The staff will tabulate and evaluate the needs questionnaire for the purpose of designing an assertive and effective service plan during the project year. Addressing the needs of disadvantaged, migrant and seasonal farmworkers will be in focus to offer services and to develop the skills that most students have demonstrated need. Table 9 shows the objectives, services, and activities to be provided according the greater needs and data collected in the admission process.

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

CAMP is designed to address the Invitational Priority 1 -- STEM Education: Program will provide students with increased access to rigorous and engaging coursework in STEM. Staff will assist STEM students in developing the skills and strategies they need to become confident, independent, and active learners. The program aims will help students meet the challenge of the Campus's rigorous academic standards, to guide students in their adjustment to the college learning environment, and to prepare them for a lifetime of self-sufficient learning. The staff will encourage students to take responsibility for learning and their STEM academic success. Personal and professional attention of counselor will help and ensure that students meet the Satisfactory Academic Progress Norm: Undergraduate Programs Inter American University requires that all students demonstrate satisfactory academic progress throughout their study program. The attainment of satisfactory academic progress is related to eligibility to receive federal, state and institutional financial aid. The University will evaluate student satisfactory academic progress at the end of the academic year in May, or in the case of students enrolled in the first summer session, at the end of that session. The evaluation will include all the terms that the student has attended. New students will be evaluated for the first time when they complete their first academic year of studies in STEM. For students classified in academic probation, the progress will be measured at the end of each academic term until the student achieves satisfactory academic progress. The vocational, academic and personal services will be offered by a licensed professional who will help students to develop the skills necessary to obtain the greatest benefit from the university experience. Therefore, orientation will directed toward attending the different needs of the CAMP students to meet rigorous academic standards of their core program.

4. Quality of project personnel

i. The qualifications, including relevant training and experience, of the project director

Project director and all personnel must have academic and/or counseling competences and must demonstrate special concern for the disadvantaged students and the ability to deal with their special needs and problems. They must fully adhere to the goals and philosophy of the project. The Human Resources Office will work closely with the CAMP Director to ensure that these populations receive information about any position available in the project.

The Project Director, Eunice Cordero, DBA will bring experience with institutional management and have demonstrated knowledge and is sensitive to the unique characteristics and needs of the migrant and seasonal farmworker population. She was Project Director for five year of High Equivalency Program (HEP) in the Campus and has the appropriate training and work experience to ensure the success of CAMP. She will assume the ultimate responsibility of the project, the recruitment of the staff and participants; management of the logistics for the delivery of services; coordination of the planning, budgeting and staffing activities; project evaluation; meeting of project goals and objectives; representing the program on Campus, to agencies dealing with migrant workers and other cooperating agencies, and assure the promotion and recruitment process. She must adhere to University and federal policies, procedures and guidelines in project management and prepare monthly, quarterly and annual reports, prepare and submit all reports required by the federal agency including the Performance Report and the Fiscal Report.

ii. The qualifications, including relevant training and experience of key project personnel.

A. Counselor: Counselor will always offer orientation and guidance to participants. The counselor will assist in developing coping skills to adjust to college through the university life seminar and during the year; assist them in analyzing and solving academic, personal,

16 | College Assistance Migrant Program (CAMP)

social/cultural, and disability problems; motivate students to excel their studies; help them eventually remain in college and earn a degree and the placement process with the assistance of the Counseling Center. The Counselor must have a Master's Degree in Counseling and Guidance. Licensed by the Department of Health of Puerto Rico.

B. CAMP Academic Coordinator: The Academic Coordinator must have a Bachelor Degree in Education or a field related to the positions duties. Academic work includes assisting the Director in the program promotion and recruitment process, planning, coordination and supervision of tutoring and other activities developed under the Program. Meet with students and faculty for feedback on coursework and progress as well as to develop schedules for the following semester according to identified needs.

C. Administrative Assistant: To assist with the coordination and scheduling of CAMP program activities, orientation visits and community related activities in coordination with the project director. He/She performs a variety of office work, which includes administrative duties. He/she must have a minimum of Associate degree in Business Administration or its equivalent and have at least one-year experience in office work.

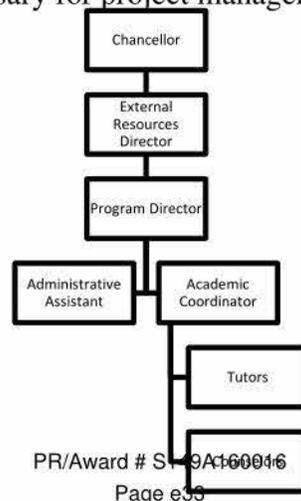
D. Tutors: The tutors will be students, who have at least sixty but preferably ninety approved academic credits and that demonstrate proficiency in their academic experience (a minimum of 3.0 GPA). The tutorial component will employ tutors in all the subjects in which it is needed.

An **External Evaluator** will be hired for the project. He/she will be responsible in the preparation of the summative evaluations of the program performance including objectives and recommendations, but especially program operation and attainment of goals and objectives. He/she will be a person who is familiar with the programs for migrant and seasonal workers.

5. Management plan

i. Management plan to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones

Project management will be conducted with the same level of effort and attention to **achieve 100% of objectives**. IAUPR-PC Chancellor Dr. Vilma Colón, has established procedures to ensure efficient, effective **strategies implementation**, including **procedures to manage and monitor progress**, as well as inform the administration and Campus Community about the project, along with needed levels of authority for key personnel. Each month, the Director will review detailed progress, time and effort, and travel reports prepared by project staff. Also, will review all **expenditures, budget reconciliations, and evidence of drawdowns** prepared by the Administrative Assistant in collaboration with the Campus Finance Office. Each procedure will be designed to account for unanticipated project results, delays in progress, discrepancies in budget, etc., such that continuous formative evaluation is taking place. Annually, the Project Director, along with the project staff will conduct a thorough review of the project to maintain **full compliance**, including, but not limited to the following: project personnel job performance, student satisfaction, retention, four-year partner satisfaction, cost effectiveness, progress toward GPRA indicators, and the results from **formative and summative evaluation** plan implementation. The organizational graph chart that follows details the line staff of authority and delineation of responsibilities necessary for project management:



18 | College Assistance Migrant Program (CAMP)

The CAMP Project will have four full-time staff members to assure effective administration of the project: one Director, one Professional Counselor, one Academic Coordinator, one Administrative Officer and part-time tutors. Proper and efficient administration of the program will be the prime responsibility of the Project Director. Program personnel will meet regularly to discuss delivery of CAMP program services and attainment of the program goals and objectives.

ii. Procedures for ensuring feedback and continuous improvement in the operation

The table below details the communication, compliance, staffing and reporting procedures and mechanism staff will use to manage the project, the personnel responsible, and the frequency/timeline of their occurrence.

Table 10: Procedures for ensuring feedback and continuous improvement

Project manual	Comprehensive Policy and Procedures Manual developed by the director within the first year to specify all standard operating guidelines, policies and procedures, staff responsibilities and lines of authority, job descriptions for staff, examples of all required forms, and reporting procedures.
Staff meetings	Biweekly staff meetings among project staff to review progress and prepare for upcoming efforts; minutes recorded and files in Progress Report folder.
Time % Effort	Monthly reports from each employee paid by CAMP funds detailing the time and effort spent, to support implementation and meet objectives, submitted to and signed by the project director.
Activity progress	Monthly activity progress report from each project staff member reflecting progress toward meeting objectives and implementing the activity.
Annual performance	Annual performance report submitted to USDE, and a summary of that report distributed to the Chancellor.
Fiscal and accounting management	Monthly reports of expenses and budget status from the Finance Office. Annual report from the University's independent auditors accounting for all federal funds received and disbursed.
Fiscal responsibility	Operate in full accordance with the procedures and guidelines established by the federal government regarding expenditure of allowable funds. Maintain all funds as separate records for financial transactions to be reconciled with Finance Office records monthly.
Compliance and records	Maintain project staff records, including job descriptions and other data. Maintain updated inventory of all equipment purchased with grant funds.
Recruitment/hiring GEPA compliance	Procedures and policies followed for selecting persons to fill positions, including open competition for vacancies and adherence to all required affirmative action policies. Evaluation of personnel will take place annually and follow institution policy

iii. Time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives

All full time personnel will commit **100% of their time and effort** to the CAMP program to ensure that it operates both efficiently and effectively. The CAMP administrative and other supportive staff, such as Counselor, Academic Coordinator and Administrative Assistant will be selected on the basis of their academic competence and experience; with a clear understanding and sensibility to the clientele they will be serving. They must fully commit to the goals and philosophy of the project. Inter-agency contacts will also be an important source to compile a pool of qualified applicants. Also notifications of positions will be sent to other CAMP directors to assure that CAMP graduates also have the opportunity to apply. The Project Director, responsible for staff hiring will look for staff who: can fulfill position requirements and are interested in working with low income, academically at-risk students, have proven track records doing so, and have overcome similar barriers. Tutors, who will also function as role models and mentors, will be recruited from among university students from similar backgrounds and from the pool of TRIO Programs Alumni. The objectives of staff development and in-service training will be accomplished through on-campus workshops, seminars and off-campus meetings. In-service training is geared to the activities of CAMP and forms a very important part of the program. The in-service training and orientation sessions will take place before participants start in the program, and for a second time during the initial phases of the program.

6. Quality of adequacy of resources

i. Support, including facilities, equipment, supplies, and other resources from the applicant

The Campus Chancellor, Dr. Vilma E. Colón, supports the establishment of the Program, and has been a strong supporter of all state and federal programs on campus through the years: Gear up, CCAMPIS, Student Support and Upward Bound.

Facilities. The Camp Project will have access to an office, the facilities, equipment and supplies necessary to accomplish the activities and assure efficient effective administration. The Ponce Campus will continue to provide sponsorship and administrative support related to the management of federal funds; maintenance, human resources management and academic affairs. Since the CAMP program will be part of the academic programs and campus service to the community, participants will have the right to attend all activities on campus, as do other students.

Equipment and Supplies. Following is a partial list of the equipment owned by or available through the Campus: office equipment: Office furniture such as desks, chairs, file and storage cabinets, audiovisual equipment, computers office and access to computer laboratories.

Supplies. CAMP will have available the standard supplies needed in an office on a daily basis including writing materials, staplers, filing materials, rulers, scissors, tape and similar materials. In addition to office supplies, reference materials such as college catalogs, career reference publications, career interest inventories, financial aid information, and similar references.

Other resources and personnel

The campus will also provide resources and personnel to make sure that the program functions smoothly and that all participants receive comprehensive support, such as the following table:

Table 11: Other resources and personnel

1. Dean of Academic Affairs	Highly committed to TV, CCAMPIS, SSS, GEAR UP and TRIO Programs. Will ensure successful implementation of project and provides assistance with academic management.
2. Dean of Students	Assistance in the development of extracurricular student activities. Help with counseling, and orientation. Provides educational equipment and physical facilities with assistive technology for equal opportunity access for students with disabilities
3. Telecommunication and Information System	Assistance with hardware and software configuration and monitoring. Access to Internet for all staff and students
4. Human Resources	Assistance with contracts and personnel.
5. External Resources	Technical assistance with grant management.
6. Admission Office	Admissions application and enroll all first-year student
7. Financial Aid Office	Provide latest information to project staff concerning financial assistance, guidelines and rules and assist with stipends administration.
8. Maintenance and Ground Services Facilities	Maintenance and repair of office equipment and furniture and moving/storage of equipment and materials.
9. Center for the Access to Information (CAI)	Books, reference materials, periodicals, databases and e-books to provide information and orientation of participants need.
10. Cyber Learning Centers:	Offer a variety of services such as on-on-line academic advising, access to online courses, on-line orientation regarding the admissions and enrollment processes; financial aid availability, seminars and workshops; and Internet services, among others. Those services will make it easy for students to access IAUPR-PC services.
11. Computer Open Laboratory	Development of basic and technological skills with equipment and software.
12. Student facilities	Sports facilities, parking, student center, duplicating center, cafeteria, health center, bookstore and chapel and theater, to assist with the general comprehensive development.

ii. Commitment of each partner to the implementation and success of the project

The Chancellor of the Ponce Campus, Dr. Vilma E. Colón, supports the CAMP Program, and has been a strong supporter of all TRIO programs. CAMP also includes the support from government agencies, community organizations, high school institutions and private sectors in the area as well as municipalities. The proposed program has the support of the Department of Education in the South of Puerto Rico, which will cooperate with the program by providing lists of high school

graduated in the target municipalities. The mayors of five municipalities have expressed their intention to collaborate with CAMP stating that they will provide referrals to the program. The Department of Labor and Human Resources will help by providing individual and group orientations related to job opportunities.

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

The cost of the project for each year for the five-year period is \$329,650 and does not include the campus contributions such as physical facilities, local phone service, audiovisual equipment, computer labs, etc. The narrative for the activity budget form details with the budget items line by line for each activity are included in the budget narrative. This will require that we dedicate enough funds to the human resources who will be responsible for providing all the services.

iv. Costs are reasonable in relation to the number of persons, results and benefits

Most of the budget will be used to serve directly the participants. It will provide support services and academic to students. The average cost per student is \$4,709 for the first program year, which is appropriate and reasonable for the number of persons, results, benefits and the expected outcomes. The narrative for the activity budget form details with the budget items line by line for each activity are included in the budget narrative. This will require that we dedicate enough funds to the human resources who will be responsible for providing all the services.

v. Incorporation of project purposes, activities, or benefits at the end of Federal Funding

During the five years, the project will be working with the migrant population and will be offering information to the Ponce Campus staff. The organizational culture of our Campus offer special attention to proposal employees who finished their jobs, and CAMP would not be an exception. Our commitment is to do our best to hire at least the Director and the Counselor of the project to continue offering services to migrant students.

7. Quality of project evaluation

i. Methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes

Table 12 includes a strong evaluation plan to shape the development from the beginning of period. The plan include benchmarks to monitor progress toward the specific objectives and outcome measures, such as type of data, time, methods, instruments and analysis.

Objectives	Type of data	Time	Methods	Instruments	Analysis
Objective 1: 70 eligible freshmen will be funded to serve by year	Quantitative (data eligible freshmen served)	2017 2018 2019 2020 2021	<ul style="list-style-type: none"> • Student eligible participating in tutoring and project activities • Need analysis • Satisfaction with services 	<ul style="list-style-type: none"> • Applications • Enrollment form • Participant lists and reports • Counselor forms • Satisfaction questionnaire 	MIS databases Descriptive analysis, median, mode, mean, frequency table, correlation analysis, recommendations
Objective 2: 86% participants will complete the first academic year	Quantitative data (participants completed the first academic year)	2017 2018 2019 2020 2021	<ul style="list-style-type: none"> • Retention percentages • Partial and final grades obtained in each course, GPA of each semester and credits approved • Activities participation • Dropout student 	<ul style="list-style-type: none"> • Retention reports • Transcript credits • Participant Information Report • Workshops, tutoring and activities attendance logs • Dropout student list 	MIS databases Descriptive analysis, median, mode, mean, frequency table, correlation analysis, recommendations
Objective 3: 88% of participants who, after completing the first academic year will continue	Quantitative data (participants who, after completing the first year, will continue	2017 2018 2019 2020 2021	<ul style="list-style-type: none"> • Students persistence percentages • Partial and final grades obtained in each course, GPA of each semester and credits approved • Activities (workshops and tutoring) 	<ul style="list-style-type: none"> • Persistence reports • Transcript credits • Participant Information Report • Workshops and activities attendance logs 	MIS databases Descriptive analysis, median, mode, mean, frequency table, correlation analysis, recommendations

ii. Methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

Project staff will monitor project through extensive records that will be kept all activities and expenditures documented. Data will be collected and analyzed for reporting on GPRA during and beyond the grant period. An examination of the correlation between services rendered, specific needs, and the plan of action will be made on a regular basis. The project's logic model will be a useful tool to facilitate this process. The external evaluator will provide assistance with selection of evaluation methods, train staff, examine, progress toward attainment of objectives, recommend strategies for improved data collection and analysis, and conduct assessment. External Evaluator will submit an Evaluation Report annually, which then will meet with the Director to outline the evaluation methods, define the specific elements to be evaluated and establish evaluation criteria. Both summative and formative evaluations are conducted to provide a periodic process throughout the developmental and final program phases each year. Effective strategies will be shared and replicated with other federal programs available in the campus, such as TRIO, and learning center.

Formative Evaluation: Making progress toward achieving objectives.

The formative evaluation been designed to assess specific activities in achieving each stated goals and objectives. The focus of this type of evaluation determines whether the program achieved intended outcomes and provided a positive learning environment for the program participants. On a monthly basis, the Director will modify and improve the program using information obtained from the formative evaluation and will evaluate the results of all contacts made and services provided as it relates to accomplishing the program objectives.

Summative evaluation: Measuring actual achievement of goals and objectives

Summative evaluation is designed to provide the Director with information regarding the achievement of the stated goals and objectives. By evaluating the accomplishment of these

objectives on a monthly basis (formative and summative), and making adjustments along the way, achievement of all objectives by the end of each program year is accomplished. The compilation of monthly evaluation data produces the comprehensive *Annual CAMP Participant Information Report*, which documents and confirms the achievement of program objectives.

iii. Methods of evaluation will, if well-implemented, produce evidence of promise

Evidence of Promise is “empirical evidence” to support the theoretical linkage(s) between at least one critical component and at least one relevant outcome presented in the logic model (Table 8: Logic model developed for the proposed program served as a helpful guide to improve results and increase productivity) for the proposed process, product, strategy, or practice. In developing an outcomes-based evaluation plan, IAUPR-PC consulted an expert sources, the National Science Foundation’s 2010 User-Friendly Handbook for Project Evaluation. The NSF evaluation process incorporates six phases: development of a conceptual model of the project, evaluation questions, appropriate evaluation design, collection of data, analysis of data, and provision of information on interested audiences. This empirical evaluation approach aligns with recommended practices from the Institute of Education Sciences regarding the use of logic models for designing and monitoring program evaluation. CAMP has incorporated a logic model into the design, which describe the elements of the project and expected connections among them. Logic model described in a later section of this proposal, helped guide the selection of evaluation questions: To what extent eligible freshmen will be funded to serve each year of the grant?, How and to what extent participants will complete the first academic year of their postsecondary program?, How and to what extent participants who, after completing the first academic year of college, will continue their postsecondary education?

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

Resume

EDUCATION

Doctor of Business Administration

Pontifical Catholic University of Puerto Rico
Ponce Campus

May 2012

Master Degree of Business Administration

Concentrations:

- Human Resources
- Marketing

May 1999

December 1999

Inter American University of Puerto Rico
San Germán Campus

Bachelor Degree of Secretarial Sciences

University of Puerto Rico
Ponce Campus

May 1990

WORK EXPERIENCE

Inter American University of Puerto Rico

Ponce Campus

Business Administration Department

Full Time Professor

Project Director Title V, USDE

August 2012-Present

Relevant duties:

- Interviews and recommendations for hiring the staff' program.
- Planning, organization and implementation of staff training activities.
- Participate in conferences, workshops and seminars for professional development.
- Maintain communications with the US Department of Education and related community agencies.
- Responsible for the Program Evaluation.
- Prepare and submit all reports required by the federal agency.
- Ensure confidentiality of all records related to individual

participant.

- Supervise staff under my responsibility.
- Plan and carry out educational and extracurricular activities for students.

*Development and External Resources Director
January 2010-July 2012*

- Identify potential external funding sources.
- Develop funding proposals to support campus's mission and strategic activities.
- Work with appropriate staff to organize the fundraising and external resources strategies.
- Ensure continued positive relationships with supporters.
- Complete grant reports and work closely with staff who are implementing grants and/or contracts.
- Work with appropriate staff to help organize and raise funds for student's scholarships.
- Use technology systems to expand and promote development and external resources opportunities.

*Cyber Tutoring Center
Director
January 2006-2009*

- Interview and recommends for hiring all project staff members and be responsible for providing orientation to them concerning project goals, objectives and services.
- Schedules and conducts staff in-service training activities.
- Maintain open lines of communication with the U.S. Department of Education.
- Supervises and maintenance of accurate program and fiscal records of all program activities and services provided to participants.
- Plans and carries out educational and extra curricular activities for parents and children.
- Assess student's progress, prepares and submits reports as requested by federal agency and institution.
- Ensures that all participants meet applicant eligibility criteria as outlined in program guidelines.

*Upward Bound Math and Science Program
Associate Director
September 2005 – December 2005*

Relevant duties:

- Provide administrative and other assistance to faculty and tutors.
- Assist the Director in interviewing and selecting faculty and tutors.
- Review participant's school transcripts, academic schedules and academic progress.
- Identify those participants needing developmental skills and tutoring.
- Plan and monitor class and tutoring schedules for the academic year and the summer component.
- Plan and conduct workshops and meetings to the faculty and tutors.
- Evaluate project faculty and tutors.
- Keep participants' academic records and include the information in the electronic performance report.

*High School Equivalency Program (HEP), Director
August 2000-August 2005*

Relevant duties:

- Interviews and recommendations for hiring the staff program.
- Planning, organization and implementation of staff training activities.
- Participate in conferences, workshops and seminars for professional development.
- Maintain communications with the US Department of Education and related community agencies.
- Responsible for the Program Evaluation.
- Prepare and submit all reports required by the federal agency.
- Ensure confidentiality of all records related to individual participant.
- Supervise staff under my responsibility.
- Plan and carry out educational and extracurricular activities for students.

*Promotion and Recruitment Office
Administrative Assistant
May 1997-August 2000*

Relevant duties:

- Provide orientation to the applicant about the academic programs and financial aid.
- Prepare advertising and promotional booklets and materials.
- Selection and purchase of promotional items.
- Organization and participation in activities for promotion and recruitment of students.
- Write and type reports, letters and memorandum in computer.

*Admissions Office
Administrative Assistant
February 1991-April 1997*

Relevant Duties:

- Evaluation of documents and processing of admission applications.
- Write and type reports, letters and memos in computer.
- Provide orientation to the applicant about the academic programs and financial aid.
- Processing and filing admissions documents.

Skills in Computer Literacy:

Blackboard Learning System, Weave online, Banner, Internet Explorer, Microsoft Outlook, Microsoft Word, Power Point, Publisher, Excel, True Time, APA Style y SPSS.

AFFILIATIONS

- International Council for Small Business, Puerto Rico and Caribe
- Asociación Puertorriqueña de Aprendizaje a Distancia (APAD)
- Sociedad de Administradores de Investigación de P.R., Inc. (SAI)
- Alumni Association Poly Inter
- Society for Human Resources Management

REFERENCES

Available upon request.

Project Director (Full time, year round)

Requirements

- M.A. in Education, Educational Administration, Business Administration or related fields.
- Experience working with low-income, academically at risk, potentially first generation youth.
- At least two years' experience in program administration.
- Supervisory experience for personnel and budgets.
- Success in overcoming barriers similar to those confronting the target population.
- Bilingual

The Director will devote 100% of his/her time to the Project and will report directly to the Director for External Resources and through her to the Chancellor of IAUPR-PC. The Director will have the final authority and responsibility for the project and will be granted adequate authority to manage it.

Project Director's Responsibilities:

- To assure the Program is carried out in an appropriate and effective manner.
- To allocate CAMP resources and personnel.
- To recruit, interview, select and train Project staff.
- To supervise the recruitment and selection of participants.
- To supervise all Project staff.
- To coordinate the development, implementation and modification of all Project services.

- To represent CAMP within the larger community and maintain appropriate relations with community resources.
- To develop manuals to facilitate the use of community resources and programs.
- To supervise Information Management and all necessary record maintenance and reports, following Federal and Institution regulations.
- To maintain appropriate fiscal procedures and controls; the purchase of supplies and equipment, in conjunction with the Institution's purchasing department, the preparation and maintenance of inventories of all materials, supplies and equipment.
- To work with the Program Staff on the submission of the Annual Performance Report and any other reports that may be requested.
- To oversee all formative and summative evaluation; to complete other responsibilities, as assigned by the Director for External Resources.

Academic Coordinator (Full time, year round).

Requirements

- BA in Education or related area; MA credits in Education preferable.
- Experience working with low-income, academically at risk, potentially first generation youths.

Additional skills

- Spanish as primary language and fluent in English.
- Computer literacy.
- Success in overcoming barriers similar to those confronting the target population.
- Experience as tutorial services supervisor.

Academic Coordinator Responsibilities:

- To assist the Project Director in all phases of the academic program.
- To assist the students and tutoring staff in the development and delivery of structured tutorial services.
- To assist the Project Director in interviewing and selecting tutors.
- To plan and conduct the tutors' orientation.
- To conduct workshops and meetings.
- To keep tutorial participants' records, and ensure that such information is included in the Project database.
- To complete other responsibilities as assigned by the Project Director.

Project Counselor (full time, year round)

Requirements

- M. A. in Counseling or related field.
- At least two years' experience in counseling, working with low-income youth.

Additional skills

- Spanish as primary language but knowledge of English.
- Success in overcoming barriers similar to those confronting the target population.
- Computer literacy.
- The counselor will also work together on Project service planning and delivery under the supervision of the Project Director.

Counselor Responsibilities:

- To assist the Project Director in recruiting, interviewing and selecting participants.
- To coordinate and implement orientations for participants and family members.
- To provide motivational services, including personal, academic and career counseling, both individual and group.
- To coordinate the administration of individualized needs assessments for participants.
- To develop Individualized Service Plans (ISPs) for participants.
- To coordinate activities, including those with parents.
- To conduct special motivational activities including family members.
- To maintain reports on each contact with participants and ensure that the information is available to incorporate into the database.
- To assist in interpreting participants' educational and vocational aptitudes and interests.

- To help CAMP students develop realistic individual goal plans and understand how their interests and abilities can be developed through post-secondary education.
- To complete other tasks assigned by the Project Director.

Administrative Assistant: Full time, reports to the Project Director.

Requirements

- B. B. A. Bachelor in Business Administration or related areas.
- Good command of Spanish; English language proficiency.
- At least two years of experience.
- Computer literacy.
- Expertise in word processing and management information, including spreadsheet and relational database.
- Interest and ability to work with disadvantaged students.

Additional skills

- Knowledge of target school neighborhoods.
- Experience in overcoming barriers similar to those confronting the target population.

Administrative Assistant's responsibilities

- To perform varied administrative duties with minimal supervision.
- To maintain the database, ensuring that data are promptly and accurately included.
- To maintain staff records accurately, including time sheets and payroll records, vouchers.
- To take minutes on all meetings.
- To make conference and travel arrangements for Project staff
- To supervise the work-study students.
- To order supplies and maintain the Project inventory.
- To produce memoranda, letters, reports and similar documents, following the Director's instructions.
- To fulfill other responsibilities as assigned by the Director.

Qualifications of Tutors: 50% time

Tutors and Mentors will provide services in all subjects dealt with by the program. They should be majoring in the respective areas of study or developed proficiency and expertise as part of their academic and personal careers (for example, a science major may have strong math credentials, and it is difficult to recruit math majors) and have 75 credits with at least a 3.00 (out of 4.00) average as a minimum. They can also be alumni of the institution or its collaborators.

Description of Duties:

1. Provide both group and individual mentoring, predominantly in academic areas.
2. They will also be invited to attend other supervised educational activities not usually available to disadvantaged students.
3. Coordinate with faculty in the preparation of activities.
4. Maintain close communication with the Director, Academic Coordinator and Counselor.
5. Maintain all documentation of activities required by the Program.
6. To help participants with homework and special assignments.
7. To act as peer mentors and role models for the students.
8. To report to the academic coordinator on students' academic needs and accomplishments.
9. To make contact reports; observe participant behavior and advise the counselors for possible intervention.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Services
Division of Cost Allocation

26 Federal Plaza, Room 41-122
New York, New York 10278
Phone: (212) 264-2069
Fax: (212) 264-5478
Email: dcany@psc.gov

March 18, 2014

Mr. Luis R. Esquillin
Vice President of Management and Finance
Inter-American University of Puerto Rico
P.O. 363255
San Juan, PR 00936-3255

Dear Mr. Esquillin:

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

Please have the agreement signed by an authorized representative of your organization and returned to me by email or fax, retaining the copy for your files. Our fax number is (212) 264-5478 and email address is dcany@psc.gov. We will reproduce and distribute the agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 06/30/2018, is due in our office by 12/31/2018.

Sincerely,

(b)(6)

Darryl W. Mayes
Deputy Director
Division of Cost Allocation

•Phone: (212) 264-2069 •FAX: (212) 264-5478 •E-mail: dcany@psc.gov

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1660177776A1

DATE: 03/18/2014

ORGANIZATION:

FILING REF.: The preceding

Inter-American University of Puerto Rico

agreement was dated

P.O. 363255

03/25/2010

San Juan, PR 00936-3255

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

SECTION I: Facilities And Administrative Cost Rates

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2014	06/30/2019	68.00	On-Campus	All Programs
PRED.	07/01/2014	06/30/2019	36.00	Off-Campus	All Programs
PROV.	07/01/2019	Until Amended	68.00	On-Campus	All Programs
PROV.	07/01/2019	Until Amended	36.00	Off-Campus	All Programs

*BASE

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

ORGANIZATION: Inter-American University of Puerto Rico

AGREEMENT DATE: 3/18/2014

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits applicable to direct salaries and wages are treated as direct costs.

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 means an article of nonexpendable, tangible personal property having a useful life of more than one year, and an acquisition cost of \$500 or more per unit.

ORGANIZATION: Inter-American University of Puerto Rico

AGREEMENT DATE: 3/18/2014

SECTION III: GENERAL

A. LIMITATIONS:

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

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system 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 differences between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

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

E. OTHER:

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

BY THE INSTITUTION:

Inter-American University of Puerto Rico

(b)(6)

Manuel J. Fernós

(NAME)

President

(TITLE)

6/17/2014

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Darryl W. Mayes

(NAME)

Deputy Director, Division of Cost Allocation

(TITLE)

3/18/2014

(DATE) 0151

HHS REPRESENTATIVE:

Ryan McCarthy

Telephone:

(212) 264-2069

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

INTER AMERICAN UNIVERSITY OF PUERTO RICO-PONCE CAMPUS
COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
PROPOSED BUDGET FOR PERIOD 2016-2017

	FEDERAL FUNDS REQUEST
A Personnel Cost	
1. Director	
Based on \$4,256 per month/ 12 months (100% time)	\$51,072
2. Counselors (1)	
Based on \$2,051 per month/12 months (100% time)	\$24,612
3. Academic Coordinator	
Based on \$1,529 per month/12 months (100% time)	\$18,348
4. Administrative Officer	
Based on \$1,307 per month/12 months (100% time)	\$15,684
5. Tutors	
10 tutors per semester x 2 semester x \$7.25/ hr x 15 hrs. per week x 10 weeks	\$21,750
5 tutors summer x \$7.25/ hr x 40 hrs.	\$1,450
TOTAL SALARIES	\$132,916
B. FRINGE BENEFITS	
1. 22% Full Time \$24,138	\$26,458
2. 10% Part Time \$2,320	
TOTAL PERSONNEL COST	\$159,374
C. A. Staff Travel	
1. Local Travel	
Project Director and Staff Based on 400 miles/month for 12 months at \$.35/mile. Travel is requested to meetings and official travels	\$1,680
2. Per Diem	
Based on \$25.00/month x 12 months x 4 persons	\$1,200
3. Mailand Travel	
One trip to attend CAMP National Conference or training (Project Director and staff, 1 persons) Tickets (air fare)\$625 x 2=\$1,250 / Room and per diem \$2,250 (Based on Room\$200/night x 4 nights x 2 person= \$1,600 Per Diem \$65 x 2 person x 5 days= \$650)	\$3,500
Subtotal Staff Travel	\$6,380

**FEDERAL FUNDS
REQUEST**

D. Supplies

1. Educational Materials For reference and study purposes \$50.00 x 70 student	\$3,500
2. Office Materials based on \$400 x 12 month	\$4,800
3. 2PC: \$1,325 each and 2 laptop:\$1,825 each for administrative and academic use by staff and \$800 the printer	\$7,100
4. Infocus series projector for workshops and presentations	\$1,500
Total Supplies	\$16,900

E. Other Costs

1. Consultants and resources (10 x \$500 each) To provide training activities for all staff and to provide a variety of workshops to students	\$5,000
2. Fee to participate in College Board Conference for staff (\$300 x 3 staff = \$900)	\$900
3. Production of materials and modules	\$2,500
4. Postage	\$600
5. Equipment Rental (Photocopy machine x \$200 monthly)	\$2,400
6. External Evaluator (Based on 50 hrs. x \$80 p/h)	\$4,000
7. Psychological Services:To be offered to participants (50 hrs./semester/\$50 hr.)	\$5,000
8. Fees for National Associations CAMP and Migrant Conference	\$2,000
9. Student Travel: Five socio cultural fiel trips Based on \$350 per bus x 2 buses per trip	\$3,500
10. Other student socio-cultural and academic activities	\$7,000
11. Pre semester experience and special activities Meals: \$8.50 per participant x 10 days x 70 participants \$8.50 per participant and/or parents x 5 activities x 140 participant	\$11,900
Total Other Costs	\$44,800
TOTAL DIRECT COSTS	\$227,454
INDIRECT COSTS	\$18,196

**FEDERAL FUNDS
REQUEST**

12. Stipends

Books

Based on \$500 per year x 70 students

\$35,000

Meals and transportation

Based on \$700 per year x 70 students

\$49,000

Total Stipends**\$84,000****TOTAL PROJECT COST****\$329,650**

INTER AMERICAN UNIVERSITY OF PUERTO RICO-PONCE CAMPUS
COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
PROPOSED BUDGET FOR PERIOD 2017-2018

	FEDERAL FUNDS REQUEST
A Personnel Cost	
1. Director	
Based on \$4,256 per month/ 12 months (100% time)	\$51,072
2. Counselors (1)	
Based on \$2,051 per month/12 months (100% time)	\$24,612
3. Academic Coordinator	
Based on \$1,529 per month/12 months (100% time)	\$18,348
4. Administrative Officer	
Based on \$1,307 per month/12 months (100% time)	\$15,684
5. Tutors	
10 tutors per semester x 2 semester x \$7.25/ hr x 15 hrs. per week x 10 weeks	\$21,750
5 tutors summer x \$7.25/ hr x 40 hrs.	\$1,450
TOTAL SALARIES	\$132,916
B. FRINGE BENEFITS	
1. 22% Full Time \$24,138	\$26,458
2. 10% Part Time \$2,320	
TOTAL PERSONNEL COST	\$159,374
C. A. Staff Travel	
1. Local Travel	
Project Director and Staff Based on 400 miles/month for 12 months at \$.35/mile. Travel is requested to meetings and official travels	\$1,680
2. Per Diem	
Based on \$25.00/month x 12 months x 4 persons	\$1,200
3. Mailand Travel	
One trip to attend CAMP National Conference or training (Project Director and staff, 1 persons) Tickets (air fare)\$625 x 2=\$1,250 / Room and per diem \$2,250 (Based on Room\$200/night x 4 nights x 2 person= \$1,600 Per Diem \$65 x 2 person x 5 days=\$650).	\$3,500
Subtotal Staff Travel	\$6,380

**FEDERAL FUNDS
REQUEST**

D. Supplies

1. Educational Materials For reference and study purposes \$50.00 x 70 student	\$3,500
2. Office Materials based on \$400 x 12 month	\$4,800
3. 2PC: \$1,325 each and 2 laptop:\$1,825 each for administrative and academic use by staff and \$800 the printer	\$7,100
4. Infocus series projector for workshops and presentations	\$1,500

Total Supplies **\$16,900**

E. Other Costs

1. Consultants and resources (10 x \$500 each) To provide training activities for all staff and to provide a variety of workshops to students	\$5,000
2. Fee to participate in College Board Conference for staff (\$300 x 3 staff = \$900)	\$900
3. Production of materials and modules	\$2,500
4. Postage	\$600
5. Equipment Rental (Photocopy machine x \$200 monthly)	\$2,400
6. External Evaluator (Based on 50 hrs. x \$80 p/h)	\$4,000
7. Psychological Services:To be offered to participants (50 hrs./semester/\$50 hr.)	\$5,000
8. Fees for National Associations CAMP and Migrant Conference	\$2,000
9. Student Travel: Five socio cultural fiel trips Based on \$350 per bus x 2 buses per trip	\$3,500
10. Other student socio-cultural and academic activities	\$7,000
11. Pre semester experience and special activities Meals: \$8.50 per participant x 10 days x 70 participants \$8.50 per participant and/or parents x 5 activities x 140 participant	\$11,900

Total Other Costs **\$44,800**

TOTAL DIRECT COSTS **\$227,454**

INDIRECT COSTS **\$18,196**

**FEDERAL FUNDS
REQUEST**

12. Stipends

Books

Based on \$500 per year x 70 students

\$35,000

Meals and transportation

Based on \$700 per year x 70 students

\$49,000

Total Stipends

\$84,000

TOTAL PROJECT COST

\$329,650

INTER AMERICAN UNIVERSITY OF PUERTO RICO-PONCE CAMPUS
COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
PROPOSED BUDGET FOR PERIOD 2018-2019

	FEDERAL FUNDS REQUEST
A Personnel Cost	
1. Director	
Based on \$4,256 per month/ 12 months (100% time)	\$51,072
2. Counselors (1)	
Based on \$2,051 per month/12 months (100% time)	\$24,612
3. Academic Coordinator	
Based on \$1,529 per month/12 months (100% time)	\$18,348
4. Administrative Officer	
Based on \$1,307 per month/12 months (100% time)	\$15,684
5. Tutors	
10 tutors per semester x 2 semester x \$7.25/ hr x 15 hrs. per week x 10 weeks	\$21,750
5 tutors summer x \$7.25/ hr x 40 hrs.	\$1,450
TOTAL SALARIES	\$132,916
B. FRINGE BENEFITS	
1. 22% Full Time \$24,138	\$26,458
2. 10% Part Time \$2,320	
TOTAL PERSONNEL COST	\$159,374
C. A. Staff Travel	
1. Local Travel	
Project Director and Staff Based on 400 miles/month for 12 months at \$.35/mile. Travel is requested to meetings and official travels	\$1,680
2. Per Diem	
Based on \$25.00/month x 12 months x 4 persons	\$1,200
3. Mailand Travel	
One trip to attend CAMP National Conference or training (Project Director and staff, 1 persons) Tickets (air fare)\$625 x 2=\$1,250 / Room and per diem \$2,250 (Based on Room\$200/night x 4 nights x 2 person= \$1,600 Per Diem \$65 x 2 person x 5 days=\$650).	\$3,500
Subtotal Staff Travel	\$6,380

**FEDERAL FUNDS
REQUEST**

D. Supplies

1. Educational Materials For reference and study purposes \$50.00 x 70 student	\$3,500
2. Office Materials based on \$400 x 12 month	\$4,800
3. 2PC: \$1,325 each and 2 laptop:\$1,825 each for administrative and academic use by staff and \$800 the printer	\$7,100
4. Infocus series projector for workshops and presentations	\$1,500
Total Supplies	\$16,900

E. Other Costs

1. Consultants and resources (10 x \$500 each) To provide training activities for all staff and to provide a variety of workshops to students	\$5,000
2. Fee to participate in College Board Conference for staff (\$300 x 3 staff = \$900)	\$900
3. Production of materials and modules	\$2,500
4. Postage	\$600
5. Equipment Rental (Photocopy machine x \$200 monthly)	\$2,400
6. External Evaluator (Based on 50 hrs. x \$80 p/h)	\$4,000
7. Psychological Services:To be offered to participants (50 hrs./semester/\$50 hr.)	\$5,000
8. Fees for National Associations CAMP and Migrant Conference	\$2,000
9. Student Travel: Five socio cultural fiel trips Based on \$350 per bus x 2 buses per trip	\$3,500
10. Other student socio-cultural and academic activities	\$7,000
11. Pre semester experience and special activities Meals: \$8.50 per participant x 10 days x 70 participants \$8.50 per participant and/or parents x 5 activities x 140 participant	\$11,900
Total Other Costs	\$44,800

TOTAL DIRECT COSTS **\$227,454**

INDIRECT COSTS **\$18,196**

**FEDERAL FUNDS
REQUEST**

12. Stipends

Books

Based on \$500 per year x 70 students

\$35,000

Meals and transportation

Based on \$700 per year x 70 students

\$49,000

Total Stipends

\$84,000

TOTAL PROJECT COST

\$329,650

INTER AMERICAN UNIVERSITY OF PUERTO RICO-PONCE CAMPUS
COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
PROPOSED BUDGET FOR PERIOD 2019-2020

	FEDERAL FUNDS REQUEST
A Personnel Cost	
1. Director	
Based on \$4,256 per month/ 12 months (100% time)	\$51,072
2. Counselors (1)	
Based on \$2,051 per month/12 months (100% time)	\$24,612
3. Academic Coordinator	
Based on \$1,529 per month/12 months (100% time)	\$18,348
4. Administrative Officer	
Based on \$1,307 per month/12 months (100% time)	\$15,684
5. Tutors	
10 tutors per semester x 2 semester x \$7.25/ hr x 15 hrs. per week x 10 weeks	\$21,750
5 tutors summer x \$7.25/ hr x 40 hrs.	\$1,450
TOTAL SALARIES	\$132,916
B. FRINGE BENEFITS	
1. 22% Full Time \$24,138	\$26,458
2. 10% Part Time \$2,320	
TOTAL PERSONNEL COST	\$159,374
C. A. Staff Travel	
1. Local Travel	
Project Director and Staff	\$1,680
Based on 400 miles/month for 12 months at \$.35/mile. Travel is requested to meetings and official travels	
2. Per Diem	
Based on \$25.00/month x 12 months x 4 persons	\$1,200
3. Mailand Travel	
One trip to attend CAMP National Conference or training (Project Director and staff, 1 persons) Tickets (air fare)\$625 x 2=\$1,250 / Room and per diem \$2,250 (Based on Room\$200/night x 4 nights x 2 person= \$1,600 Per Diem \$65 x 2 person x 5 days=\$650).	\$3,500
Subtotal Staff Travel	\$6,380

**FEDERAL FUNDS
REQUEST**

D. Supplies

1. Educational Materials For reference and study purposes \$50.00 x 70 student	\$3,500
2. Office Materials based on \$400 x 12 month	\$4,800
3. 2PC: \$1,325 each and 2 laptop:\$1,825 each for administrative and academic use by staff and \$800 the printer	\$7,100
4. Infocus series projector for workshops and presentations	\$1,500

Total Supplies **\$16,900**

E. Other Costs

1. Consultants and resources (10 x \$500 each) To provide training activities for all staff and to provide a variety of workshops to students	\$5,000
2. Fee to participate in College Board Conference for staff (\$300 x 3 staff = \$900)	\$900
3. Production of materials and modules	\$2,500
4. Postage	\$600
5. Equipment Rental (Photocopy machine x \$200 monthly)	\$2,400
6. External Evaluator (Based on 50 hrs. x \$80 p/h)	\$4,000
7. Psychological Services: To be offered to participants (50 hrs./semester/\$50 hr.)	\$5,000
8. Fees for National Associations CAMP and Migrant Conference	\$2,000
9. Student Travel: Five socio cultural fiel trips Based on \$350 per bus x 2 buses per trip	\$3,500
10. Other student socio-cultural and academic activities	\$7,000
11. Pre semester experience and special activities Meals: \$8.50 per participant x 10 days x 70 participants \$8.50 per participant and/or parents x 5 activities x 140 participant	\$11,900

Total Other Costs **\$44,800**

TOTAL DIRECT COSTS **\$227,454**

INDIRECT COSTS **\$18,196**

**FEDERAL FUNDS
REQUEST**

12. Stipends

Books

Based on \$500 per year x 70 students

\$35,000

Meals and transportation

Based on \$700 per year x 70 students

\$49,000

Total Stipends

\$84,000

TOTAL PROJECT COST

\$329,650

INTER AMERICAN UNIVERSITY OF PUERTO RICO-PONCE CAMPUS
COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
PROPOSED BUDGET FOR PERIOD 2020-2021

	FEDERAL FUNDS REQUEST
A Personnel Cost	
1. Director	
Based on \$4,256 per month/ 12 months (100% time)	\$51,072
2. Counselors (1)	
Based on \$2,051 per month/12 months (100% time)	\$24,612
3. Academic Coordinator	
Based on \$1,529 per month/12 months (100% time)	\$18,348
4. Administrative Officer	
Based on \$1,307 per month/12 months (100% time)	\$15,684
5. Tutors	
10 tutors per semester x 2 semester x \$7.25/ hr x 15 hrs. per week x 10 weeks	\$21,750
5 tutors summer x \$7.25/ hr x 40 hrs.	\$1,450
TOTAL SALARIES	\$132,916
B. FRINGE BENEFITS	
1. 22% Full Time \$24,138	\$26,458
2. 10% Part Time \$2,320	
TOTAL PERSONNEL COST	\$159,374
C. A. Staff Travel	
1. Local Travel	
Project Director and Staff	\$1,680
Based on 400 miles/month for 12 months at \$.35/mile. Travel is requested to meetings and official travels	
2. Per Diem	
Based on \$25.00/month x 12 months x 4 persons	\$1,200
3. Mailand Travel	
One trip to attend CAMP National Conference or training (Project Director and staff, 1 persons) Tickets (air fare)\$625 x 2=\$1,250 / Room and per diem \$2,250 (Based on Room\$200/night x 4 nights x 2 person= \$1,600 Per Diem \$65 x 2 person x 5 days=\$650).	\$3,500
Subtotal Staff Travel	\$6,380

**FEDERAL FUNDS
REQUEST**

D. Supplies

1. Educational Materials For reference and study purposes \$50.00 x 70 student	\$3,500
2. Office Materials based on \$400 x 12 month	\$4,800
3. 2PC: \$1,325 each and 2 laptop:\$1,825 each for administrative and academic use by staff and \$800 the printer	\$7,100
4. Infocus series projector for workshops and presentations	\$1,500

Total Supplies **\$16,900**

E. Other Costs

1. Consultants and resources (10 x \$500 each) To provide training activities for all staff and to provide a variety of workshops to students	\$5,000
2. Fee to participate in College Board Conference for staff (\$300 x 3 staff = \$900)	\$900
3. Production of materials and modules	\$2,500
4. Postage	\$600
5. Equipment Rental (Photocopy machine x \$200 monthly)	\$2,400
6. External Evaluator (Based on 50 hrs. x \$80 p/h)	\$4,000
7. Psychological Services:To be offered to participants (50 hrs./semester/\$50 hr.)	\$5,000
8. Fees for National Associations CAMP and Migrant Conference	\$2,000
9. Student Travel: Five socio cultural fiel trips Based on \$350 per bus x 2 buses per trip	\$3,500
10. Other student socio-cultural and academic activities	\$7,000
11. Pre semester experience and special activities Meals: \$8.50 per participant x 10 days x 70 participants \$8.50 per participant and/or parents x 5 activities x 140 participant	\$11,900

Total Other Costs **\$44,800**

TOTAL DIRECT COSTS **\$227,454**

INDIRECT COSTS **\$18,196**

**FEDERAL FUNDS
REQUEST**

12. Stipends

Books

Based on \$500 per year x 70 students

\$35,000

Meals and transportation

Based on \$700 per year x 70 students

\$49,000

Total Stipends

\$84,000

TOTAL PROJECT COST

\$329,650

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

1. Project Director:

Prefix: Prof.	First Name: Eunice	Middle Name:	Last Name: Cordero	Suffix:
------------------	-----------------------	--------------	-----------------------	---------

Address:

Street1:	104 Turpeaux Industrial Park
Street2:	
City:	Mercedita
County:	
State:	PR: Puerto Rico
Zip Code:	00715
Country:	USA: UNITED STATES

Phone Number (give area code) 787-284-1912	Fax Number (give area code)
---	-----------------------------

Email Address:
ecordero@ponce.inter.edu

2. Novice Applicant:

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

3. Human Subjects Research:

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

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

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

Name of Institution/Organization

INTER AMERICAN UNIVERSITY OF PUERTO RICO PONCE CAMPUS

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	132,916.00	132,916.00	132,916.00	132,916.00	132,916.00	664,580.00
2. Fringe Benefits	26,458.00	26,458.00	26,458.00	26,458.00	26,458.00	132,290.00
3. Travel	6,380.00	6,380.00	6,380.00	6,380.00	6,380.00	31,900.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	16,900.00	16,900.00	16,900.00	16,900.00	16,900.00	84,500.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	44,800.00	44,800.00	44,800.00	44,800.00	44,800.00	224,000.00
9. Total Direct Costs (lines 1-8)	227,454.00	227,454.00	227,454.00	227,454.00	227,454.00	1,137,270.00
10. Indirect Costs*	18,196.00	18,196.00	18,196.00	18,196.00	18,196.00	90,980.00
11. Training Stipends	84,000.00	84,000.00	84,000.00	84,000.00	84,000.00	420,000.00
12. Total Costs (lines 9-11)	329,650.00	329,650.00	329,650.00	329,650.00	329,650.00	1,648,250.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2019 (mm/dd/yyyy)

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

The Indirect Cost Rate is 68.00%.

(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 %.

PR/Award # S149A160016

Name of Institution/Organization INTER AMERICAN UNIVERSITY OF PUERTO RICO PONCE CAMPUS	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	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524