

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 # S149A160020

Grants.gov Tracking#: GRANT12113891

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/07/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-0584483"/>	* c. Organizational DUNS: <input type="text" value="8097753850000"/>
--	---

d. Address:

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

e. Organizational Unit:

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

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="505-436-2548"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.149

CFDA Title:

Migrant Education_College Assistance Migrant Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-001

* Title:

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

13. Competition Identification Number:

84-149A2016-1

Title:

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

TREServiceAreasCCAMP.pdf

Add Attachment

Delete Attachment

View Attachment

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

Cornerstone CAMP will provide participants from a wide geographic, highly rural service area with higher ed. coursework, resources, mentoring, and coaching via face-to-face and online technologies.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,125,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,125,000.00"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

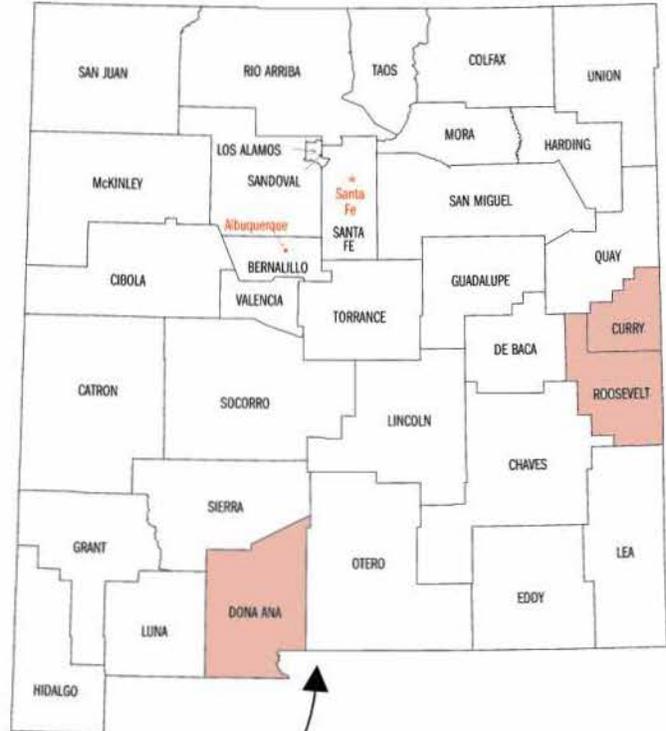
**Cornerstone CAMP
Three Rivers Education Foundation**

Areas affected by Cornerstone Camp

New Mexico

Portales, Roosevelt County
Clovis, Curry County
And surrounding communities

Las Cruces, Dona Ana County
And surrounding communities



Texas

El Paso, El Paso County



**Cornerstone CAMP
Three Rivers Education Foundation**

Congressional districts of service areas

New Mexico Congressional Districts

NM-003

Roosevelt County

Curry County

Texas Congressional Districts

TX-016

El Paso County

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Krista Burgess"/>	TITLE <input type="text" value="Executive Director"/>
APPLICANT ORGANIZATION <input type="text" value="Three Rivers Education Foundation"/>	DATE SUBMITTED <input type="text" value="03/07/2016"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: David Bowman * Street 1: 2200B Bloomfield Highway Street 2: * City: Farmington State: NM: New Mexico Zip: 87401 Congressional District, if known: NM-3		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: OESE	7. * Federal Program Name/Description: Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Krista Burgess * Name: Prefix: * First Name: David Middle Name: * Last Name: Bowman Suffix: Title: Executive Director Telephone No.: 505-436-2548 Date: 03/07/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160020

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.

TREFGEPA.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Statement

Three Rivers Education Foundation serves all eligible participants without regard to gender, race, national origin, color, disability, or age. Additionally, partnering IHEs (Doña Ana Community College and Clovis Community College) have an open admissions policy and welcome residents of their representative districts and counties regardless of gender, race, national origin, color, disability, or age. Three Rivers, Doña Ana Community College and Clovis Community College specializing in serving minority, high-need, low-income, and marginalized populations.

In this proposed program, services are design to be culturally sensitive to the needs of migrant farmworkers and their families. Special attention will be given to providing support services for high-need, underrepresented students (migrant farmworkers) and special efforts will be made to provide equal opportunity access to all academic and non-academic programs and services. To reduce barriers to participation among this predominantly Hispanic population, all program materials will be translated into both English and Spanish. The program has been designed to accommodate the busy working schedules and mobility challenges that migrant farmworkers face when pursuing postsecondary education. Social, economic, and financial barriers have been reduced and/or eliminated through program design, allowing for more equitable access to all eligible participants in the target service area. Specialized outreach and recruitment process and procedures have been designed to reach migrant farmworkers and families using trusted networks and venues as reported by the migrant farmworker community, further ensuring the reach of the program to those most in need of services.

In particular, this population of minority, underprepared and low-income students (migrant farmworkers) will encounter additional, multiple social and economic barriers to success which this project is design to address through a holistic approach to program delivery (intensive mentoring).

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

Three Rivers Education Foundation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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

Name, City/State of Applicant: Three Rivers Education Foundation, Farmington, New Mexico

Project objectives and activities: The Cornerstone College Assistance Migrant Program (C-CAMP) will provide intensive coaching and mentoring, tuition stipends, textbooks, tablets, and the technology needed for participants to successfully complete their freshman year of online college course work (minimum of 24 credit hours). Mentoring and coaching will continue through the participant's second year of coursework as part of wraparound support services to address the social, economic, and educational challenges of migrant farmworkers and families.

C-CAMP objectives are to reduce barriers to educational attainment for migrant farmworkers by providing 100% of participants identified as needing social services support with connections to organizations providing such services. 86% of participants will persist in their first academic year, 85% will begin their second year. Of those who begin their second academic year, 60% of will persist in their second year and complete it. 100% of participants will receive intensive, bi-weekly mentoring and coaching.

Applicable priorities: Invitational Priorities #1 and #2

Proposed project outcomes: Participants will persist in their select postsecondary education programs. Students will be encouraged to earn STEM-related credentials and seek employment in high-paying STEM related fields.

Number of participants to be served annually: Years 1-3 = 21; Years 4-5 = 20 (103 over 5 years)

Number and location of proposed sites: Doña Ana, Roosevelt, and Curry Counties, NM

Project targets for meeting each of the GPRA measures each year: 86% of students will persist during their first academic year. 85% will continue their studies beyond their first year and begin their second year.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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Need for and Significance of project (15 points).....	1
i. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (3 points).....	1
ii. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. (4 points)	3
iii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (4 points).....	3
iv. The importance or magnitude of the results or outcomes likely to be attained by the proposed project. (4 points).....	6
2. Quality of Project Design (20 points).	7
i. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (4 points)	7
ii. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (4 points) .	8
iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (4 points).....	10
iv. The extent to which the proposed project will increase efficiency in the use of time, staff, money, or other resources in order to improve results and increase productivity.	10
v. The extent to which the proposed project is supported by strong theory (as defined in 34 CFR 77.1(c)). (4 points)	11
3. Quality of Project Services (15 points).....	12
i. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services. (5 points)	12
ii. The extent to which the services to be provided by the proposed project are focused on those with greatest need.	13
iii. The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards. (5 points)	13
4. Quality of Project Personnel (10 points).....	14
i. The qualifications, including relevant training and experience, of the project director or principal investigator. (5 points)	14
ii. The qualifications, including relevant training and experience of key project personnel. (5 points).....	15

5. Quality of the Management Plan (20 points).....	15
i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (5 points)	15
ii. The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the project. (5 points).....	19
iii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (5 points)	19
6. Adequacy of Resources (10 points).....	20
i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (2 points).....	20
ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (2 points)	20
iii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (2 points)	21
iv. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (2 points).....	21
v. The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding. (2 points).....	22
7. Quality of the Project Evaluation (15 points).	23
i. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points).....	23
ii. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)	24
iii. The extent to which the methods of evaluation will, if well-implemented, produce evidence of promise (as defined in 34 CFR 77.1 (c)) (5 points).....	25

Need for and Significance of project (15 points).

i. The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (3 points)

The Three Rivers Education Foundation (Three Rivers)—a nonprofit, 501(c)(3) Community-Based Organization (**Invitational Priority 2**) is proposing to implement the Cornerstone College Assistance Migrant Program (C-CAMP), which will target socioeconomically disadvantaged migrant and seasonal farmworkers living and working in the high-poverty, highly agricultural counties of Roosevelt and Curry (Clovis and surrounding rural areas), New Mexico, and Doña Ana (Las Cruces and surrounding rural areas), New Mexico. Three Rivers will serve as lead fiscal agent and will implement C-CAMP with the support of Clovis Community College, Doña Ana Community College, Catholic Charities

(**Invitational Priority 2**) and other supporting organizations. C-CAMP is unique in that it assists migrant farmworkers overcome the many barriers they face when seeking a college education. The proposed wrap-around program connects students to existing community resources and social services in addition to providing academic and financial support in the form of tuition and educational stipends. C-CAMP delivers an



intensive and holistic approach to mentoring that identifies each participants' individualized barriers to success, and utilizes a strengths-based, culturally-sensitive, specialized approach to providing bi-weekly (or more frequently) mentoring via face-to-face and video conferencing, specifically designed to reduce these barriers, resulting in improved student persistence through students' first postsecondary academic year and beyond.

The targeted communities of Roosevelt, Curry, and Doña Ana Counties, New Mexico, are characterized by high poverty and significant employment in the agricultural sector. The majority of migrant and seasonal farmworkers to be served through C-CAMP live in *colonias*, or loosely-knit farmworker communities common throughout the Southwestern United States. In fact, there are more than 1,400 *colonias* that dot the border communities in New Mexico and Texas. The 400,000 residents of these subdivisions struggle daily with living conditions that resemble a Third World country—ramshackle dwellings, open sewage, lack of sanitary water and drainage, dusty unpaved roads, and no plumbing. According to the Texas Border and Mexican Affairs Department, *colonia* residents have a poverty rate of 35.2% (the average household income is less than \$834 a month), have limited education (70% have less than high school education), experience high unemployment rates (20–60%, compared to 7% at the state level), and lack access to basic medical services. Without a quality education, these individuals and their families are largely condemned to a life of despair and economic insecurity. The Border Agricultural Worker Project reports that more than 12,000 farmworkers work in El Paso and southern New Mexicoⁱ.

According to the State of Texasⁱⁱ, seasonal farm workers are the poorest workers in the United States, earning an average of \$6,500 dollars each year. Given these income levels, farmworkers have very few choices for improving their educational status or their college or career-readiness. Forty percent of migrant children work in the fields beside their parents, and the money they earn is an important part of the families' income. More than 90% of migrant farmworkers in the target area are from Mexico. Just 28% of migrant and seasonal farmworkers have completed grades 10 through 12ⁱⁱⁱ, only 30% indicate that they speak English “well,” and *only 9% have attained some form of higher education*. According to a Michigan State

University map of College Assistance Migrant Programs throughout the United States, the proposed target area remains underserved despite the high percentage of migrant and seasonal farmworkers and extensive regional need.

ii. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. (4 points)

The targeted communities have a strong need to provide eligible migrant workers and their families with access to high-quality educational opportunities. The most recent U.S. Department of Labor information (2012) indicates that 70% of migrant and seasonal farm workers live below the poverty level, earning an average income of less than \$15,000 per year. However, as noted above, in the border *colonias* of the Southwestern United States, ***earnings range from just \$5,000 to \$6,500, making residents some of the most poverty-stricken persons in the United States.*** Educational opportunities for migrant farmworkers will allow them to gain meaningful employment in high paying, STEM-related fields (**Invitational Priority 1**).

The target area comprises some of the largest agricultural and dairy producers in terms of both market value of products sold and number of farms in the state of New Mexico. Doña Ana has the second largest number of agricultural farms in the state of New Mexico (2,184) (Regional Review, 2014). The Curry and Roosevelt County areas have approximately 60 dairies (27 in Curry County and 33 in Roosevelt County). These high producing agricultural regions attract large numbers of migrant and seasonal farmworkers from which the C-CAMP program will recruit.

iii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (4 points)

The need for C-CAMP services in the proposed service area is significant. C-CAMP will recruit eligible migrant and seasonal workers in the targeted communities and make college possible for this population by partnering with IHEs to provide comprehensive, online,

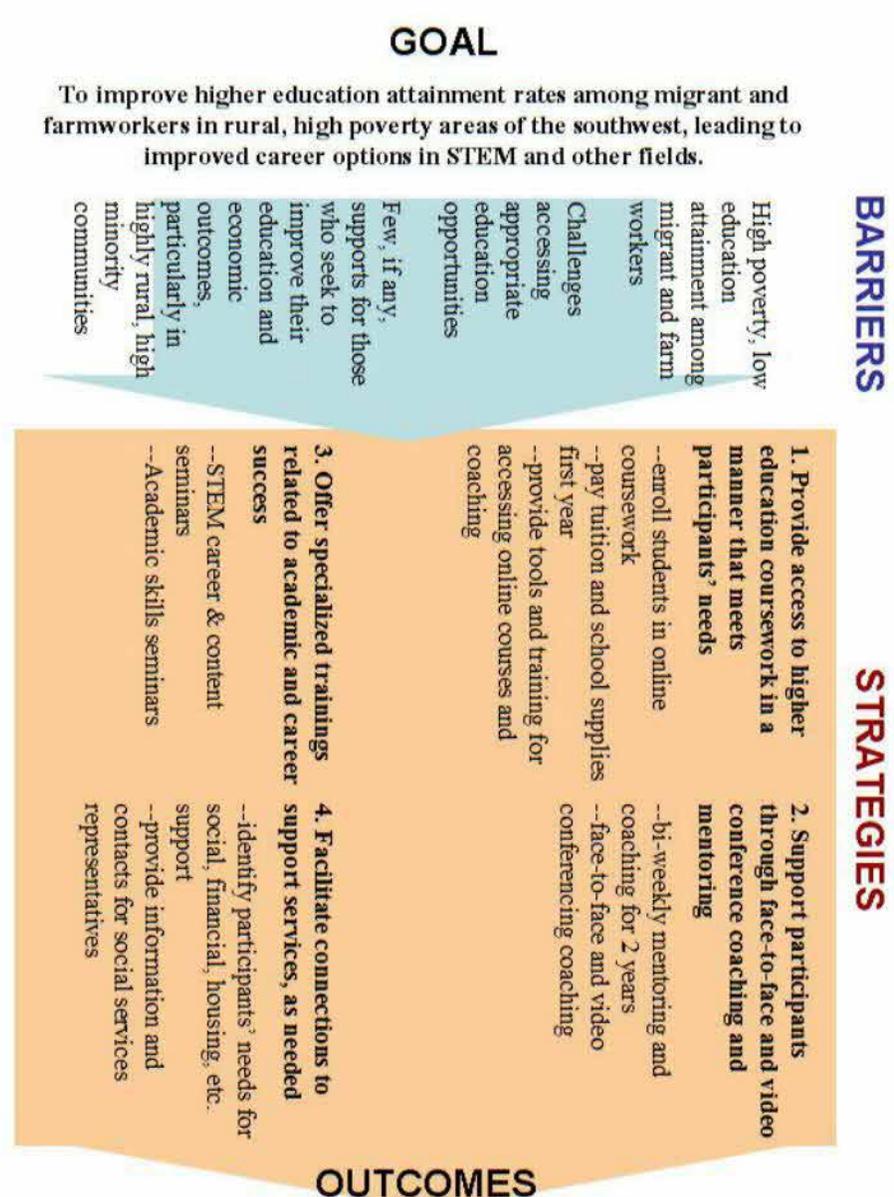
asynchronous college courses. The online venue accommodates the typically long working hours of migrant farmworkers by allowing for completion of coursework when convenient for participants, reducing one of the most prominent barriers to college success for the target population and allowing low-income migrant farmworkers to continue to work to support themselves and their families while also completing a high-quality, postsecondary college program. Additionally, the online program accommodates the frequent moves typical of migrant farmworkers and their families. Counseling and mentoring will all be provided via face-to-face and video conferencing, allowing students to receive supportive services from any location and at a time that works for their busy schedules.

C-CAMP will provide financial assistance, academic support, career assistance services, including informational workshops to provide the training and information that participants need to be successful in a postsecondary school environment. C-CAMP will remove financial barriers through first year stipends and assist participants with the financial aid process for their second year. Additionally, the program provides participants with the technology they need for online coursework, allowing students to continue to work and to complete coursework at home and as they travel throughout the state in search of work. The program will expose participants to opportunities available in STEM-related career positions. For many participants, the program will offer the first glimpse into STEM-related career opportunities, having never before been exposed to STEM educational opportunities and career options.

Service to be provided	Focus	Gap or weakness addressed
Recruitment	Specialized recruiting is needed to identify and locate migrants and seasonal farmworkers who have completed high school or its equivalent, and who have a desire and strong personal motivation to attend and complete college. C-CAMP will partner with existing GED programs specifically servicing the target	Currently, no organization specifically recruits and targets the migrant and farmworker community in the highly agricultural, Roosevelt and Curry

	<p>population to create a specialized, educational pathway for migrants from GED through Associate’s Degree and beyond. C-CAMP will recruit highly prepared students from these GED programs, ensuring that students are prepared for college-level coursework and are highly motivated and likely to succeed. The highly selective nature of the proposed C-CAMP recruitment and enrollment procedures ensures responsible spending of federal funds, certain to target those with the highest and best chances for success.</p>	<p>Counties, NM. Where programs do exist (Doña Ana County) the demand far exceeds the ability of existing programs to serve the population. Additionally, no program provides the type or level of holistic, wrap-around services that will be offered through CAMP.</p>
Workshops	<p>Specialized academic preparatory skill building workshops (Oral and Written Communication, Mathematics, Academic Writing), Specialized College Orientation workshops (Navigating the College System; How to Take Online Courses, College Process & Procedures, Financial Aid Application Process), and College Success workshops (Time Management, Study Skills, Capacity Building/Resources) are needed for first generation migrant workers and their families. (See Appendices for Workshop Topics and Schedule)</p>	<p>Workshops will specifically target the needs and work schedules of college bound migrants and their families. All collateral will be provided in both English and Spanish. The workshops will be held on campus and in trusted community venues to encourage maximum</p>
(STEM) Career Opportunity Seminars	<p>C-CAMP will provide participants the opportunity to attend engaging seminars intended to expose participants to the many exciting vocational opportunities available in STEM-related fields. The seminars will also provide an educational pathway for students to assist them with course selection needed to qualify for these high-paying career opportunities.</p>	<p>Currently, no programs exist to increase interest in STEM studies and pursuit of STEM careers among college bound migrant workers in the target area.</p>
Intensive Coaching and Mentoring	<p>Migrants and seasonal farmworkers and their families face many barriers to successful college completion. C-CAMP will provide individualized, intensive coaching and mentoring to help participants overcome barriers to college persistence and completion imposed by poverty, mobility and lack of resources. Experienced mentors will offer culturally sensitive, face-to-face and virtual counseling sessions that focus on skill building, STEM vocational options, problem solving, college system navigation, social service referrals and interventions, and will emphasize the resources available to students enrolled in partnering institutions of higher learning.</p>	<p>Currently, no organization provides comprehensive, individualized, holistic mentoring for migrants in the proposed highly agricultural target areas. Intensive Coaching and Mentoring is an evidence-based practice shown to improve college persistence outcomes in high need populations.</p>

Cornerstone CAMP Logic Model



iv. The importance or magnitude of the results or outcomes likely to be attained by the proposed project. (4 points)

The potential impact of education on extremely low income migrant farmworkers and their families is far reaching. In addition to being culturally and linguistically appropriate for the population, workshops and intensive, wrap-around support activities will focus on helping

migrants overcome the many barriers to successful college completion imposed by poverty, mobility, limited English proficiency, and lack of resources. C- CAMP graduates are highly likely to achieve self-sufficiency and rise above poverty and will serve as role models for the community, their families and future generations. , C-CAMP has the potential to reverse and ultimately end generational poverty and low educational degree attainment for approximately 100 students, their families and their future children. In this way, C-CAMP can serve as a replicable model for improving the educational outcomes among migrant farmworkers and other marginalized populations throughout the United States.

2. Quality of Project Design (20 points).

i. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (4 points)

C-CAMP embodies an innovative, multi-dimensional approach towards achieving our intended goals and objectives: **creating a pathway for and supporting the educational attainment of migrant and seasonal farmworkers in the targeted, highly agricultural New Mexico communities to improve their career and economic status.** The goals of C-CAMP are to help migrant and seasonal farmworkers and immediate family members persist in their first year of college and beyond. Participants will be provided the information, tools and support they need to obtain college credentials that meet the qualifications for gainful employment in STEM - related fields. Corresponding objectives are below. C-CAMP will serve approximately 20 migrant and seasonal farmworkers each year.

Program objectives and outcomes					
Objective 1: 21 participants (Years 1-3) and 20 participants (Years 4-5) will register for C-CAMP services (103 over 5 years).					
Need addressed: <i>No other programs enable eligible migrant and seasonal farmworkers in the target area to obtain this level of wraparound educational support C-CAMP provides.</i>	YR 1	YR 2	YR 3	YR 4	YR 5
	Annual number of participants served:	21	21	21	20

Objective 2: Each year, 86% of participants will complete the first academic year (24 credit hours) of their postsecondary program. (GPRA 1)					
Need addressed: <i>On average, just 9% of migrant and seasonal farmworkers complete some level of higher education.</i>	YR 1	YR 2	YR 3	YR 4	YR 5
	18	18	18	17	17
Objective 3: Each year, 85% of C-CAMP participants who complete their first academic year of college will continue their postsecondary education. (GPRA 2)					
Need addressed: <i>On average, just 9% of migrant and seasonal farmworkers pursue a postsecondary education.</i>	YR 1	YR 2	YR 3	YR 4	YR 5
	Number expected:	15	15	15	14
Objective 4: 100% of participants identified as needing social services support will be connected to organizations providing such services, facilitated by the C-CAMP coaches and mentors (i.e., project staff). (PROGRAM)					
Need addressed: <i>There is a need to connect migrant and seasonal farmworkers with appropriate social services to reduce barriers to college persistence imposed by poverty, mobility and lack of resources.</i>	YR 1	YR 2	YR 3	YR 4	YR 5
	Percentage of identified participants:	100%	100%	100%	100%
Objective 5: 100% of participants will receive at a minimum bi-weekly mentoring services intended to reduce barriers to success having a focus on educational attainment, career advancement, and opportunities within STEM fields. (PROGRAM)					
Need addressed: <i>Migrant and seasonal farmworkers require individualized support to succeed in a college environment.</i>	YR 1	YR 2	YR 3	YR 4	YR 5
	Number receiving mentoring:	21	21	21	20
Objective 6: 60% of students who begin their second academic year will successfully complete their second academic year. (PROGRAM)					
Need addressed: <i>On average, just 9% of migrant and seasonal farmworkers pursue a postsecondary education.</i>	YR 1	YR 2	YR 3	YR 4	YR 5
	Annual number of participants served:	9	9	9	8

ii .The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (4 points)

C-CAMP has been purposefully designed to address the identified needs of the targeted migrant and seasonal farmworker population. Project goals and objectives are aligned with

CAMP program requirements. They are based on input gathered directly from the target population (National Agricultural Workers Survey, NAWS), combined with an analysis of the needs of migrant and seasonal workers as determined by reviews of educational attainment and demographic data. The objectives address existing documented needs among the targeted, high-poverty migrant and seasonal farmworker population. The proposed online venue for both coursework and mentoring accommodates the long working hours and frequent moves typical of migrant farmworkers by allowing for completion of coursework when convenient for participants, reducing one of the most prominent barriers to college success for the target population and allowing low-income migrant farmworkers to continue to work to support themselves and their families while also completing a high-quality, postsecondary college program. Coursework and mentoring will be provided online and/or via video conferencing, allowing students to continue to access services from any location, and at a time that works for their busy schedules.

Barriers to education success also include those imposed by poverty, mobility, lack of English language proficiency, and lack of resources, and are compounded by the lack of sophisticated academic skills, financial resources, and lack of access to postsecondary application, enrollment and financial aid information, along with problems associated with long work hours, busy schedules and motivating migrant workers to continue their education. As part of a holistic approach, C-CAMP will provide mentoring and referrals for students year-round. The project will serve eligible participants without regard to race, color, national origin, gender, or disability (The Department of Education's General Education Provisions Act of 1994—GEPA). Additionally, Spanish-speaking families will be served with regard to culture and protocol and all promotional information will be delivered in both English and Spanish to

accommodate those with limited English proficiency.

iii. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (4 points)

C-CAMP will include linkages with community agencies and/or organizations to support attainment of the desired goals, objectives, and outcomes while meeting the needs of the targeted population. Examples of anticipated linkages are outlined in the table below.

Name of agency	Services provided
Doña Ana County and El Paso County Assistance Programs	Over \$400,000 in federal government stimulus funds provided to Las Cruces and Doña Ana County, New Mexico, to provide housing and rent help for individuals in need, including migrant and seasonal farmworkers
Housing Authorities: Cities and Counties Of Las Cruces And El Paso	Rent assistance and assistance in locating and acquiring affordable housing.
Salvation Army of Las Cruces and El Paso	Numerous assistance programs, including Utility Bill Assistance and other types of support.
HELP-NM and help for Texans	A statewide non-profit, HELP-NM provides services to those that are less fortunate. The agency coordinates job training, employment resources, transitional housing, and limited amounts of financial aid in a crisis. The organization focuses on assisting people and helping Doña Ana County residents gain self-sufficiency.
Community Action Agency of Southern New Mexico and Texas, Inc.	This agency offers individuals and families in need with free food through such programs as TEFAP and FEMA. The organization can also direct people to health clinics and help them find health insurance.
Clovis Community College	Student Support Services (i.e. tutoring, writing lab, etc.); student health services; campus library and resources; computer labs. Clovis CC also offers a robust GED program targeting migrant farmworker populations from which C-CAMP participants will be actively
Doña Ana Community College	Student Support Services (i.e. tutoring, writing lab, etc.); student health services; campus library and resources; computer labs
Borderland High School Equivalency Project (BHEP)	GED preparation and STEM-related tutoring for migrant and seasonal farmworkers. BHEP will work closely with C-CAMP and will actively recruit motivated student graduates to continue their education through the C-CAMP program.

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

C-CAMP will emphasize effectiveness and efficiency by providing an organized and

transparent plan to use all available resources to accomplish organizational goals. Tools will include technology based coursework and mentoring, social media, results-oriented management, and output-based budgeting. The planned recruitment of students from migrant focused GED preparation programs and through existing partnerships with IHEs ensures an adequate pipeline of specially prepared and highly motivated individuals for enrollment in the C-CAMP program. The highly selective application and interview process for C-CAMP enrollment further ensures that federal resources are expended on those students most likely to succeed. To further improve efficiencies, staff members will serve in their areas of their mentoring strengths, the PD having served as former President and Director of the International Mentoring Association and director of adult education and education/career placement programs. Many community resources can be utilized at no cost to the program through linkages, thus allowing funds to be more appropriately expended to meet program goals. The Three Rivers current organizational structure will be also support deployment and sustainability of the C-CAMP program.

v. The extent to which the proposed project is supported by strong theory (as defined in 34 CFR 77.1(c)). (4 points)

C-CAMP program design is based on a fully developed logic model and will utilize intensive, individualized mentoring to address the needs of migrant farmworkers pursuing a college education, reducing barriers to student persistence and completion imposed by poverty, mobility and lack of resources. Mentoring is an evidence-based practice shown to be effective for high-need populations (Bettinger, 2014). Students who were contacted regularly to develop a clear vision of their goals, to guide them in connecting their daily activities to their long-term goals, and to support them in building skills, including time management, self-advocacy, and study skills were more likely to persist during the time they received coaching and were more likely to be attending the university one year after the coaching had ended. Most participating students

were nontraditional college students enrolled in a degree granting program. Coaching also proved to be a more cost-effective method of achieving retention and completion gains when compared with previously studied interventions (Bettinger, 2014). Additionally, in a 2010 study of community college students from the south-central area of the U.S., mentoring significantly predicated the degree to which students became socially and academically integrated. Mentoring was also found to indirectly influence students’ intent to persist, as mediated by their commitment to earning a college degree (Crisp, 2010). The results of Fowler and Boylan, 2010 (Fowler, 2010) suggests that increases in student success and retention may be achieved if developmental educators also address nonacademic and personal factors related to student success. Increases in the number of students in good academic standing, increases in success in developmental education courses, and increases in the 1-year retention rate were noted for participating students. C-CAMP’s holistic mentoring approach is grounded in these theories.

3. Quality of Project Services (15 points).

i. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practices among the recipients of those services. (5 points)

C-CAMP is based on best practices and skilled, qualified personnel. Three Rivers staff is well-qualified to deliver high quality, intensive coaching and mentoring to migrant farmworkers and have significant experience working with the target population. Project staff is certified in Cognitive Coaching training programs and have successfully provided coaching and mentoring services to students from a variety a backgrounds. A full description of staff qualifications may be found in: *Quality of Project Personnel*.

Topic	Duration
STEM Career Exploration presentations to participants: highly qualified professionals from STEM fields will provide STEM-related career seminars.	3 days in Year 1 (1-day prior to beginning first year courses; 1-day at the completion of the fall semester; 1-day during summer between first and second year).

Academic Skill Building and College Orientation Workshop Sessions: highly qualified professionals with extensive experience in higher education will provide skill building and college process workshops.	5 days in Year 1 (3-days prior to beginning first year courses; 1-day at the completion of the fall semester; 1 day during summer between first and second year).
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ii. The extent to which the services to be provided by the proposed project are focused on those with greatest need.

To ensure that C-CAMP’s services focus on those with the greatest need, our target population will comprise migrant and seasonal farmworkers from underserved, highly agricultural areas in New Mexico who have obtained a high school diploma or GED and are at least 16 years of age or older, as well as immediate family members, and who are enrolled in college courses or who seek a college degree. As noted, many of our anticipated participants live in border *colonias*, earning just \$5,000 to \$6,500 annually, making participants some of the most poverty-stricken persons in the U.S. Those applicants who have worked at least 75 days in agriculture within the last two years will be considered migrant and seasonal farmworkers.

iii. The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards. (5 points)

All potential applicants will complete an eligibility form, intake interview, and eligibility screening to ensure that all project participants meet the high-need criteria outlined above. Interviews will be required of all program applicants so that staff can assess the applicant’s motivation level. Enrollment in C-CAMP is expected to be highly competitive, enrolling those students determined to be most likely to succeed. Participants must be adequately proficient in English such that they are satisfactorily admitted to a partnering institution of higher education. To further ensure the success of program participants, all program materials will be available in English and Spanish and program activities will be modified to meet the unique needs of persons with special needs or disabilities (refer to attached GEPA statement for details), however college-level coursework will be taught in English. C-CAMP is evidence-based. Significant

strides in student persistence and retention have been made where individualized mentoring and coaching has been implemented. C-CAMP workshops will include skill building activities to assist participants with orientation to the college environment and understanding expectations for college-level coursework, important to first-generation students.

Participants who complete their first year of college will receive continued mentoring services to improve student retention into their second year. To ensure goal attainment is adequate, all project participants will complete educational attainment assessments and career interest inventories, explore career opportunities, set personal goals with the assistance of Mentors, attend preparatory and informational workshops, and participate in intensive coaching and mentoring. Students completing the program will have the best chance at obtaining an Associate's degree, or greater, and STEM-related credentials—enabling them to gain and maintain employment and continue learning experiences.

Bi-weekly contact (or more frequent as needed) with their Mentor will provide the support necessary to improve student confidence, monitor progress, and improve students' college persistence. Mentoring strategies will be culturally and linguistically appropriate and targeted to individual needs. Mentoring will take place in both face-to-face and video conferencing formats. This is a key element of C-CAMP. No two students have identical abilities, experiences, and needs. Barriers to continuing education can vary widely. Our individualized approach will position *all* participants for continued academic success.

4. Quality of Project Personnel (10 points).

i. The qualifications, including relevant training and experience, of the project director or principal investigator. (5 points)

Three Rivers intends to hire a full-time (1 FTE) project director/mentor to oversee and manage day-to-day implementation of C-CAMP. The position will be split 0.5FTE project director/administrative and 0.5FTE student mentor/coach. The position will provide intensive

coaching services to approximately 10 participants each year. Dr. Linda Coy will serve as Project Director/Mentor. Dr. Coy holds a PhD in Learning Technologies/Curriculum & Instruction from New Mexico State University, has worked in the education field for more than 25 years and has direct experience working with migrant and seasonal farmworker student populations. A skilled educator, administrator, and mentor, Dr. Coy has served as President and CEO of the International Mentoring Association. She is an experienced administrator, former Superintendent of Schools, and is equipped with the skills and expertise necessary to ensure the success of the C-CAMP program (see attached resume).

ii. The qualifications, including relevant training and experience of key project personnel. (5 points)

Coaches/Mentors (Dr. Linda Coy and Ms. Pat Martinez-Lopez): Dr. Linda Coy, a former Campus Director responsible for remote college campus operations including education, social work and business programs, Dr. Coy is well-qualified to serve as a mentor for program participants. Dr. Coy will mentor approximately 10 program participants, splitting the annual caseload with Ms. Pat Martinez-Lopez, Field Coordinator for CAMP. Dr. Coy's qualifications are summarized in the paragraph above. Also see resumès in the attached Appendices.

External Evaluator: The selected External Evaluator will have at least 7 years of experience working with HEP/CAMP or similar DoE programs. The Evaluator will hold a Master's Degree in Education or similar field and will have no less than five (5) years of experience performing program evaluations.

5. Quality of the Management Plan (20 points).

i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (5 points)

We intend to hire one full-time project director to oversee and manage the Cornerstone CAMP as well as provide mentoring/guidance for program participants. The Project Director

will report to David Bowman, Three Rivers Executive Director, who reports to the organizational Board of Directors. The Project Director will be supported by one Program Coordinator and part-time clerical. Project administration will be supported by a multidisciplinary Advisory Board. Three Rivers key leaders, project partners, and community stakeholders. The Board will guide policy, promote the project to the community, identify and engage additional community resources as appropriate, and ensure an ongoing process of continuous improvement by reviewing Quarterly Status Reports (QSRs) and by providing suggestions for refining, strengthening, and improving the project approach as appropriate. The full board will meet quarterly, and project personnel (i.e., Project Director and Program Coordinator) will meet weekly. The project director will provide Advisory Board members with monthly updates. A proposed project timeline is below. (PD: Project Director; PC: Program Coordinator; AB: Advisory Board)

Activity and milestone	Responsibility	Month
Year one		
Ensure that all fiscal accountability and grant program compliance instruments are in place (e.g., separate account codes, etc.); meet with project partners to ensure shared agreement regarding roles, responsibilities, timelines and expectations; schedule quarterly Advisory Board (AB) meetings.	PD; PC	1
Post notices for qualified personnel; begin hiring process	PD	1
Conduct interviews and hire personnel	PD	1-2
Begin recruitment, e.g., community open houses to promote program, information distribution at high-profile locations, media announcements, outreach through partnering organizations and to existing GED programs serving migrant farmworkers and their families.	PD; PC	2
Select project participants, identify needs through intake process, establish service and education plan	PD; PC	2
Quarter Status Reports (QSRs) submitted to advisory board (months 3, 6, 9, and 12)	PD	3
Begin mentoring, skill building, and STEM exploration activities as identified on the Cornerstone CAMP schedule	PD; PC	2
Second-semester activities are refined based on student needs and feedback.	PD; PC	6

Annual stakeholder survey is administered	PD	10
Following-year activities are refined based on stakeholder feedback; following year plans are finalized; sustainability plan developed	PD; PC	12
Begin recruitment for Year 2 (e.g., community open houses to promote program, information distribution at high-profile locations, media announcements).	PD; PC	12
Year-end report is prepared and disseminated	PD	12
Year two		
Continue recruitment for Year 2 (e.g., community open houses to promote program, information distribution at high-profile locations, media announcements, partner outreach and recruitment).	PD; PC	13
Begin mentoring, skill building and STEM exploration activities for group 2 as identified on the Cornerstone CAMP Schedule. Continue mentoring and skill building activities for group 1 via video conferencing and face-to-face sessions.	PD; PC	12
Quarter Status Reports (QSRs) submitted (months 15, 18, 21, and 24)	PD	13-24
Career-focused activities continue	PD	13-24
Second-semester activities are refined based on student needs and feedback.	PD; PC	18
Annual stakeholder survey is administered	PD;	22
Following year activities are refined based on stakeholder feedback; following year plans are finalized; sustainability plan reviewed and updated	PD; PC	23
Begin recruitment for Year 3 (e.g., community open houses to promote program, information distribution at high-profile locations, media announcements, partner outreach and recruitment).	PD; PC	24
Year-end report is prepared and disseminated	PD	24
Year three		
Continue recruitment for Year 3 (e.g., community open houses to promote program, information distribution at high-profile locations, media announcements).	PD; PC	25
Begin mentoring, skill building and STEM exploration activities for group 3 as identified on the Cornerstone CAMP Schedule. Continue mentoring and skill building activities for group 2 via video conferencing and face-to-face sessions.	PD; PC	26
Continue program participant STEM Exploration	PD; PC	25-36
Quarter Status Reports (QSRs) submitted (months 27, 30, 33, and 36)	PD	25-36
Career-focused activities continue	PD	25-36
Second-semester activities are refined based on student needs and feedback.	PD; PC	30
Annual stakeholder survey is administered	PD	35
Following year activities are refined based on stakeholder feedback; following year plans are finalized; sustainability plan reviewed and	PD; PC	36

updated		
Begin recruitment for Year 4 (e.g., community open houses to promote program, information distribution at high-profile locations, media announcements).	PD; PC	35
Year-end report is prepared and disseminated	PD	36
Year four		
Provide professional development and training for personnel	PD	37
Continue recruitment for Year 5 (e.g., community open houses to promote program, information distribution at high-profile locations, media announcements).	PD; PC	37
Begin mentoring, skill building and STEM exploration activities for group 4 as identified on the Cornerstone CAMP Schedule. Continue mentoring and skill building activities for group 3 via video conferencing and face-to-face sessions.	PD; PC	38
Continue program participant STEM Exploration	PD; PC	37-48
Quarter Status Reports (QSRs) submitted (months 39, 42, 45, and 48)	PD	37-48
Career-focused activities continue	PD	37-48
Second-semester activities are refined based on student needs and feedback.	PD; PC	42
Annual stakeholder survey is administered	PD	48
Following year activities are refined based on stakeholder feedback; following year plans are finalized; sustainability plan reviewed and updated	PD; PC	48
Begin recruitment for Year 5 (e.g., community open houses to promote program, information distribution at high-profile locations, media announcements).	PD; PC	47
Year-end report is prepared and disseminated	PD	48
Year five		
Provide professional development and training for personnel	PD	49
Continue recruitment for Year 4 (e.g., community open houses to promote program, information distribution at high-profile locations, etc.	PD; PC	49
Begin mentoring, skill building and STEM exploration activities for group 5 as identified on the Cornerstone CAMP Schedule. Continue mentoring and skill building activities for group 4 via video conferencing and face-to-face sessions.	PD; PC	50
Continue program participant STEM Exploration	PD; PC	49-60
Quarter Status Reports (QSRs) submitted (months 51, 54, 57, and 60)	PD	49-60
Career-focused activities continue	PD	49-60
Second-semester activities are refined based on student needs and feedback.	PD; PC	54
Annual stakeholder survey is administered	PD	59
Final, five-year project report is prepared and disseminated	PD	60

ii. The adequacy of the procedures for ensuring feedback and continuous improvement in the operation of the project. (5 points)

This initiative is a collaboratively-designed effort that has undergone sufficient planning and includes an effective framework for ensuring feedback and continuous improvement. First, all key project activities and related milestones have been outlined. Our project approach includes formative and summative evaluation measures and QSRs that will provide the C-CAMP Advisory Board with multiple feedback loops to ensure that the project is being implemented with fidelity and that feedback gathered is used to refine, strengthen, and improve the project approach as appropriate. The Project Director (PD) will submit Quarterly Status Reports (QSR) concerning all aspects of the C-CAMP project. These reports will be submitted to the Advisory Board and Three Rivers Education Foundation. After receiving periodic feedback from all stakeholders, the PD and staff will utilize the four-step quality model, Plan-Do-Study-Act (PDSA) cycle, also known as the Deming Cycle, to ensure appropriate feedback and continuous improvement. The planning process will be supported by a threat analysis process, a primary strategic planning tool, to identify vulnerabilities of the target population and strategies to mitigate threats to program success.

iii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (5 points)

The time commitments of key individuals are outlined below (job descriptions and/or resumes are attached).

Name	Project role	% effort
Dr. Linda Coy	Project Director/Mentor responsible for all aspects of planning, implementing and managing the C-CAMP program, including achievement of all deliverables and compliance with all Federal and State guidelines and program requirements. Additionally, Dr. Coy will serve as Mentor to approx. 10 participants each year.	100% (1 FTE) 0.5 FTE PD/ 0.5 FTE Mentor
Ms. Pat Martinez-Lopez	Program Coordinator/Recruiter/Mentor to represent C-CAMP in the community for student recruitment, placement and career development, work with community organizations, partnering IHEs, and the Office of Migrant Education to identify migrant youth and	100% (1 FTE)

	adults who would benefit from participation in the program and assist them in the process of enrollment in C-CAMP.	
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As highlighted in previous sections, Three Rivers and all key personnel will coordinate with partnering organizations, community organizations listed in section *vii*, and other organizations to ensure cost efficient program delivery. Coordination with other local, State, and Federal programs to maximize available resources has been purposefully integrated into the C-CAMP program design. Three Rivers, through its facilitation of a recent HEP grant, has demonstrated knowledge of the programs and resources available to migrant students and is sensitive to the unique characteristics and needs of the migrant and seasonal farmworker population and provisions for, staff and student travel, interagency coordination and program evaluation.

6. Adequacy of Resources (10 points).

i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (2 points)

Three Rivers has extensive, successful experience in implementing federally funded projects. Three Rivers currently administers a HEP grant as well as other significant federal grants exceeding \$10 million dollars. Three Rivers Education Foundation’s board of directors will provide oversight, ensuring that all project activities are carried out on time, as proposed, and within the designated budget. The organization’s CFO will ensure purchasing, payroll, accounting, financial audit, and all fiscal practices meet federal requirements. Three Rivers is also prepared to provide facilities, management tools, and administrative support for efficient project implementation.

ii. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (2 points)

Partnering IHE’s have committed to providing students with access to all campus resources and to working with Three Rivers to design student support services specifically intended to meet the needs of migrant farmworkers. Partnering IHEs commit to providing participants with full access to campus resources and amenities including all existing academic and support

services, student health services, learning labs, computer labs and libraries, and printing and copying services.

C-CAMP will include the following partners (letters of commitment in appendices):

Partner	Contribution
Clovis Community College	Will assist in promoting the program to the community, make all campus resources available to students, and will help connect students with STEM-related career opportunities.
Doña Ana Community College	Will assist in promoting the program to the community, make all campus resources available to students, and will help connect students with STEM-related career opportunities.
Catholic Charities (Invitational Priority 2)	Will provide outreach and supportive services to program participants as necessary. These services include (but are not limited to): counseling; housing and other supportive services.
First Baptist Community Church (Invitational Priority 2)	Will provide outreach and supportive services to program participants as necessary.
SL Start (Invitational Priority 2)	Will assist with outreach and recruitment among their service populations, as well as assist participants with developing career readiness skills.
Bridge to Hope (Invitational Priority 2)	Will assist with outreach and recruitment among their service populations, as well as assist participants with developing career readiness skills and access to social services.

iii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (2 points)

The attached project budget with an annual request of \$425,000 is sufficient to support the proposed project. Specifically, it supports all necessary staffing, supplies, and expenses to achieve the desired goals, objectives, and outcomes. The costs are reasonable considering the scope of the provided services: recruiting, enrollment in institutions of higher learning, workshops for success, intensive mentoring, referrals to community resources and social service agencies and providers, and exposure to STEM-related professions and career opportunities. C-CAMP has the potential to reverse and ultimately end generational poverty and low educational degree attainment for approximately 100 students, their families and their future children.

iv. The extent to which the costs are reasonable in relation to the number of persons to be

served and to the anticipated results and benefits. (2 points)

C-CAMP will serve approximately 20 eligible migrant and seasonal farmworkers each year (103 over five years). The participant count is quantifiable, but a larger, unknown, number of family members will also potentially benefit from C-CAMP. The number will be increased as successful participants share their accomplishments with their families and communities. As these individuals are inspired to improve their educational attainment, they too will begin to realize similar economic benefits, therefore benefitting families and eventually, entire communities and even future generations. The funding request equates to approximately \$20,600 per student participant (103 students). To understand the cost benefit of the C-CAMP program, it is important to recognize the cost burdens associated with poverty. The C-CAMP program will serve some of the lowest income migrant workers in the country. Poverty is associated with increased crime and poor public health which places burdens on the economy. Additionally, many families lack the resources needed to become self-sufficient, leading to increased costs generation after generation. When the total economic impact of the proposed C-CAMP program is considered, the return on investment is significant.

v. The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of Federal funding. (2 points)

Three Rivers promotes the advancement of education, independent research, and organizational development focused on the challenges that educators face in providing a quality education for all. The organization accomplishes this by helping education organizations acquire and manage program funding; providing education leadership and support; building connections between education needs and practical solutions; and providing critical education services. As such, Three Rivers is committed to sustaining C-CAMP beyond the grant-funded project period. Toward that end, Three Rivers will work with partnering IHEs to design student support services and to access resources specific to migrant and seasonal farmworker populations. Partnering IHEs have committed to continuing targeted and specialized services for this high-needs

population to ensure continued progress toward raising the postsecondary school educational attainment rate among migrant farmworkers and their families. A detailed sustainability plan will be developed by Three Rivers Board of Trustees. This plan will establish responsibilities, action items, and timelines for continuing C-CAMP beyond the term of the grant. The sustainability plan will also include activities outlined by EDGAR section 206.20 (d) (2), which requires applicants to develop and implement a plan for identifying and using the resources of the participating IHE and the community to supplement and enhance the services provided by the project. The sustainability plan (and plans for integrating IHE, community, and other resources) will be reviewed and updated annually.

7. Quality of the Project Evaluation (15 points).

i. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)

The evaluation plan provides for formative and summative evaluation. The table below provides information about the formative and summative evaluation process to be utilized. The project director will collaborate with the evaluator to collect data and prepare reports.

Formative and summative evaluation questions	
Evaluation questions	Examples of measurements
<i>Formative evaluation</i>	
Are project activities being carried out with fidelity to the original plan and outline? Sub-questions include: Has the project met its targets for implementing project activities related to each goal and objective? Has the project met its annual targets for staffing, coordinating delivery of services and engaging in outreach and related services?	Measures: Program records, sign-in sheets, program completions, student surveys; number of outreach sessions held, number of workshops sessions conducted, interviews of program staff and project stakeholders; structured observations of project activities; reviews of documents and procedures used to promote the project, regularly administered qualitative surveys
Are program staff using information effectively throughout the project—including formative evaluation data—for self-assessment and program improvement?	
Are the project’s procedures, policies, and management effectively supporting the project in accomplishing its proposed activities and meeting its milestones?	
Are project activities focused on achieving project objectives and timelines?	
<i>Summative evaluation</i>	

Is the project achieving its objectives and performance targets?	Measures: Ongoing reviews of quantitative and qualitative data
What is the project's impact on college persistence and degree attainment? Sub-questions include: What is the program's impact on academic achievement? What is the program's impact on student pursuit of postsecondary education? What is the program's impact on students' career goals?	Measures: Ongoing reviews of student assessment data as measured through Grade Point Average; reviews of other data (e.g., attendance records, midterm grades, etc.); regularly-conducted qualitative surveys and interviews.

ii. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

We have developed a comprehensive evaluation plan with multiple feedback loops to present preliminary findings and summarize perceived trends apparent in project data, as well as to report on data collection, flow-through, quality, and implementation/results gaps. Progress reporting, consistent data analysis and review, and a commitment to using a data-driven decision-making process to continuously improve the project will be key elements that ensure the program will accomplish its set goals, objectives, and target outcomes. At the outset of the project start period, a detailed evaluation plan and timelines will be finalized to further align the evaluation activities with intended outcomes and build a common understanding of the role of evaluation in the program's implementation. Data collection strategies are below.

Data collection strategies and timelines			
Objective	Data Source	Collection Frequency	Person Responsible
Objective 1: Eligible community members who enter the C-CAMP project. (PROGRAM)	Registration records, education/career plans, enrollment forms, eligibility documents	Ongoing project intake	Project director, Recruiter/Mentor
Objective 2: Participants who complete their first academic year of a postsecondary program (i.e., sophomores). (GPRA 1)	Attendance records, completion records, course registrations, education plan reviews (degree audit), mentoring logs	Bi-Weekly collection, Quarterly review	Partnering IHEs, Project director, Mentor
Objective 3: Participants who complete 24 credit hours and continue their postsecondary	Completion records, Course registration records, certified	Quarterly collection, Quarterly review	Partnering IHEs, Project director,

education program (GPRA 2)	transcripts, mentoring logs		Mentor
Objective 4: Participants connected to organizations providing social services. (PROGRAM)	Program logs; self-reports; mentor service logs	Bi-Weekly collection, Quarterly review	Mentor, Project director
Objective 5: Participants who receive biweekly mentoring services focused on education attainment, academic completion, career advancement, and opportunities within STEM fields. (PROGRAM)	Program logs; self-reports; mentor service logs, post-completion evaluation survey	Bi-Weekly collection, Quarterly review	Mentor, Project director
Objective 6: Participants who complete their second academic year (48 credit hours) (PROGRAM)	Completion records, Course registration records, certified transcripts, mentoring logs	Quarterly collection, Quarterly review	Partnering IHEs, Project director, Mentor

Data will be analyzed to determine the degree to which the project is meeting objectives. Quantitative data will be collected as noted above and will be reported using descriptive statistics, which include numerical counts or frequencies, percentages, measures of central tendency, and measures of variability (i.e., range, standard deviation, variance). Qualitative data will be collected via participant surveys and semi-structured focus group interviews, with data analyzed through an inductive approach that will allow the evaluator to (a) condense the raw textual data into a brief, summary format; (b) establish clear links between the evaluation and the summary findings derived from the raw data; and (c) develop a framework of the underlying structure of experiences or processes that are evident in the raw data.

iii. The extent to which the methods of evaluation will, if well-implemented, produce evidence of promise (as defined in 34 CFR 77.1 (c)) (5 points)

The proposed evaluation will result in empirical evidence to support the theoretical linkages between student persistence in high-needs populations (migrant farmworkers) and intensive coaching and mentoring. Evaluation results will add to the body of knowledge demonstrating the effectiveness of coaching and mentoring on student persistence among migrant farmworkers.

Other Attachment File(s)

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Cornerstone College Assistance Migrant Program Workshops

	Year 1 – Cohort 1	Year 2 – Cohort 2	Year 3 – Cohort 3	Year 4 – Cohort 4	Year 5 – Cohort 5
Pre Session 4 days	Skill Building Navigating the College System How to take online courses Oral and Written Communication Academic Writing Mathematics Study Skills Time Management Capacity Building / Resources	Skill Building Navigating the College System How to take online courses Oral and Written Communication Academic Writing Mathematics Study Skills Time Management Capacity Building / Resources	Skill Building Navigating the College System How to take online courses Oral and Written Communication Academic Writing Mathematics Study Skills Time Management Capacity Building / Resources	Skill Building Navigating the College System How to take online courses Oral and Written Communication Academic Writing Mathematics Study Skills Time Management Capacity Building / Resources	Skill Building Navigating the College System How to take online courses Oral and Written Communication Academic Writing Mathematics Study Skills Time Management Capacity Building / Resources
	STEM - Exploration				
Mid Session 2 days	Skill Building College Process & Procedures - Financial Aid Application Process Academic Writing	Skill Building College Process & Procedures - Financial Aid Application Process Academic Writing	Skill Building College Process & Procedures - Financial Aid Application Process Academic Writing	Skill Building College Process & Procedures - Financial Aid Application Process Academic Writing	Skill Building College Process & Procedures - Financial Aid Application Process Academic Writing
	STEM /Career Exploration				
Post Session 2 days	Skill Building Academic Writing Mathematics				
	Transition - 2nd Year of Program				
	STEM/Career Exploration				

Ongoing Support 2nd Academic Year	Support during Year 2 will utilize video conferencing to support the continued success of the program participants.	Year 2 – Cohort 1	Year 3 – Cohort 2	Year 4 – Cohort 3	Year 5 – Cohort 4
		Ongoing Mentoring Individualized Skill Building			

Bibliography

- Bettinger, E. e. (2014). The Effects of Student Coaching: An Evaluation of a Randomized Experiment in Student Advising". *Education Evaluation & Policy Analysis* 36:1, 3-19.
- Crisp, G. (2010). The Impact of Mentoring on the Success of Community College Students. *Review of Higher Education*, 39-60.
- Fowler, P. a. (2010). Increasing Student Success and Retention: A Multidimensional Approach. *Journal of Developmental Education*, 2-10.
- Regional Review. (2014). *New Mexico Agriculture*, 8.
- United States Census. (2010). Retrieved from <http://www.census.gov/topics/population.html> on March 4, 2016.

VITA

(b)(6)

Professional Preparation

San Juan College (with high honors)	A.A., 1977
New Mexico State University (with high honors)	B.S., 1983
Major: Elementary Education	
Minor: Social Studies	
New Mexico State University (with honors)	M.A., 1987
Major: Educational Administration	
New Mexico State University	Ph.D., 2004
Major: Learning Technologies/Curriculum & Instruction	
Minor: Educational Management & Development	

Major Appointments

2014–Present	Project Director Three Rivers Education Foundation Innovative Approaches to Literacy, \$10.8M 4-state literacy project
2008–2014	President & CEO International Mentoring Association Inc.
2002–2015	Executive Director Educator Support Center and Three-Rivers Education Foundation, Farmington, NM Federal grant management and implementation of Transition to Teaching, Teacher Quality Enhancement, Teaching American History and Elementary Counseling programs.
2008–2012	Director Northwest Regional Education Cooperative, Farmington, NM Organize and implement professional development and ancillary services to seven rural school districts in north central NM
2006–07	San Juan Campus Director New Mexico Highlands University, Farmington, NM Responsible for remote college campus operations including education, social work and business programs.
1999–02	Superintendent of Schools Grants/Cibola County Schools, New Mexico
1994–99	Superintendent of Schools Hatch Valley Public Schools, New Mexico
1992–94	Superintendent of Schools Corona Public Schools, New Mexico

1990-92

Director of Development Projects
San Juan Community College

Publications & Presentations

Coy, Linda J., Arellano, I.W. (2010). *Teacher Quality Enhancement for Rural New Mexico: A Study of Change*. Publication disseminated statewide, USDOE and to congressional delegation. Available online at: <http://t2t.fms.k12.nm.us>. Farmington, NM

Coy, Linda J. February 2008. *Teacher Preparation Guidebook: Challenges and Opportunities for New Mexico Teachers*. Unpublished users guide disseminated statewide and available online at: <http://t2t.fms.k12.nm.us>. Farmington, NM

Coy, Linda J., Pierce, H. (2007) *Los Maestros, Na'nitin and Olena Yermalova: Challenges, opportunities and lessons learned when implementing a Transition to Teaching Program in rural communities*. Unpublished manuscript presented in Washington, D.C. Director's meeting.

Coy, Linda J., Talaga, G. (2006) *The good, the bad, and the ugly: a heroic story of efforts to institute change in teacher preparation programs in New Mexico*. Unpublished Manuscript presented at New Mexico Schools Boards Meeting in Albuquerque, NM.

Coy, Linda J., April 2004. *Mentoring Diverse Populations in the Rural Southwest*, Unpublished Manuscript presented at the International Mentoring Association Conference, Oakland, CA.

Coy, Linda J., 2004. *A Case Study of a Professional Development Initiative Focused on Novice Teacher Mentoring*. New Mexico State University, Las Cruces, NM.

Coy, Linda J., Bussman, Susie, Oct. 2003. *A Description of a Web-Based Doctoral Program*. Journal of Technology.

Synergistic Activities

Written, obtained and implemented various federal and state grant programs (over 17 million - 2002 to 2010) in support of education.

Responsible for recruiting, supporting and providing financial incentives to approximately 682 potential teachers for New Mexico's schools including assisting hundreds of teachers to obtain (alternative or standard) educational licensure and/or their master's degrees. Responsible for providing mentor training and professional development to hundreds of teachers in northern and central New Mexico - 2002 - 2010.

Responsible for initiating a major teacher education reform effort in state colleges and universities including organizing and implementing three summits in collaboration with New Mexico Highlands University, New Mexico State University and the University of New Mexico - 2005 -2010

President - (2010 - 2015) International Mentoring Association

President-Elect (2008-2010) International Mentoring Association

Established the Three-Rivers Education Foundation (2007) as a non-profit organization in support of education for teachers, administrators and students in New Mexico and eastern Arizona

Served as a school superintendent in New Mexico for ten years

Recognized by the NM State House of Representatives for contributions in support of education as a Superintendent in the Hatch Public Schools (1998)

Recognized by the NM State House of Representatives for contributions in support of bilingual education (1997)

President (1996-97) NM School Superintendents' Association

Recognized by the NM State Senate for contributions in support of education as a Superintendent in the Corona Public Schools (1994)

Patricia J. Martinez-Lopez

(b)(6)

27 years experience in education and administration
Highly organized with the ability to administer several projects simultaneously

Employment History

Three Rivers Education Foundation	
Innovations in Literacy Regional Coordinator	2014–Present
Teacher Residency Coordinator	2010–2015
New Mexico Highlands University	
Adjunct Professor, online courses	2014–2015
Espanola Public Schools	
SpEd Director	2006–2010
New Mexico Public Education Department, Special Education Bureau	
Contractor: Focused Monitoring Team Leader	2001–2006
Bloomfield Public Schools, Bloomfield, NM	
SpEd Director	1994–2005
IEP Compliance Officer & Teacher Trainer	1992–1994
SpEd Teacher	1989–1992

Other Professional Experience

Columnist – Pagosa Sun	2011–2012
Columnist – Farmington Daily Times	2004–2005
Graduate Fellowship (UNM: Bilingual Special Education)	1988–1989

Education

Post Graduate Studies in Educational Administration	1995
University of New Mexico, Albuquerque, New Mexico	
Master of Arts in Special Education	1995
University of New Mexico, Albuquerque, New Mexico	
Bachelor of Arts in Spanish Literature	1988
Fort Lewis College, Durango, Colorado	

Activities

International Mentoring Association, Member	
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PR/Award # S149A160020

**Field Coordinator
Cornerstone -CAMP
Three Rivers Education Foundation
Full-time Grant Position (contingent upon funding)**

DESCRIPTION: Three Rivers Education Foundation is seeking a Field Coordinator for the Cornerstone CAMP Federal grant program. The CAMP Program aims to increase the persistence and retention rates of migrant farmworkers and their immediate family members. Participants receive services including academic support, mentoring and coaching, assistance with academic and financial aid advising, information about career options in STEM, and financial assistance in the form of tuition and book stipends.

The Field Coordinator works closely with the Project Director and is responsible for the day-to-day tracking and reporting of participants and grant functions, including budgetary responsibilities, and overseeing outreach, recruitment, and enrollment functions through connection with partnering organizations. The Field Coordinator is responsible for the development, coordination, and implementation of direct student mentoring services, as well as administrative aspects related to project management, as assigned by the Project Director. This is a non-supervisory position.

RESPONSIBILITIES: Responsibilities will include:

- Assist with the facilitation, development and implementation of the grant.
- Remain thoroughly informed regarding CAMP and U.S. Department of Education policies and grant terms/conditions and assure the program operates in compliance throughout the period of Federal support.
- Implement program policies and procedures promoting the retention and graduation of participating students.
- Implement procedures to recruit, assess, and select students into the program.
- Coordinate and develop timely implementation and continual assessment plan to insure monitoring of project goals and objectives, as well as student performance.
- Implement and maintain a comprehensive student database for reporting and participant tracking.
- Oversee the preparation and monitoring of technical reports, as well as the annual report relating to the project for the U.S. and Department of Education.
- Manage the CAMP grant budget, under the supervision of the Project Director, in accordance with Three Rivers' policy and in compliance with requirements and regulations of the funding agency.
- Communicate project goals and objectives to the community, partnering IHE campuses, students and their families.
- Serve as liaison between CAMP and the community.
- Provide personal, career, financial and academic mentoring and guidance to program students.

QUALIFICATIONS:

Minimum Qualifications

- Bachelor's degree in education, student development, counseling, human services, public administration, social work or equivalent field. Master's Degree preferred.

- A minimum of one year of administrative and/or mentoring experience in an educational setting, preferably at the postsecondary level.
- Demonstrated strong communication skills, specifically through spoken, written, and electronic methods.
- Familiarity with computers, spreadsheet, and database programs.
- Knowledge of accounting principles and procedures in managing budgets.
- Ability to collect, analyze, and disseminate data related to program and staff evaluations.
- Experience in program implementation.
- Knowledge of academic, economic, social, and cultural needs of disadvantaged students, especially migrant farmworkers.
- Knowledge of planning, coordinating, organizing, reporting, budgeting, scheduling, and other managerial tasks.
- Ability to do federal grant reporting and compliance.
- Ability to work with a broad range of community agencies and constituencies.

Desired Qualifications

- Strong organizational skills.
- Strong leadership skills.
- Prior experience with management of budgets and federal programs.
- Demonstrated experience fostering and maintaining positive and collaborative working relationships with collaborators and key stakeholders.
- Experience working with economically and academically disadvantaged college students and/or personal experience in overcoming barriers similar to those confronting disadvantaged college students.
- Sensitivity to the educational and psychological issues affecting disadvantaged students, especially migrant farmworkers.

**Project Director
Cornerstone -CAMP
Three Rivers Education Foundation
Full-time Grant Position (contingent upon funding)**

DESCRIPTION: Three Rivers Education Foundation is seeking a Project Director for the Cornerstone CAMP Federal grant program. The CAMP Program aims to increase the persistence and retention rates of migrant farmworkers and their immediate family members. Participants receive services including academic support, mentoring and coaching, assistance with academic and financial aid advising, information about career options in STEM, and financial assistance in the form of tuition and book stipends.

The Project Director provides leadership, supervision and resource management for the CAMP program. The position is responsible for the tracking and reporting of participants and grant functions, including budgetary responsibilities, and overseeing outreach functions, together with the Field Coordinator, through connection with partnering organizations. The Project Director is responsible for the development, coordination, and implementation of direct student mentoring services, as well as all administrative aspects related to project management. The position oversees one full-time and one half-time position.

RESPONSIBILITIES: Responsibilities will include:

- Direct and administer the overall operations of the CAMP program.
- Facilitate the development and implementation of all aspects of the grant.
- Remain thoroughly informed regarding CAMP and U.S. Department of Education policies and grant terms/conditions and assure the program operates in compliance throughout the period of Federal support.
- Develop program policies and procedures promoting the retention and graduation of participating students.
- Implement procedures to recruit, assess, and select students into the program.
- Coordinate and develop timely implementation and continual assessment plan to insure monitoring of project goals and objectives, as well as student performance.
- Implement and maintain a comprehensive student database for reporting and participant tracking.
- Oversee the preparation and monitoring of fiscal and technical reports, as well as the annual report relating to the project for both the organization and the U.S. and Department of Education.
- Administer and manage the CAMP grant budget, in accordance with Three Rivers' policy and in compliance with requirements and regulations of the funding agency.
- Communicate project goals and objectives to the community, partnering IHE campuses, students and their families.
- Hire, train, supervise, and evaluate personnel for the program.
- Serve as liaison between CAMP and the DoE.
- Plan and administer the budget. Authorize any and all expenditures and maintain control over the budget and responsibility for appropriate utilization of funds.
- Provide personal, career, financial and academic mentoring and guidance to program students.

QUALIFICATIONS:

Minimum Qualifications

- Master's degree in education, student development, counseling, human services, public administration, social work or equivalent field. PhD preferred.
- A minimum of three years of administrative, supervisory, and mentoring experience in an educational setting, preferably at the postsecondary level.
- Demonstrated strong communication skills, specifically through spoken, written, and electronic methods.
- Familiarity with computers, spreadsheet, and database programs.
- Knowledge of accounting principles and procedures in managing budgets.
- Ability to collect, analyze, and disseminate data related to program and staff evaluations.
- Experience in program development and evaluation.
- Knowledge of academic, economic, social, and cultural needs of disadvantaged students, especially migrant farmworkers.
- Knowledge of planning, coordinating, organizing, staffing, supervision, reporting, budgeting, scheduling, and other managerial tasks.
- Ability to do federal grant reporting and compliance.
- Ability to work with a broad range of stakeholders and community agencies.

Desired Qualifications

- Strong organizational skills.
- Strong leadership skills.
- Prior experience with management of budgets and federal programs.
- Demonstrated experience fostering and maintaining positive and collaborative working relationships with collaborators and key stakeholders.
- Experience working with economically and academically disadvantaged college students and/or personal experience in overcoming barriers similar to those confronting disadvantaged college students.
- Sensitivity to the educational and psychological issues affecting disadvantaged students, especially migrant farmworkers.



March 2, 2016

To Who It May Concern:

Dona Ana Community College supports the Three Rivers Education Foundation proposal for the College Assistance Migrant Program. This project will provide migrant and seasonal farm workers, and their immediate family members, with the opportunity to complete their first year of college, improve career options, and gain skills and experiences to move into better-paying positions, particularly in STEM areas.

The primary components of mentoring support, capacity building, and financial support will provide resources for the participants and complement other migrant initiatives in our service areas.

Higher education opens doors and provides opportunities for personal and economic growth. Dona Ana Community College will be pleased to work alongside the Three Rivers Education Foundation staff to implement this important initiative. Migrant and seasonal farm workers in our region need the support and services that the CAMP project will provide if they are to complete their post-secondary education.

Dona Ana Community College is excited to provide career pathways to successful completers of this program.

We encourage funding of this initiative to bring the opportunities, support, and success that this initiative will provide our migrant families. If you have any questions, please feel free to contact me.

Sincerely,

(b)(6)

Renay Scott, Ph.D.
Community College President



Catholic Charities of Southern New Mexico

2215 South Main Street, Suite B, Las Cruces, NM 88005 (575) 527-0500 www.catholiccharitiesdlc.org

February 25, 2016

To Whom It May Concern:

Catholic Charities of Southern New Mexico supports the Three Rivers Education Foundation proposal for the Cornerstone College Assistance Migrant Program. This project will provide migrant and seasonal farm workers, and their immediate family members, with the opportunity to complete their first year of college, improve career options, and gain skills and experiences to move into better-paying positions, particularly in STEM areas.

The primary components of mentoring support, capacity building, and financial support will provide resources for the participants and complement other migrant initiatives in our service area.

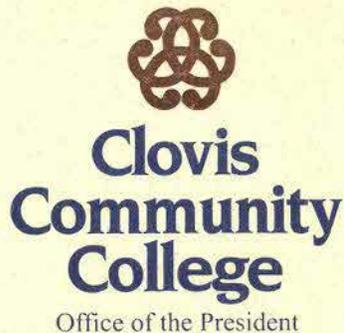
Catholic Charities will be pleased to work alongside the Three Rivers Education Foundation staff to recruit participants for this important initiative. Migrant and seasonal farm workers in our region need the supports and services that the Cornerstone CAMP project will provide if they are to complete their post-secondary education.

We encourage funding of this initiative to bring the opportunities, support, and success that this initiative will provide our migrant families. If you have any questions or would like additional information, please contact me at (575) 527-0500, extension 116 or at kf@catholiccharitiesdlc.org.

(b)(6)

Kenneth J. Ferrone
Executive Director

cc: S. Lane, Ed.D



February 29, 2016

To Whom It May Concern:

Clovis Community College supports the Three Rivers Education Foundation proposal for the College Assistance Migrant Program. This project will provide migrant and seasonal farm workers, and their immediate family members, with the opportunity to complete their first year of college, improve career options, and gain skills and experiences to move into better-paying positions, particularly in STEM areas.

The primary components of mentoring support, capacity building, and financial support will provide resources for the participants and complement other migrant initiatives in our service area.

Higher education opens doors and provides opportunities for personal and economic growth. Clovis Community College will be pleased to work alongside the Three Rivers Education Foundation staff to implement this important initiative. Migrant and seasonal farm workers in our region need the supports and services that the CAMP project will provide if they are to complete their post-secondary education.

Clovis Community College will provide facilities for project events and seminars, as well as allow participants access to campus resources, the Internet, and other student benefits.

We encourage funding of this initiative to bring the opportunities, support, and success that this initiative will provide our migrant families. If you have any questions or would like additional information, please feel free to contact me.

(b)(6)

Rebecca K. Rowley, PhD
President
Clovis Community College
becky.rowley@clovis.edu
575-769-4001



100 S Ave C - Suite 125A
Portales NM 88130
575-226-3759
www.cwjcpportales@gmail.com

March 3, 2016

To Whom It May Concern:

CWJC Portales Bridge to Hope supports the Three Rivers Education Foundation proposal for the College Assistance Migrant Program. This project will provide migrant and seasonal farm workers, and their immediate family members, with the opportunity to complete their first year of college, improve career options, and gain skills and experiences to move into better-paying positions, particularly in STEM areas.

The primary components of mentoring support, capacity building, and financial support will provide resources for the participants and complement other migrant initiatives in our service area.

Higher education opens doors and provides opportunities for personal and economic growth. CWJC Portales Bridge to Hope will be pleased to work alongside the Three Rivers Education Foundation staff to implement this important initiative. Migrant and seasonal farm workers in our region need the supports and services that the CAMP project will provide if they are to complete their post-secondary education.

We encourage funding of this initiative to bring the opportunities, support, and success that this initiative will provide our migrant families. If you have any questions or would like additional information, please feel free to contact me.

Sincerely,

Teresa Howard

CWJC Portales Bridge to Hope
100 S Ave C Suite 125-A ~ PO Box 629
Portales, NM 88130
575-226-3759 ~ www.cwjcpportales@gmail.com



First Baptist, Portales
A Church For Our Community!

February 29, 2016

To Whom It May Concern:

First Baptist Church, Portales, New Mexico supports the Three Rivers Education Foundation proposal for the Cornerstone College Assistance Migrant Program. This project will provide migrant and seasonal farm workers, and their immediate family members, with the opportunity to complete their first year of college, improve career options, and gain skills and experiences to move into better-paying positions, particularly in STEM areas.

The primary components of mentoring support, capacity building, and financial support will provide resources for the participants and complement other migrant initiatives in our service area. It will assist us, for example with such programs as our ministry to dairy workers through the support of the work of a corporate chaplain; our work through the Christian Women's Job Corp. - a program designed to help under-educated women acquire job training or additional education, such as a GED; our partnership with a local elementary school campus to offer parental training; and our ministry to those in our county detention facility.

Higher education opens doors and provides opportunities for personal and economic growth. First Baptist Church, Portales, New Mexico will be pleased to work alongside the Three Rivers Education Foundation staff to recruit participants for this important initiative. Migrant and seasonal farm workers in our region need the supports and services that the Cornerstone CAMP project will provide if they are to complete their post-secondary education.

We encourage funding of this initiative to bring the opportunities, support, and success that this initiative will provide our migrant families. If you have any questions or would like additional information, please feel free to contact me.

Sincerely,

(b)(6)

Dr. Dave McFadden
First Baptist Church
100 S. Avenue C
575-356-6761
fbcpastor@yucca.net

277 E. Amador Ave
Las Cruces, NM
TEL: 505-944-8296



March 1, 2016

To Whom It May Concern:

SL Start Job Readiness and Career Links in Las Cruces New Mexico support the Three Rivers Education Foundation proposal for the Cornerstone College Assistance Migrant Program. This Project will provide migrant and seasonal farm workers, and their immediate family members, with the opportunity to complete their first year of college, improve career options, and gain skills and experiences to move into better-paying positions, particularly in STEM areas.

The primary components of mentoring support, capacity building, and financial support will provide resources for the participants and complement other migrant initiatives in our service area.

SL Start Job Readiness and Career Links will be pleased to work alongside the Three Rivers Education Foundation staff to recruit participants for this important initiative. Migrant and seasonal farm workers in our region need the supports and services the Cornerstone CAMP project will provide if they are to complete their post-secondary education.

We encourage funding of this initiative to bring the opportunities, support, and success that this initiative will provide our migrant families. If you have any question or would like additional information, please feel free to contact me.

Sincerely,

Naomi Moreno

Naomi Moreno | SL Start/NMW Job Readiness Trainer
SL Start and Associates LLC
277 East Amador Suite 240
Las Cruces, New Mexico 88001
505.944.9286 work | nmoreno@slstart.com | www.slstart.com

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Cornerstone CAMP
Budget Narrative- Year 1

1: PERSONNEL

Project Director/Mentor (1.0 FTE) \$85,000/year: Project director/mentor to oversee and manage day-to-day implementation of C-CAMP including project management, reporting, continuous improvement, and coordination and dissemination of evaluation results. The position will be split 0.5FTE project director (administrative) and 0.5FTE student mentor/coach. The position will provide intensive coaching services to approximately 10 participants each year.

Field Coordinator/Mentor (1.0 FTE) \$75,000/year: Field coordinator/mentor to oversee participant recruitment, outreach, and enrollment activities, assist with continuous improvement process, facilitate all program workshop and career activities, and serve as the program liaison for partnering organizations and IHEs. The position will provide intensive coaching services to approximately 11 participants each year.

Clerical/Administrative Assistant (0.5 FTE) \$16,000: Clerical/administrative assistant to support the Project Director/Mentor and Field Coordinator/Mentor by tracking and collecting all program related documentation including eligibility documentation, application materials, enrollment documentation, reporting and evaluation documentation and other administrative/clerical duties as assigned.

2: FRINGE BENEFITS

Fringe rate = 25% of salary base \$176,000

Project Director = \$21,250

Project Coordinator = \$18,750

Clerical = \$4,000

Total Fringe = \$44,000

3: TRAVEL

Travel costs related to the provision of bi-weekly face-to-face mentoring (half of all mentoring sessions to be face-to-face for newly enrolled students to effectuate “connectedness” to C-CAMP program and online student community. The large service area demands 2,500 miles per month X 2 program staff (Project Director/Mentor and Field Coordinator/Mentor) reimbursed at the rate of \$0.51 per mile. The vast and rural nature of the state of New Mexico renders public transportation impossible for this project. Total mileage = \$30,600.

Per Diem in the amount of \$40/day X 4 days per month X 2 staff members X 12 months = \$3,840: Per diem costs incurred by staff during travel and on weekends to facilitate program workshops.

Hotel costs estimated at \$115/night X 2 nights per month X 2 staff members X 12 months = \$5,520. Hotel expenses deemed necessary for workshop related travel and for long distance mentoring.

Attend annual Director’s meeting:

Approximate cost for airfare, lodging, hotel transfers and per diem = \$4000

4: EQUIPMENT

NONE

5: SUPPLIES

Program supplies for staff:

Desktop computers provided to key personnel (X 2 staff) to effectuate program administration and virtual mentoring for participants. Desktop computer including set up $\$2,500 \times 2 = \$5,000$; Mobile Computing = $\$400 \times 2 = \800 ; Desktop videoconferencing set up = $\$450 \times 2 = \900 .
 $\$5,000 + \$800 + \$900 = \$6,700$.

Software for staff: Annual subscription to online Microsoft Office for Business package and Annual subscription to Adobe Creative Cloud: $\$500 \times 2 \text{ staff} = \$1,000$

Cell phone reimbursement for staff @ $\$75/\text{month} \times 12 \text{ months} = \$1,080 \times 2 \text{ staff} = \$1,800$.

Program will require significant use of cell phones for program administration, coordination, and mentoring (reminder calls, etc.).

Promotional supplies to include design and printing of program marketing materials, brochures, banners, application materials, enrollment forms, and other program startup and marketing costs for year one; = $\$9,000$

Office supplies: consumables (paper, pens, ink, toner, etc.) $\$500/\text{month} \times 12 \text{ months} = \$6,000$

Student Laptops: Internet enabled Chromebooks @ $\$450 \text{ each} \times 21 \text{ participants} = \$9,450$

Student School Supplies (notebooks, ink, memory sticks, other consumable supplies) @ $\$150 \times 2 \text{ semesters} \times 21 \text{ participants (per first academic year)} = \$6,300$

Student Textbooks and required materials estimated at $\$1,200 \text{ per annum} \times 21 \text{ participants (first academic year)} = \$25,200$

6: CONTRACTUAL

Per the RFP: Three Rivers has followed/will follow Federal procurement standards in accordance with 2 CFR § 200.318 et seq. or in 34 CFR § 75.135(b) (section 75.135(b) of EDGAR. Note that 34 CFR § 75.135(b) permits applicants, under certain circumstances, to identify in their grant applications contractors that they have previously selected through the use of the small purchase procedures set out in 2 CFR 200.320(b) (formerly 34 CFR 80.36(d)(1)) regardless of whether the purchase exceeds the Simplified Acquisition Threshold defined in 2 CFR 200.88 (currently \$150,000). Provide the basis for cost estimates or computations.

External Evaluator: External evaluator to be contracted upon notice of award for the full duration of the project. All program evaluation requirements to be coordinated and managed through the services of the External Evaluator. The External Evaluator is required to ensure that the program is carried out with fidelity and that program activities, processes, and procedures are on track to achieve stated program outcomes.

External Evaluator fee estimated at \$100/hour X 180 hours/year = \$18,000

Seminar Presenter(s): Presenter to be contracted to provide academic and career workshops for participants. Workshops and topics to be scheduled in accordance with Workshop Schedule (see Appendices): Three seminars per year X 2 days each X 2 presenters per seminar @ rate of \$700 daily fee per presenter = \$8,400

STEM-specific Recruitment: Presenter to be contracted at \$700 daily fee to provide STEM specific career opportunity seminars for participants. Six presentations per year @ \$700 daily fee = \$4,200 X 2 presenters = \$8,400

Translator: services to be contracted for translation of all program materials and for translation

during events as needed. (Year one only) Translation services estimated at \$30/hour X 40 hours / year = \$1,200

7: CONSTRUCTION

Not applicable.

8: OTHER

NONE

9: TOTAL DIRECT COSTS

Personnel = \$176,000 Fringe = \$44,000

Travel = \$43,960

Supplies = \$65,450

Contractual= \$36,000

Other = \$0

Total Direct Costs: \$365,410.00

10: INDIRECT COSTS

29,350 (restricted rate of .08)

11: TRAINING STIPENDS

Tuition stipends in the amount of \$60/credit hour X 12 credit hours (full-time enrollment) = \$720 per participant X 21 participants = \$15,120 X 2 semesters per academic year = \$30,240.

Migrant farm workers and their families living in the service comprise some of the lowest income workers in the United States. The most recent U.S. Department of Labor information

(2012) indicates that 70% of migrant and seasonal farm workers live below the poverty level, earning an average income of less than \$15,000 per year. However, as noted, in the border colonias of the Southwestern United States, earnings range from just \$5,000 to \$6,500, making residents some of the most poverty-stricken persons in the United States.

Migrant farm workers and their families, at these income levels, do not have the resources needed to attend college courses. Removing financial barriers for this population through the provision of tuition stipends (covering 100% of tuition costs) and stipends for textbooks and materials required for course participation are imperative to the success of the program.

12: TOTAL COSTS

Year 1 = \$425,000.00

**Cornerstone CAMP
Budget Narrative- Year 2**

1: PERSONNEL

Project Director/Mentor (1.0 FTE) \$85,000/year + 0.02 Cost of Living Adjustment Year 1 = \$86,700: Project director/mentor to oversee and manage day- to-day implementation of C-CAMP including project management, reporting, continuous improvement, and coordination and dissemination of evaluation results. The position will be split 0.5FTE project director (administrative) and 0.5FTE student mentor/coach. The position will provide intensive coaching services to approximately 10 participants each year. Total = \$86,700

Field Coordinator/Mentor (1.0 FTE) \$75,000/year + 0.02 Year 1 = \$76,500: Field coordinator/mentor to oversee participant recruitment, outreach, and enrollment activities, assist with continuous improvement process, facilitate all program workshop and career activities, and serve as the program liaison for partnering organizations and IHEs. The position will provide intensive coaching services to approximately 11 participants each year. Total = \$76,500

Clerical/Administrative Assistant (0.5 FTE) \$16,000 + 0.02 = \$16,320: Clerical/administrative assistant to support the Project Director/Mentor and Field Coordinator/Mentor by tracking and collecting all program related documentation including eligibility documentation, application materials, enrollment documentation, reporting and evaluation documentation and other administrative/clerical duties as assigned. Total = \$16,320

2: FRINGE BENEFITS

Fringe rate = 25% of salary base \$179,520

Project Director = \$21,675

Project Coordinator = \$19,125

Clerical = \$4,080

Total Fringe = \$44,880

3: TRAVEL

Slightly increased travel costs in Year 2 anticipated as a result of larger mentoring caseloads due to mentoring for first year cohort entering their second year plus a new cohort of 21 students for Year 2. Costs for services provided to second year students comprise approximately 6% of the total budget.

Travel costs related to the provision of bi-weekly face-to-face mentoring (half of all mentoring sessions to be face-to-face for newly enrolled students to effectuate “connectedness” to C-CAMP program and online student community. The large service area demands 3000 miles per month X 2 program staff (Project Director/Mentor and Field Coordinator/Mentor) reimbursed at the rate of \$0.51 per mile. The vast and rural nature of the state of New Mexico renders public transportation impossible for this project. Total mileage = \$36,720.

Per Diem in the amount of \$40/day X 6 days per month X 2 staff members X 12 months = \$5,760: Per diem costs incurred by staff during travel and on weekends to facilitate workshops.

Hotel costs estimated at \$115/night X 3 nights per month X 2 staff members X 12 months = \$8,280. Hotel expenses deemed necessary for workshop related travel and for long distance mentoring.

Attend annual Director’s meeting: Approximate cost for airfare, lodging, hotel transfers and per diem = \$4000

4: EQUIPMENT

NONE

5: SUPPLIES

Program supplies for staff:

Software for staff: Annual subscription to online Microsoft Office for Business package and annual subscription to Adobe Creative Cloud: $\$500 \times 2 \text{ staff} = \$1,000$

Cell phone reimbursement for staff @ $\$75/\text{month} \times 12 \text{ months} = \$1,080 \times 2 \text{ staff} = \$1,800$.

Program will require significant use of cell phones for program administration, coordination, and mentoring (reminder calls, etc.).

Office supplies: consumable- (paper, pens, ink, toner, etc.) $\$500/\text{month} \times 12 \text{ months} = \$6,000$

Student Laptops: Internet enabled Chromebooks @ $\$450 \text{ each} \times 21 \text{ participants (new incoming cohort only)} = \$9,450$

Student School Supplies (notebooks, ink, memory sticks, other consumable supplies) @ $\$150 \times 2 \text{ semesters} \times 21 \text{ participants (per academic year)} = \$6,300$

Student Textbooks and required materials estimated at $\$1,200 \text{ per annum} \times 21 \text{ participants (per first academic year)} = \$25,200$

Video-conference System: This system will enable mentoring staff to deliver high-quality mentoring services via video. This is required due to increased caseloads in Year 2 expected as a result of the mentoring required for both Year 1 cohort (entering Year 2) and new Year 2 cohort.

Additionally, mentoring via video conference will reduce other travel costs and expenses and help to sustain the program beyond the term of the grant. Total = \$4,625

Short Throw Projector	\$1,700
Ceiling Mount	\$450
Microphones	\$250
Webcam	\$150
Document Camera	0
Rolling White Board	\$750
Speakers	\$75
Desktop Computer	\$1,250

6: CONTRACTUAL

Per the RFP: Three Rivers has followed/will follow Federal procurement standards in accordance with 2 CFR § 200.318 et seq. or in 34 CFR § 75.135(b) (section 75.135(b) of EDGAR. Note that 34 CFR § 75.135(b) permits applicants, under certain circumstances, to identify in their grant applications contractors that they have previously selected through the use of the small purchase procedures set out in 2 CFR 200.320(b) (formerly 34 CFR 80.36(d)(1)) regardless of whether the purchase exceeds the Simplified Acquisition Threshold defined in 2 CFR 200.88 (currently \$150,000). Provide the basis for cost estimates or computations.

External Evaluator: External evaluator to be contracted upon notice of award for the full duration of the project. All program evaluation requirements to be coordinated and managed through the services of the External Evaluator. The External Evaluator is required to ensure that the program is carried out with fidelity and that program activities, processes, and procedures are on track to achieve stated program outcomes.

External Evaluator fee estimated at \$100/hour X 180 hours/year = \$18,000

Seminar Presenter(s): Presenter to be contracted to provide academic and career workshops for participants. Workshops and topics to be scheduled in accordance with Workshop Schedule (see Appendices): Three seminars per year X 2 days each X 2 presenters per seminar @ rate of \$700 daily fee per presenter = \$8,400

STEM-specific Recruitment: Presenter to be contracted at \$700 daily fee to provide STEM specific career opportunity seminars for participants. Four presentations per year @ \$700 daily fee = \$2,800 X 2 presenters = \$5,600

7: CONSTRUCTION

Not applicable.

8: OTHER

NONE

9: TOTAL DIRECT COSTS

Personnel = \$179,520

Fringe = \$44,880

Travel = \$54,760

Supplies = \$54,375

Contractual= \$32,000

Other = \$0

Total Direct Costs: \$365,535.00

10: INDIRECT COSTS

\$29,225.00 (restricted rate of .08)

11: TRAINING STIPENDS

Tuition stipends in the amount of \$60/credit hour X 12 credit hours (full-time enrollment) = \$720 per participant X 21 participants = \$15,120 X 2 semesters per academic year = \$30,240.

Migrant farm workers and their families living in the service comprise some of the lowest income workers in the United States. The most recent U.S. Department of Labor information (2012) indicates that 70% of migrant and seasonal farm workers live below the poverty level, earning an average income of less than \$15,000 per year. However, as noted, in the border colonias of the Southwestern United States, earnings range from just \$5,000 to \$6,500, making residents some of the most poverty-stricken persons in the United States.

Migrant farm workers and their families, at these income levels, do not have the resources needed to attend college courses. Removing financial barriers for this population through the provision of tuition stipends (covering 100% of tuition costs) and stipends for textbooks and materials required for course participation are imperative to the success of the program.

12: TOTAL COSTS

Year 1 = \$425,000.00

Year 2 = \$425,000.00

**Cornerstone CAMP
Budget Narrative- Year 3**

1: PERSONNEL

Project Director/Mentor (1.0 FTE) \$85,000/year + 0.02 Cost of Living Adjustment Year 3 = \$88,434: Project director/mentor to oversee and manage day- to-day implementation of C-CAMP including project management, reporting, continuous improvement, and coordination and dissemination of evaluation results. The position will be split 0.5FTE project director (administrative) and 0.5FTE student mentor/coach. The position will provide intensive coaching services to approximately 10 participants each year. Total = \$88,434

Field Coordinator/Mentor (1.0 FTE) \$75,000/year + 0.02 (COLA) Year 3 = \$78,030: Field coordinator/mentor to oversee participant recruitment, outreach, and enrollment activities, assist with continuous improvement process, facilitate all program workshop and career activities, and serve as the program liaison for partnering organizations and IHEs. The position will provide intensive coaching services to approximately 11 participants each year. Total = \$78,030

Clerical/Administrative Assistant (0.5 FTE) \$16,000 + 0.02 (COLA) Year 3 = \$16,646.40: Clerical/administrative assistant to support the Project Director/Mentor and Field Coordinator/Mentor by tracking and collecting all program related documentation including eligibility documentation, application materials, enrollment documentation, reporting and evaluation documentation and other administrative/clerical duties as assigned. Total = \$16,646.40

2: FRINGE BENEFITS

Fringe rate = 25% of salary base \$183,110.40

Project Director = \$22,108.50

Project Coordinator = \$19,507.50

Clerical = \$4,161.60

Total Fringe = \$45,777.60

3: TRAVEL

Slightly increased travel costs in Year 3 over year 1 anticipated as a result of larger mentoring caseloads due to mentoring for first year cohort entering their second year plus a new cohort of 21 students for Year 2. Costs for services provided to second year students comprise approximately 6% of the total budget.

Travel costs related to the provision of bi-weekly face-to-face mentoring (half of all mentoring sessions to be face-to-face for newly enrolled students to effectuate “connectedness” to C-CAMP program and online student community. The large service area demands 3000 miles per month X 2 program staff (Project Director/Mentor and Field Coordinator/Mentor) reimbursed at the rate of \$0.51 per mile. The vast and rural nature of the state of New Mexico renders public transportation impossible for this project. Total mileage = \$36,720.

Per Diem in the amount of \$40/day X 6 days per month X 2 staff members X 12 months = \$5,760: Per diem costs incurred by staff during travel and on weekends to facilitate program workshops.

Hotel costs estimated at \$115/night X 3 nights per month X 2 staff members X 12 months = \$8,280. Hotel expenses deemed necessary for workshop related travel and for long distance mentoring.

Attend annual Director’s meeting: Approximate cost for airfare, lodging, hotel transfers and per diem = \$4000

4: EQUIPMENT

NONE

5: SUPPLIES

Program supplies for staff:

Software for staff: Annual subscription to online Microsoft Office for Business package and annual subscription to Adobe Creative Cloud: $\$500 \times 2 \text{ staff} = \$1,000$

Cell phone reimbursement for staff @ $\$75/\text{month} \times 12 \text{ months} = \$1,080 \times 2 \text{ staff} = \$1,800$.

Program will require significant use of cell phones for program administration, coordination, and mentoring (reminder calls, etc.).

Office supplies: consumable- (paper, pens, ink, toner, etc.) $\$500/\text{month} \times 12 \text{ months} = \$6,000$

Student Laptops: Internet enabled Chromebooks @ $\$450 \text{ each} \times 21 \text{ participants (new incoming cohort only)} = \$9,450$

Student School Supplies (notebooks, ink, memory sticks, other consumable supplies) @ $\$150 \times 2 \text{ semesters} \times 21 \text{ participants (per academic year)} = \$6,300$

Student Textbooks and required materials estimated at $\$1,200 \text{ per annum} \times 21 \text{ participants (per first academic year)} = \$25,200$

6: CONTRACTUAL

Per the RFP: Three Rivers has followed/will follow Federal procurement standards in accordance with 2 CFR § 200.318 et seq. or in 34 CFR § 75.135(b) (section 75.135(b) of EDGAR. Note that 34 CFR § 75.135(b) permits applicants, under certain circumstances, to identify in their grant

applications contractors that they have previously selected through the use of the small purchase procedures set out in 2 CFR 200.320(b) (formerly 34 CFR 80.36(d)(1)) regardless of whether the purchase exceeds the Simplified Acquisition Threshold defined in 2 CFR 200.88 (currently \$150,000). Provide the basis for cost estimates or computations.

External Evaluator: External evaluator to be contracted upon notice of award for the full duration of the project. All program evaluation requirements to be coordinated and managed through the services of the External Evaluator. The External Evaluator is required to ensure that the program is carried out with fidelity and that program activities, processes, and procedures are on track to achieve stated program outcomes. External Evaluator fee estimated at \$100/hour X 180 hours/year = \$18,000

Seminar Presenter(s): Presenter to be contracted to provide academic and career workshops for participants. Workshops and topics to be scheduled in accordance with Workshop Schedule (see Appendices): Three seminars per year X 2 days each X 2 presenters per seminar @ rate of \$700 daily fee per presenter = \$8,400

STEM-specific Recruitment: Presenter to be contracted at \$700 daily fee to provide STEM specific career opportunity seminars for participants. Four presentations per year @ \$700 daily fee = \$2,800 X 2 presenters = \$5,600

7: CONSTRUCTION

Not applicable.

8: OTHER

NONE

9: TOTAL DIRECT COSTS

Personnel = \$183,110.40

Fringe = \$45,777.60

Travel = \$54,760.00

Supplies = \$49,750.00

Contractual= \$32,000.00

Other = \$0

Total Direct Costs: \$365,398.00

10: INDIRECT COSTS

\$29,362 (restricted rate of .08)

11: TRAINING STIPENDS

Tuition stipends in the amount of \$60/credit hour X 12 credit hours (full-time enrollment) = \$720 per participant X 21 participants = \$15,120 X 2 semesters per academic year = \$30,240.

Migrant farm workers and their families living in the service comprise some of the lowest income workers in the United States. The most recent U.S. Department of Labor information (2012) indicates that 70% of migrant and seasonal farm workers live below the poverty level, earning an average income of less than \$15,000 per year. However, as noted, in the border colonias of the Southwestern United States, earnings range from just \$5,000 to \$6,500, making residents some of the most poverty-stricken persons in the United States.

Migrant farm workers and their families, at these income levels, do not have the resources needed to attend college courses. Removing financial barriers for this population through the provision of

tuition stipends (covering 100% of tuition costs) and stipends for textbooks and materials required for course participation are imperative to the success of the program.

12: TOTAL COSTS

Year 1 = \$425,000.00

Year 2 = \$425,000.00

Year 3 = \$425,000.00

Cornerstone CAMP

Budget Narrative- Year 4

1: PERSONNEL

Project Director/Mentor (1.0 FTE) \$85,000/year + 0.02 Cost of Living Adjustment Year 4 = \$90,202.68: Project director/mentor to oversee and manage day- to-day implementation of C-CAMP including project management, reporting, continuous improvement, and coordination and dissemination of evaluation results. The position will be split 0.5FTE project director (administrative) and 0.5FTE student mentor/coach. The position will provide intensive coaching services to approximately 10 participants each year. Total = \$90,202.68

Field Coordinator/Mentor (1.0 FTE) \$75,000/year + 0.02 (COLA) Year 4 = \$79,590.60: Field coordinator/mentor to oversee participant recruitment, outreach, and enrollment activities, assist with continuous improvement process, facilitate all program workshop and career activities, and serve as the program liaison for partnering organizations and IHEs. The position will provide intensive coaching services to approximately 10 participants each year. Total = \$79,590.60

Clerical/Administrative Assistant (0.5 FTE) \$16,000 + 0.02 (COLA) Year 4 = \$16,979.33: Clerical/administrative assistant to support the Project Director/Mentor and Field Coordinator/Mentor by tracking and collecting all program related documentation including eligibility documentation, application materials, enrollment documentation, reporting and evaluation documentation and other administrative/clerical duties as assigned. Total = \$16,979.33

2: FRINGE BENEFITS

Fringe rate = 25% of salary base \$186,772.61

Project Director = \$22,550.67

Project Coordinator = \$19,897.65

Clerical = \$4,244.83

Total Fringe = \$46,693.15

3: TRAVEL

Slightly decreased travel costs in Year 4 anticipated as a result of smaller mentoring caseloads from 21 participants in year 3 and now 20 students for Year 4. Costs for services provided to fourth year students comprise approximately 6% of the total budget.

Travel costs related to the provision of bi-weekly face-to-face mentoring (half of all mentoring sessions to be face-to-face for newly enrolled students to effectuate “connectedness” to C-CAMP program and online student community. The large service area demands 2900 miles per month X 2 program staff (Project Director/Mentor and Field Coordinator/Mentor) reimbursed at the rate of \$0.51 per mile. The vast and rural nature of the state of New Mexico renders public transportation impossible for this project. Total mileage = \$35,496.

Per Diem in the amount of \$40/day X 6 days per month X 2 staff members X 12 months = \$5,760: Per diem costs incurred by staff during travel and on weekends to facilitate workshops.

Hotel costs estimated at \$115/night X 3 nights per month X 2 staff members X 12 months = \$8,280. Hotel expenses deemed necessary for workshop related travel and for long distance mentoring.

Attend annual Director’s meeting: Approximate cost for airfare, lodging, hotel transfers and per diem = \$4000

4: EQUIPMENT

NONE

5: SUPPLIES

Program supplies for staff:

Software for staff: Annual subscription to online Microsoft Office for Business package and annual subscription to Adobe Creative Cloud: $\$500 \times 2 \text{ staff} = \$1,000$

Cell phone reimbursement for staff @ $\$75/\text{month} \times 12 \text{ months} = \$1,080 \times 2 \text{ staff} = \$1,800$.

Program will require significant use of cell phones for program administration, coordination, and mentoring (reminder calls, etc.).

Office supplies: consumable- (paper, pens, ink, toner, etc.) $\$500/\text{month} \times 12 \text{ months} = \$6,000$

Student Laptops: Internet enabled Chromebooks @ $\$450 \text{ each} \times 20 \text{ participants (new incoming cohort only)} = \$9,000$

Student School Supplies (notebooks, ink, memory sticks, other consumable supplies) @ $\$150 \times 2 \text{ semesters} \times 20 \text{ participants (per academic year)} = \$6,000$

Student Textbooks and required materials estimated at $\$1,200 \text{ per annum} \times 20 \text{ participants (per first academic year)} = \$24,000$

6: CONTRACTUAL

Per the RFP: Three Rivers has followed/will follow Federal procurement standards in accordance with 2 CFR § 200.318 et seq. or in 34 CFR § 75.135(b) (section 75.135(b) of EDGAR. Note that 34 CFR § 75.135(b) permits applicants, under certain circumstances, to identify in their grant

applications contractors that they have previously selected through the use of the small purchase procedures set out in 2 CFR 200.320(b) (formerly 34 CFR 80.36(d)(1)) regardless of whether the purchase exceeds the Simplified Acquisition Threshold defined in 2 CFR 200.88 (currently \$150,000). Provide the basis for cost estimates or computations.

External Evaluator: External evaluator to be contracted upon notice of award for the full duration of the project. All program evaluation requirements to be coordinated and managed through the services of the External Evaluator. The External Evaluator is required to ensure that the program is carried out with fidelity and that program activities, processes, and procedures are on track to achieve stated program outcomes. External Evaluator fee estimated at \$100/hour X 180 hours/year = \$18,000

Seminar Presenter(s): Presenter to be contracted to provide academic and career workshops for participants. Workshops and topics to be scheduled in accordance with Workshop Schedule (see Appendices): Three seminars per year X 2 days each X 2 presenters per seminar @ rate of \$700 daily fee per presenter = \$8,400

STEM-specific Recruitment: Presenter to be contracted at \$700 daily fee to provide STEM specific career opportunity seminars for participants. Four presentations per year @ \$700 daily fee = \$2,800 X 2 presenters = \$5,600

7: CONSTRUCTION

Not applicable.

8: OTHER

NONE

9: TOTAL DIRECT COSTS

Personnel = \$186,772.61

Fringe = \$46,693.15

Travel = \$53,536.00

Supplies = \$47,800.00

Contractual= \$32,000.00

Other = \$0

Total Direct Costs: \$366,801.76

10: INDIRECT COSTS

\$29,398.24 (restricted rate of .08)

11: TRAINING STIPENDS

Tuition stipends in the amount of \$60/credit hour X 12 credit hours (full-time enrollment) = \$720 per participant X 20 participants = \$14,400 X 2 semesters per academic year = \$28,800.00

Migrant farm workers and their families living in the service comprise some of the lowest income workers in the United States. The most recent U.S. Department of Labor information (2012) indicates that 70% of migrant and seasonal farm workers live below the poverty level, earning an average income of less than \$15,000 per year. However, as noted, in the border colonias of the Southwestern United States, earnings range from just \$5,000 to \$6,500, making residents some of the most poverty-stricken persons in the United States.

Migrant farm workers and their families, at these income levels, do not have the resources needed to attend college courses. Removing financial barriers for this population through the provision of tuition stipends (covering 100% of tuition costs) and stipends for textbooks and materials required

for course participation are imperative to the success of the program.

12: TOTAL COSTS

Year 1 = \$425,000.00

Year 2 = \$425,000.00

Year 3 = \$425,000.00

Year 4 = \$425,000.00

Cornerstone CAMP
Budget Narrative- Year 5

1: PERSONNEL

Project Director/Mentor (1.0 FTE) \$85,000/year + 0.02 Cost of Living Adjustment Year 5 = \$92,006.73: Project director/mentor to oversee and manage day-to-day implementation of C-CAMP including project management, reporting, continuous improvement, and coordination and dissemination of evaluation results. The position will be split 0.5FTE project director (administrative) and 0.5FTE student mentor/coach. The position will provide intensive coaching services to approximately 10 participants each year. Total = \$92,006.73

Field Coordinator/Mentor (1.0 FTE) \$75,000/year + 0.02 (COLA) Year 5 = \$81,182.41: Field coordinator/mentor to oversee participant recruitment, outreach, and enrollment activities, assist with continuous improvement process, facilitate all program workshop and career activities, and serve as the program liaison for partnering organizations and IHEs. The position will provide intensive coaching services to approximately 10 participants each year. Total = \$81,182.41

Clerical/Administrative Assistant (0.5 FTE) \$16,000 + 0.02 (COLA) Year 5 = \$17,318.91: Clerical/administrative assistant to support the Project Director/Mentor and Field Coordinator/Mentor by tracking and collecting all program related documentation including eligibility documentation, application materials, enrollment documentation, reporting and evaluation documentation and other administrative/clerical duties as assigned. Total = \$17,318.91

2: FRINGE BENEFITS

Fringe rate = 25% of salary base \$190,508.06

Project Director = \$23,001.68

Project Coordinator = \$20,295.60

Clerical = \$4,329.73

Total Fringe = \$47,627.02

3: TRAVEL

Travel costs in Year 5 anticipated as the same for Year 4 as each cohort is the same number.

Costs for services provided to fifth year students comprise approximately 6% of the total budget.

Travel costs related to the provision of bi-weekly face-to-face mentoring (half of all mentoring sessions to be face-to-face for newly enrolled students to effectuate “connectedness” to C-CAMP program and online student community. The large service area demands 2900 miles per month X 2 program staff (Project Director/Mentor and Field Coordinator/Mentor) reimbursed at the rate of \$0.51 per mile. The vast and rural nature of the state of New Mexico renders public transportation impossible for this project. Total mileage = \$35,496.

Per Diem in the amount of \$40/day X 6 days per month X 2 staff members X 12 months = \$5,760: Per diem costs incurred by staff during travel and on weekends to facilitate program workshops.

Hotel costs estimated at \$115/night X 3 nights per month X 2 staff members X 12 months = \$8,280. Hotel expenses deemed necessary for workshop related travel and for long distance mentoring.

Attend annual Director's meeting: Approximate cost for airfare, lodging, hotel transfers and per diem = \$4000

4: EQUIPMENT

NONE

5: SUPPLIES

Program supplies for staff:

Software for staff: Annual subscription to online Microsoft Office for Business package and annual subscription to Adobe Creative Cloud: \$500 X 2 staff = \$1,000

Cell phone reimbursement for staff @ \$75/month X 12 months = \$1,080 X 2 staff = \$1,800.

Program will require significant use of cell phones for program administration, coordination, and mentoring (reminder calls, etc.).

Office supplies: consumable- (paper, pens, ink, toner, etc.) final 12 months = \$5,580.78

Student Laptops: Internet enabled Chromebooks @ \$450 each X 20 participants (new incoming cohort only)= \$9,000

Student School Supplies (notebooks, ink, memory sticks, other consumable supplies) @ \$150 x 2 semesters X 20 participants (per academic year) = \$6,000

Student Textbooks and required materials estimated at \$1,200 per annum X 20 participants = \$24,000

6: CONTRACTUAL

Per the RFP: Three Rivers has followed/will follow Federal procurement standards in accordance with 2 CFR § 200.318 et seq. or in 34 CFR § 75.135(b) (section 75.135(b) of EDGAR. Note that 34 CFR § 75.135(b) permits applicants, under certain circumstances, to identify in their grant applications contractors that they have previously selected through the use of the small purchase procedures set out in 2 CFR 200.320(b) (formerly 34 CFR 80.36(d)(1)) regardless of whether the purchase exceeds the Simplified Acquisition Threshold defined in 2 CFR 200.88 (currently \$150,000). Provide the basis for cost estimates or computations.

External Evaluator: External evaluator to be contracted upon notice of award for the full duration of the project. All program evaluation requirements to be coordinated and managed through the services of the External Evaluator. The External Evaluator is required to ensure that the program is carried out with fidelity and that program activities, processes, and procedures are on track to achieve stated program outcomes. External Evaluator fee estimated at \$100/hour X 180 hours/year = \$18,000

Seminar Presenter(s): Presenter to be contracted to provide academic and career workshops for participants. Workshops and topics to be scheduled in accordance with Workshop Schedule (see Appendices): Two seminars per year X 2 days each X 2 presenters per seminar @ rate of \$700 daily fee per presenter = \$5,600

STEM-specific Recruitment: Presenter to be contracted at \$700 daily fee to provide STEM specific career opportunity seminars for participants. Three presentations per year @ \$700 daily fee = \$2,100 X 2 presenters = \$4,200

7: CONSTRUCTION

Not applicable.

8: Other

NONE

9: TOTAL DIRECT COSTS

Personnel = \$190,508.06

Fringe = \$47,627.02

Travel = \$53,536.00

Supplies = \$47,380.78

Contractual= \$27,800.00

Other = \$0

Total Direct Costs: \$366,851.86

10: INDIRECT COSTS

\$29,348.15 (restricted rate of .08)

11: TRAINING STIPENDS

Tuition stipends in the amount of \$60/credit hour X 12 credit hours (full-time enrollment) = \$720 per participant X 20 participants = \$14,400 X 2 semesters per academic year = \$28,800.00

Migrant farm workers and their families living in the service comprise some of the lowest income workers in the United States. The most recent U.S. Department of Labor information

(2012) indicates that 70% of migrant and seasonal farm workers live below the poverty level, earning an average income of less than \$15,000 per year. However, as noted, in the border colonias of the Southwestern United States, earnings range from just \$5,000 to \$6,500, making residents some of the most poverty-stricken persons in the United States.

Migrant farm workers and their families, at these income levels, do not have the resources needed to attend college courses. Removing financial barriers for this population through the provision of tuition stipends (covering 100% of tuition costs) and stipends for textbooks and materials required for course participation are imperative to the success of the program.

12: TOTAL COSTS

Year 1 = \$425,000.00

Year 2 = \$425,000.00

Year 3 = \$425,000.00

Year 4 = \$425,000.00

Year 5 = \$425,000.00

Cumulative Total for All Project Years: \$2,125,000.00

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Linda		Coy	

Address:

Street1:	2200B Bloomfield Highway
Street2:	
City:	Farmington
County:	
State:	NM: New Mexico
Zip Code:	87401
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
505-436-2548	

Email Address:

lcoy@3riversed.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Three Rivers Education Foundation

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	176,000.00	179,520.00	183,110.40	186,772.61	190,508.06	915,911.07
2. Fringe Benefits	44,000.00	44,880.00	45,777.60	46,693.15	47,627.02	228,977.77
3. Travel	43,960.00	54,760.00	54,760.00	53,536.00	53,536.00	260,552.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	65,450.00	54,375.00	49,750.00	47,800.00	47,380.78	264,755.78
6. Contractual	36,000.00	32,000.00	32,000.00	32,000.00	27,800.00	159,800.00
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)	365,410.00	365,535.00	365,398.00	366,801.76	366,851.86	1,829,996.62
10. Indirect Costs*	29,350.00	29,225.00	29,362.00	29,398.24	29,348.14	146,683.38
11. Training Stipends	30,240.00	30,240.00	30,240.00	28,800.00	28,800.00	148,320.00
12. Total Costs (lines 9-11)	425,000.00	425,000.00	425,000.00	425,000.00	425,000.00	2,125,000.00

***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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(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 # S149A160020

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524