

**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 # S149A160021**

**Grants.gov Tracking#: GRANT12114046**

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"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Northern New Mexico College"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="856000545"/>	* c. Organizational DUNS: <input type="text" value="9434024120000"/>

**d. Address:**

* Street1: <input type="text" value="921 Paseo de Oate"/>
Street2: <input type="text"/>
* City: <input type="text" value="Espanola"/>
County/Parish: <input type="text" value="Rio Arriba"/>
* State: <input type="text" value="NM: New Mexico"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="875322649"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Carman"/>
Middle Name: <input type="text" value="Singh"/>	
* Last Name: <input type="text" value="Melendrez"/>	
Suffix: <input type="text"/>	
Title: <input type="text"/>	

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

* Telephone Number: <input type="text" value="505-747-5495"/>	Fax Number: <input type="text" value="505-747-2180"/>
---	---

* Email: <input type="text" value="carmanmelendrez@nnmc.edu"/>
--

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

X: Other (specify)

\* Other (specify):

Native American-serving

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.149

CFDA Title:

Migrant Education\_College Assistance Migrant Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-010716-001

\* Title:

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

**13. Competition Identification Number:**

84-149A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Northern's College Assistance Migrant Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

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

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="2,124,781.00"/>
* 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="2,124,781.00"/>

**\* 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:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Carman Melendrez</p>	<p>TITLE</p> <p>Director, Office of Sponsored Programs</p>
<p>APPLICANT ORGANIZATION</p> <p>Northern New Mexico College</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Northern New Mexico College * Street 1: 921 Paseo de Oñate    Street 2: * City: Espanola    State: NM: New Mexico    Zip: 87532 Congressional District, if known: NM003		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Migrant_Education_College_Assistance_Migrant_Program CFDA Number, if applicable: 84.149	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix: Mr.    * First Name: Domingo    Middle Name: * Last Name: Sanchez    Suffix: III * Street 1: 921 Paseo de Oñate    Street 2: * City: Espanola    State: NM: New Mexico    Zip: 87532		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix: Mr.    * First Name: Domingo    Middle Name: * Last Name: Sanchez    Suffix: III * Street 1: * City:    State:    Zip:		
<b>11.</b> 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: Carman Melendrez * Name: Prefix: Mr.    * First Name: Domingo    Middle Name: * Last Name: Sanchez    Suffix: III Title: Interim-President    Telephone No.: 505-747-2143    Date: 03/07/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160021

**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA Narrative.pdf	Add Attachment	Delete Attachment	View Attachment
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## **Northern CAMP General Education Provision Act (GEPA) (Section 427)**

Northern New Mexico College (Northern), as grantee for this proposed College Assistance Migrant Program (CAMP), will ensure equitable access to, and participation in, all project activities, events and programs for all students and other program beneficiaries with special needs. In compliance with all applicable federal and state laws prohibiting discrimination, Northern does not discriminate on the basis of race, color, religion, sex, national origin, age or disability. Northern is ADA compliant, and all classrooms, meeting rooms and venues that will be used by this project are accessible to individuals with disabilities.

All programs and activities described in this proposal will encourage the enrollment and retention of eligible Hispanic, Native American and other underrepresented students as part of a broader effort to better serve individuals from this region. As both an Hispanic- and Native American-serving Institution, Northern is sensitive to the cross-cultural and linguistic difficulties faced by students in its service area. Northern's compliance with GEPA can be found throughout the proposal, including in the: Quality of Project Design and Quality of Project Services, where a strong plan to identify, select, and retain project participants with the greatest needs through appropriate assessment, monitoring, and effective support services that address the goals and objectives of the project can be found; in the Adequacy of Resources, where Northern has committed personnel and resources to supplement the grant to enhance student services; and in the Quality of Personnel, where the qualifications required of the Project Director, Academic Advisers, Administrative Assistant, and Student Tutors include formal education and training in fields related to the objectives of the project, and in having succeeded in overcoming barriers similar to those confronting the project's target population.

In addition, the project's programs and services welcome the participation of re-entry,

transfer, and non-traditional eligible students. The program will schedule activities at times that accommodate working students, and will implement evidence-based practices known to best serve the outreach, recruitment, enrollment and program completion of all students, including disabled and high-need individuals.

## 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.

<b>* APPLICANT'S ORGANIZATION</b>	
Northern New Mexico College	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Carman Middle Name: Singh
* Last Name: Melendrez	Suffix:
* Title: Director, Office of Sponsored Programs	
<b>* SIGNATURE:</b> Carman Melendrez	<b>* DATE:</b> 03/07/2016

## Abstract

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

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

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

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## 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:

**Name of Applicant:** Northern New Mexico College (Northern)

**City and State of Applicant:** Española, New Mexico

**Proposed Project Activities:** The CAMP program will provide effective bilingual identification and recruitment services; academic support services; non-academic support services; a parent/family track; comprehensive financial assistance; and continuation services each year to 30 migrant and seasonal farm working students in their first year of college. Staff training and professional development opportunities will also be provided.

**Applicable Priorities:** Program will meet both invitational priorities.

**Proposed Project Goal, Objectives and Outcomes:** The overarching goal of this program is to assist migrant and seasonal farm working students and their immediate families in the completion of their first academic year of college and in the continuation of their postsecondary education. The outcome objectives for the project include: 1) enrollment of 30 eligible migrant or seasonal farm working students with the greatest need each year; 2) completion of their first academic year of college by at least 86% annually; and 3) completion of the first year of college and the continuation of their postsecondary education by at least 85% of students annually. The comprehensive academic support services proposed by this project will improve the ability of migrant and seasonal farm working students to complete their first year of college, continue in postsecondary education through degree completion, and will allow the program to meet or exceed the two CAMP Government Performance and Results Act measures.

**Number of Participants to be Served Annually, Distinguished by Commuter or Residential:**

The program will serve a commuter, first-year college program for thirty (30) students.

**Number and Location of Proposed Sites:** One proposed site: Northern's Espanola Campus.

**Project Targets for Meeting Each of the GPRA Measures Each Year:** Project targets include enrolling 30 students, ensuring completion of first year by 86%, and continuation by 85%.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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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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## APPENDICES

Appendix A: Individual Resumes for Project Director, PI and Key Personnel

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## **1. NEED FOR AND SIGNIFICANCE OF PROJECT**

Northern New Mexico College (Northern) proposes a commuter College Assistance Migrant Program (CAMP) to serve 30 eligible students annually. The project satisfies both invitational priorities: working with faith- and community-based organizations; and offering access to STEM coursework and undergraduate research experiences (URE) to farm working students, thereby increasing their preparation for graduate study or STEM careers. Northern's main service area is home to an 18% Native American and 72% Hispanic population (US Census, 2014). Both groups have engendered deep ties to the land for farming, dairy and livestock production. Despite its cultural richness, the region is academically underserved, socioeconomically challenged, and struggles with financial and social barriers, including endemic poverty and rural marginality.

### **1(i). Magnitude of Need for Services**

*New Mexico's Large Seasonal Farmworker Population* - New Mexico (NM) is ranked 27<sup>th</sup> in total number of farms, 13<sup>th</sup> in organic food acreage, and 55% of the land is used for farming and dairy. Approximately 22,000 people were hired as farm laborers in 2014, working on 24,721 farms that encompass more than 43.2 million acres of land (NM Workforce Solutions: Regional Review of NM Agriculture, 2014). Rio Arriba County is the 5<sup>th</sup> largest county in NM by land mass and ranks 3<sup>rd</sup> in hired farm labor (USDA Census of Agriculture: New Mexico Agriculture Statistics, 2012). During the No Child Left Behind reauthorization of the Elementary and Secondary Education Act, the NM Department of Education's Migrant Education Program (MEP) estimated there were 2,500 school age farmworker children in NM.

*Large Gap in College Readiness* – Repeated moves among children of migrant workers cause disruptions in their education, generating a greater risk of failing to meet state content and performance standards. Low academic achievement and pressures to work cause many to drop out prior to completing high school (NM Department of Education MEP, 2013). National data

indicate that Hispanic youth are less likely to earn a high school diploma (76%) compared to Asian (93%) and White (85%) counterparts. Native Americans are further behind (68%; National Center for Education Statistics, 2015). High school drop out rates are highly correlated with poverty (NM Department of Health, 2014). More than 18% of the population do not have a high school diploma, and only 16% of the population in Rio Arriba County has a bachelor's degree.

The Chronicle of Higher Education's 2015 report notes that children from families earning less than \$35,000 per year have a 1-in-17 chance of completing a bachelor's degree by age 24. In Rio Arriba County, the per capita income is \$20,014 (US Census, 2013), and farm-working families earn even less. The large gap in college readiness is also due to poorly performing public schools. Children of migrant families attend schools that overwhelmingly (87%) failed to meet the 2011 NCLB AYP; received a 'D' or 'F' in 2015 from the NM Public Education Department (PED); and in which the majority of students did not meet or only partially met math and English language arts learning expectations on the 2015 Partnership for Assessment of Readiness for College and Careers (PARCC) exam (NM PED: PARCC Results, Spring 2015).

***Extreme Economic and Social Conditions in the Region*** – Low per capita income has led to extreme hardship for regional farm working families: 30% live in poverty; 72% are eligible for SNAP benefits; and 80.2% receive free and reduced lunches (NM PED: Child Nutrition Programs, 2012). A lack of industry to support employment and limited affordable housing have contributed to a fragile social infrastructure. Those who aspire to attend college likely experience competing family and academic responsibilities, creating conflict and confusion.

#### **1(ii). Focus on Addressing Migrant and Seasonal Farmworkers and Their Families Needs**

***Language Barriers, Lack of Program Awareness, & Navigating Application Process*** - Qualifying candidates will likely possess limited English skills and lack: confidence in communicating; awareness of the CAMP program; and abilities in navigating the college

application and financial aid process. Through this program, prospective students will be identified and recruited by a bilingual recruiter, with the assistance of federal, state and faith-based partners, and provided assistance in completing college and financial aid applications.

*Lack Academic Preparation* – Farm working children move frequently, causing disruptions in their education, and rendering them at greater risk of failing and dropping out.

*Lack Financial Support for College Expenses* – The low wage work farm workers are relegated to make college prohibitive, thereby making the CAMP program’s financial resources in their first year, and other degree program resources for continuing students, indispensable.

**1(iii). Identified Gaps/Weaknesses for Migrant Students Will be Addressed**

Table 1 summarizes the gaps and weaknesses and how each will be addressed.

**Table 1. Identified Needs, Gaps and Services Provided by CAMP Program.**

<b>IDENTIFIED NEEDS</b>	<b>GAPS and WEAKNESSES IN SERVICES</b>	<b>SERVICES TO ADDRESS NEEDS, GAPS and WEAKNESSES</b>
More effective identification, outreach and recruitment of eligible students	Lack of college recruitment staff and outreach budget; lack of program awareness and support provided to make college a reality; poor English skills, lack of ability to communicate program interest/qualification; inability to navigate college/financial aid application process	Work with: Northern’s Admissions/ Recruitment Office to hire a bilingual recruiter to identify and recruit qualifying students; Northern’s HEP and other regional HEP programs to create pipeline from GED to college; faith/community-based organizations, federal/state/regional programs to identify and encourage candidates to apply; and with EOC and CAMP staff to fill out applications.
Strong academic support	Lack of college readiness; poor K-12 preparation; time between educational experiences; need for remediation.	Provide personalized and intrusive advising, academic needs assessments and individual education plans, math/English tutoring, faculty-mentored STEM research experiences.
Need for non-academic/ non cognitive skill-building	Lack of confidence in ability to succeed; first generation/ lack of role models; push/pull factors; lack of growth mindset, effective study & time management skills.	New student orientation, first year experience course covering growth mindset, goal-setting, time management and study skills, peer mentoring, mental health counseling, family involvement and family track.
Require financial assistance	Cannot afford to pay college tuition, fees and books; must work to support self/family; lack child care services/costs.	CAMP program will pay for tuition, fees and books; as well as training and transportation stipends for the first year of college, CYFD provides child care.

<b>IDENTIFIED NEEDS</b>	<b>GAPS and WEAKNESSES IN SERVICES</b>	<b>SERVICES TO ADDRESS NEEDS, GAPS and WEAKNESSES</b>
Lack information on career opportunities provided by higher education	CAMP qualifying students have not likely explored personal interests, nor career options and their education requirements; and are likely unfamiliar with the job application, interview process, and resume preparation.	CAMP and Northern advisors will offer career advising, career inventory surveys, workshops on interview skill-building, resume preparation, participation in job fairs, and support with summer internships. STEM academic programs offer URE's and introductions to STEM careers and STEM professionals.
Require cultural expansion and exposure	Most migrant and seasonal farmworkers have not had exposure to regional cultural activities and events, and are unfamiliar with the value these opportunities impart.	Provide students with extracurricular cultural experiences and activities, including team building, theatre, ballet, visiting museums and art galleries; and will be provided with etiquette training and exposure to formal settings.

#### **1(iv). Importance/Magnitude of Results and Outcomes from Proposed Project**

Attending college will broaden farm working student’s career options. Through this program Northern will provide necessary cognitive and non-cognitive skill building that will contribute to their academic achievement and increase their success and employability. As these individuals persist through degree completion they will improve national postsecondary degree attainment rates and allow for the broadening of participation by farm workers in high skilled jobs.

### **2. Quality of Project Design**

#### **2(i). Measurable Goal, Objectives and Outcomes to be Achieved by This Project**

This project’s overarching goal is to provide comprehensive support to migrant and seasonal farmworker students to complete their first year of college and continue in postsecondary education. Three quantifiable outcome objectives that meet GPRA measures include:

- (1) The enrollment of 30 eligible students into the Northern CAMP program each year.
- (2) At least 86% will successfully complete their first academic year and earn 24 credit hours in good standing. This is quantified as **a minimum of 26 students completing annually.**
- (3) At least 85% who complete their first year of college will continue in postsecondary education. This is quantified as **a minimum of 22 students continuing annually.**

## **2(ii). Appropriateness of Project Design to Addresses the Needs of the Target Population**

Northern's CAMP program is a commuter, first year college support program with six service components designed to meet the needs of farm working students and achieve the goal and objectives, including: 1) bilingual recruitment of 50 candidates; 2) academic support services; 3) non-cognitive support services; 4) a parent/family track and family involvement; 5) financial assistance in the first year; 6) and continuation services in subsequent years of college. Program key staff will be provided with training to ensure the greatest impact on student success.

***Outreach and Recruitment*** – A half-time, bilingual recruiter, shared with Northern's Admissions and Recruitment Office, will be employed to identify and recruit 50 qualified candidates annually. The recruiter will work with regional students and parents to provide bilingual CAMP information, offer college admissions and financial aid information, and promote a college preparatory curriculum. The recruiter will also work with supporting faith- and community-based organizations, regional businesses and workforce development agencies. The CAMP Director will work with Northern's, and other regional, HEP programs and supporting Federal and State agencies serving eligible populations to create a pipeline into the CAMP program. CAMP staff will arrange campus visits for eligible students and families, verify farm work employment, select the final 30 participants, and process their admission/financial aid.

***High Quality Academic Support Services*** - Students selected into the program will have the following support services provided through CAMP program resources:

***1) Academic and Intrusive Advising*** - The CAMP Director and Advisor will each provide comprehensive intrusive advisement to 15 students each. They will meet with students at the start of each semester to select and register for courses. During the academic year, they will monitor academic progress and recommend tutoring and other support services as needed. The Director and Advisor will also provide information and support on selecting a major.

2) Academic Needs Assessments (ANA) and Individualized Education Plans (IEP) – Before classes begin, the CAMP Director and Advisor will meet individually with students to develop an ANA that will determine academic strengths and weaknesses, career interests and educational goals. Advisors will also help students develop an IEP that incorporates student’s assessed needs, support services available for academic deficiencies, and the timeline and recommended courses to meet their academic goals. In monitoring each student’s academic progress and as part of Intrusive Advising, the Director and Advisor will interact with faculty weekly to detect as early as possible problems students may be experiencing: lack of attendance, low scores on exams, and lack of participation. The Director and Advisor will develop strategies as needed to overcome obstacles, such as tutoring or mental health counseling. After the initial assessment, students will be reassessed at the start of their second semester, and the IEP will be updated as necessary.

3) Academic Tutoring - Math and English tutors will be retained to assist students with their homework, reteach and reinforce specific competencies with which a student is having trouble, and work with students to ensure that and conceptual understanding is mastered. Northern’s Math and Writing Centers also provide professional tutoring services to all students.

4) STEM Faculty Mentored URE – Fifteen CAMP students will be provided opportunities for faculty-mentored URE. STEM faculty will meet weekly with students to introduce them to laboratory research and the scientific methodology through appropriate, small-scale, and discipline-relevant applications. Faculty will also introduce students to STEM professionals and career options; and offer personal experiences and challenges, advice, and encouragement. Seymour and Hewitt (1997) reported that faculty can shape student *experiences* and foster a *sense of belonging* to improve student success, which weighed more heavily in determining persistence than college-readiness, individual inadequacies, or socioeconomic status. Faculty-mentored URE will shape student’s *sense of belonging* and increase retention and persistence.

***Non-Cognitive Support Services*** – CAMP students will receive substantial non-cognitive support to ensure the development of critical skills known to foster academic success, including:

1) *New Student Orientation (NSO)* – NSO will provide integration into the college setting by familiarizing students and their families with the campus, academic programs and faculty. All 30 CAMP students will participate annually in three-day academic preparation and social orientation workshop during which Deans, Chairs and Directors of each academic program and their degree offerings will be introduced, along with career options and future funding opportunities. Families will also be invited to attend and learn about developing healthy study habits, learning to plan financially, coping with stresses, and preparing for placement exams. Incoming CAMP students will also meet with former CAMP continuing students who will discuss the myths and realities of the college experience and provide peer mentoring; and other new Freshman participating in a college-wide NSO program hosted by Academic Advising.

2) *First Year Experience (FYE) Course* – All freshman are required to enroll in a FYE course their first-semester. This course provides a non-cognitive skills building curriculum aimed at creating well-rounded learners through the development of transitional skills needed for success in college, such as critical thinking, qualitative and quantitative inquiry; written, oral and multi-media communication; ‘growth mindset,’ perseverance, resiliency, motivation, and self-efficacy; effective study strategies, note taking, time and financial management; goal setting; awareness development of academic disciplines, degree requirements, course offerings and a graduation plan; and involvement and engagement with the campus community.

3) *Immersion in Cultural and Community Building Activities* - Students and their families will be exposed to a variety of cultural experiences that support social integration. Program staff will organize extracurricular and co-curricular cultural activities that will expose students to new situations, such as the opera, ballet, Pueblo feast days/dances, museums, music/theater festivals,

speakers and lecturers, outings to the Valle Caldera and the Los Alamos National Labs. In addition, students will be provided with team building activities.

*4) Peer Mentoring* - Former CAMP students, and others who have persisted through their first year of college, will provide peer mentoring to first year CAMP students to support their social integration, help them build a strong college connection, and foster a supportive and vibrant first-year experience. Peer mentors will encourage student participation in learning communities, study groups, clubs, and extracurricular activities known to foster retention.

*5) Mental Health Counseling* - A licensed Mental Health Counselor will be integrated into the program and will meet at least once per semester with each CAMP student. She will also facilitate a series of workshops on interpersonal relationships, maintaining mental health, and coping with stress and loss. She will also refer CAMP students struggling with serious personal and/or family issues, such as drug/alcohol abuse, domestic violence, and other traumatic issues.

*6) Career Planning and Advising* - Career advisors will be available to help students develop career interest inventories in their first semester. They will invite career and employment specialists to deliver workshops on developing interview skills, assisting with job applications, and creating resumes and cover letters. Northern's Continuing Education and Small Business Development Center (SBDC) will also provide resources to help students shape career goals. Students will attend job fairs, and participate in paid summer internships in various career tracks.

***Family Inclusion: Parent and Family Track*** - In a study entitled, "Neighborhoods and Schools as Competing and Reinforcing Contexts for Educational Attainment (Owens, 2010), the author reported that a student's community can interject a sense of 'push and/or pull,' providing a competitive and/or supportive environment that either contributes to academic success or failure. 'Push and pull' factors among Northern's students are known to impact attendance, retention and persistence much more than is experienced in mainstream culture. Therefore,

parents and families will be encouraged to become involved in the academic success of their students; attend and participate in extracurricular activities; and learn about campus life and available support services. A special Parent and Family Track will be designed to provide: opportunities for discussion between parents and family of new students; a network of support and shared experiences; and information about the transition process to college life.

***Comprehensive Financial Assistance*** - The CAMP program will provide students with tuition and fees for two semesters; \$500 each for two semesters for books/supplies; a monthly training stipend of \$80 during the eight month academic year; and a \$50 monthly allowance to assist students in commuting from home to class and to program activities for tens months.

***Continuation Services*** – CAMP program graduates will have available to them comprehensive academic and non-academic support services available to all students. Many academic programs at Northern have funding to offset tuition and living expenses for students who choose to major in those programs. Most STEM programs, including Biology, Chemistry, Environmental Science, Engineering, and Mathematics and Physics, have been awarded grants that provide scholarships and research assistantships to qualifying individuals. In addition, STEM faculty maintain collaborations with large regional and national research institutions that offer summer research programs that pay stipends as well as living and travel expenses. The College of Nursing has several scholarship-based programs that cover the costs of tuition, fees and books for nursing majors; the College of Education has two scholarship programs that provide scholarships for those wishing to become teachers; Phi Theta Kappa offers full tuition scholarships to qualifying students; and Northern's Foundation awards more than 70 scholarships to students annually. Other scholarships are offered by regional organizations, corporations and foundations, including the Los Alamos National Laboratory and its foundation, and the Northern NM Tribal Business Council. Federal financial aid and work-study provide the

means for many students at Northern to complete their education. The Director and Academic Advisor will meet with each CAMP student during their second semester to encourage them to stay in school, and to provide them with information regarding funding opportunities available. CAMP staff will assist students in the filling out scholarship applications and FAFSA forms to secure seamless academic support for subsequent years.

### **2(iii). Coordination with Community, State and Federal Resources**

Over the years, Northern has established collaborative relationships with a number of federal and state agencies, school districts, and community and civic organizations in the coordination of a variety of services that promote the academic development in the region. The CAMP program has cultivated these collaborations as it has worked to provide assistance to migrant and seasonal farm working students to enroll and persist in college. In the next five years, the CAMP program will establish close working collaborations with local faith-based and civic organizations, businesses and workforce development organizations, and public schools and institutions of higher education who have already agreed to support the program by helping to identify prospective students for entry into the program and strengthen opportunities for seasonal and migrant students in their pursuit of higher education. These include St. Stephen's Episcopal Church, Valley View United Method Church, Holy Cross Catholic Church, Espanola Valley Chamber of Commerce, the Espanola Mayor and the Mayor's office, Northern Area Local Workforce Development Board, Child Youth and Families Department (CYFD), Espanola Public School District, and Kansas State University-Pueblo CAMP program. These groups have agreed to work supportively to ensure the academic and personal success of CAMP students.

In addition, the CAMP program has a strong relationship with Northern's HEP program to create a pipeline from High School Equivalency completion to college enrollment; and new partnerships with other regional HEP and preparatory programs will be developed. The CAMP

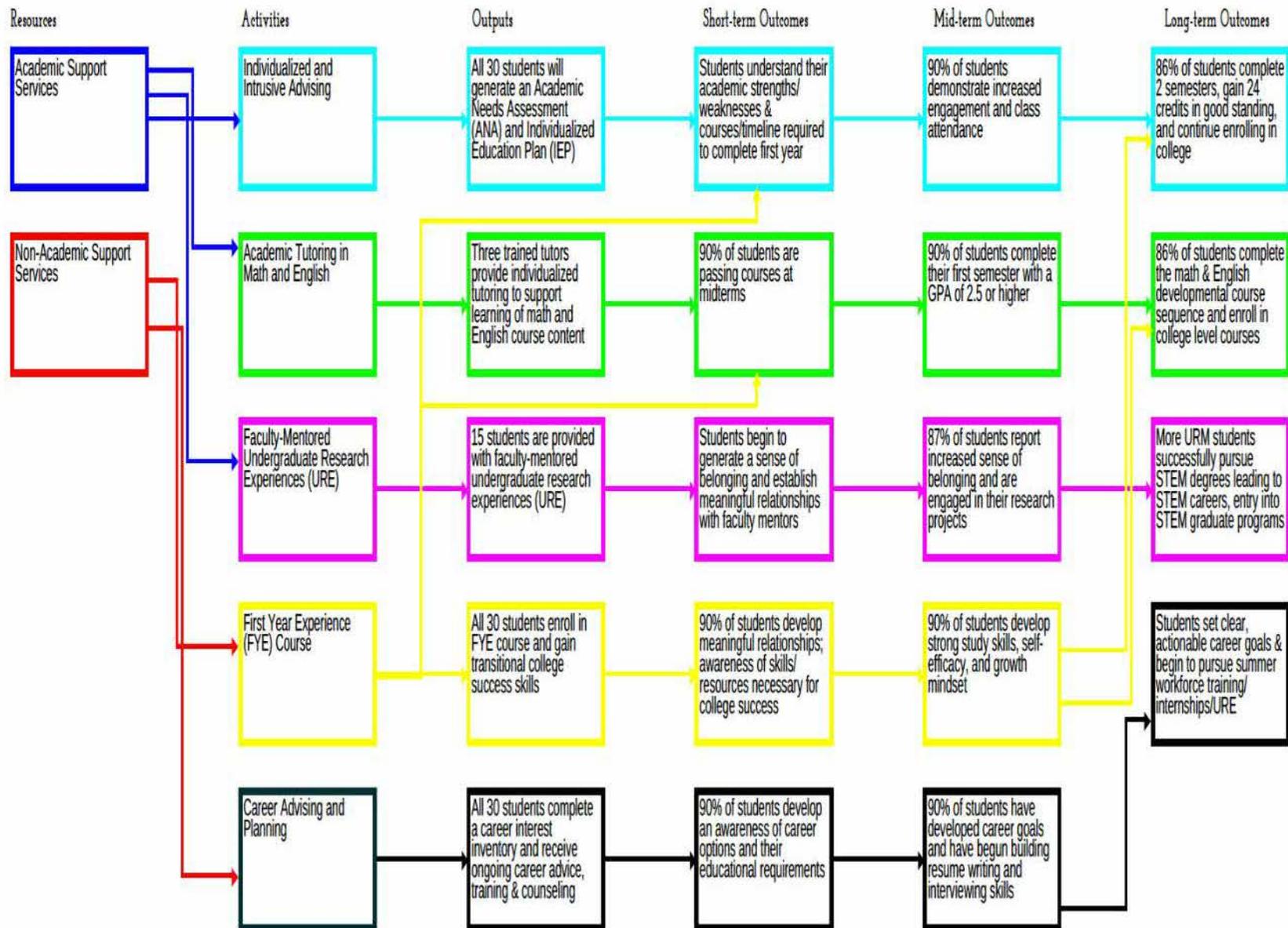
program will also benefit from the support and collaboration of a number of internal student support programs and specialized centers at Northern that will help to identify, prepare and support students in meeting their educational goals. Northern's EOC program will help to identify qualifying students through their outreach efforts in northern New Mexico. Northern's Office of Academic Advising and First Year Experience, Math and Writing Centers, Accessibility Resource Center, American Indian Center, Veterans Resource Center, and Financial Aid Office will also support student's specialized needs. Northern's Continuing Education and SBDC will provide career development workshops; Northern's Admissions Office will provide additional staff resources for campus visits; and Northern's Mental Health Counselor will provide health and wellness programs and counseling services.

**2(iv). Project Will Increase Efficiency to Improve Results and Increase Productivity**

This project proposes to split the salary for a bilingual recruiter with Northern's Office of Admissions and Recruitment in an effort to save money while increasing the efficacy of ensuring that 30 students are served annually. Northern's Admissions and Recruitment Office currently provides recruitment services to regional high schools and has access to qualifying CAMP high school students. This shared recruitment effort will ensure that qualifying seniors are directed to the Northern CAMP program, and that younger students are offered services that will better prepare them for the rigors of the college curriculum. In addition, the proposed project will eliminate the Administrative Assistant position, and lower travel expenses and other administrative expenses to ensure that maximum funding is directed toward student support.

**2(v). Extent to Which Proposed Project is Supported by Strong Theory**

Two service components have been selected for inclusion in and development of the Logic Model (next page): academic support services and non-academic support services. The former includes faculty-mentored URE, around which the evidence of promise has been designed.



### **3. Quality of Project Services**

#### **3(i). Quality, Intensity and Duration of Professional Development Training**

Professional development provided to staff include attendance in the OME Annual Director's meeting, the National HEP/CAMP conference, the Mentoring Initiative for HEP/CAMP Grantees Conference, the Southwest HEP/CAMP Student Leadership Conference, the State HEP/CAMP/ MEP Meeting, and six Innovative Educators advising training webinars. CAMP staff will also gather for in-service workshops at the beginning of each semester to plan the support services and activities each semester. Staff will also gather for weekly meetings to discuss student issues, student services assessments, resource availability, and project evaluation.

#### **3(ii). Project Services Are Focused on Students with the Greatest Needs**

The CAMP Project Director and Advisor will select students using the migrant and seasonal farm worker eligibility requirements and a 65-point scale to rank students according to need.

#### **3(iii). Project Services and Activities Will Lead to Student Achievement**

CAMP students will be held to high rigorous standards. CAMP students will benefit from having an assigned advisor with a small caseload (15 students) who will provide comprehensive intrusive advisement, social, and interpersonal support. Students will benefit from careful guidance towards academic progress, being supported to gain the most out of their college experience, and strategically planning for their futures. Working with a mental health counselor, they will learn how to address personal challenges. They will also benefit from a FYE course with built-in learning communities, mentoring and guidance necessary for success. Throughout the academic year, skilled math and English tutors will give CAMP students an academic boost to realize their full potential. Weekly interactions between CAMP staff and faculty will ensure that students are guided to tutoring and other resources as early as possible. CAMP students will have a dedicated space where they will receive homework assistance, be able to meet in study

groups, and have access to printing and copying services. Career and employment specialists help students develop their career goals and offer workshops on interviewing skills, developing resumes and cover letters, and shaping career goals, including internships. Financial support will reduce the need for students to work, increasing their chances of persistence; extracurricular activities will include families and provide cultural expansion; and family programming will provide families with support in developing appreciation for their children's educational pursuits. It is highly likely that CAMP students will attain academic achievement and meet with success.

#### **4. Quality of Project Personnel**

##### **4(i). Qualifications, Training and Expertise of Project Director and Principal Investigator**

*Principal Investigator (PI)* - Henrietta Trujillo has over 35 years serving as a Grants Accountant for a variety of federal and state grants; serves as the Director for Financial Services at Northern; and is responsible for oversight of all financial information and reporting to the Board of Regents and the New Mexico Higher Education Department. In addition, she serves as the representative during annual audits of federal awards; oversees all accounting functions pertaining to grants; and is responsible for the preparation of the Schedule of Expenditures for Federal Awards in compliance with OMB Circular A-133. She is highly qualified to oversee federal awards and ensure that funds are being allocated appropriately, in alignment with grant objectives, and that expenditures are allowable and reasonable. Training and experience include: Oracle Systems Application Training, Banner System (Oracle), and Department of Education Grant Management System (G5). She has a B.A. degree with an Accounting concentration.

*CAMP Project Director* - Stephanie Vigil-Roybal has over 15 years of experience working with multi-ethnic students at institutions of higher education; and experience working with and supporting migrant and seasonal farm working students and their families achieve academic success. She has established positive collaborative relationships with a variety of federal

programs, including HEP, ABE, EOC, and with a number of community and faith-based organizations. She has attended the OME Annual Directors' Meeting, National HEP/CAMP Conference, Mentoring Initiative for HEP/CAMP Grantees Conference, and the Southwest HEP/CAMP Student Leadership Conference; and has training in: Budget, Procurement, Finance and Self Service Banner; Clery Act, Safety and Security; Accessibility Services; Intrusive Advising; FERPA/Student Code of Conduct; and defensive driving. She also has experience conducting, coordinating and performing research projects. She is a native of Espanola and places a high value in supporting students in their desires to seek post-secondary education.

#### **4(ii). Qualifications, Training and Expertise of Key Project Personnel**

*Academic Advisor* - Thansewi Martinez is a Native American from the Santa Clara Pueblo, is highly experienced in serving underrepresented minorities (URM), and is culturally sensitive to and aware of the unique characteristics and needs of migrant and seasonal farm working populations. She has over 10 year of experience teaching in higher education, K-12 public schools, and regional Tribal K-12 schools. Ms. Martinez has served as an Academic Advisor, mentor and math tutor to CAMP students for 3 years. She has received training in intrusive advising, Banner student functions, Clery Act, Safety and Security, Accessibility Services, and FERPA/Student Code of Conduct. She has is a certified and licensed Mechanical Engineering.

*Recruiter* - A bilingual recruiter will be hired to serve the CAMP program on a part-time (50%) basis. Northern maintains detailed recruitment, screening, hiring and evaluation policies, and is committed to equal employment opportunities. The recruiter will have a bachelor's degree from an accredited institution and will be an effective bilingual communicator in Spanish and English in order to communicate with target populations and federal, state and regional partners. A highly qualified candidate will have three years of experience in outreach/recruitment for an educational institution, and will have experience working with diverse populations.

**External Evaluator** - Jaime Miranda will serve as the external evaluator. He has seven years of experience in post secondary assessment and evaluation, and over 20 years working with federal grants. Mr. Miranda has served as the Project Manager of the University of Texas Pan Am CAMP grant for eight years. He also serves on the boards of the Association of Migrant Educators of Texas and the HEP/CAMP National Board. He has served as the external evaluator for the current CAMP grant for the past four and half years. Mr. Miranda has a Master's degree in Education and is highly qualified to provide evaluation and assessment support to CAMP.

## 5. Quality of the Management Plan

### 5(i). Adequacy of Management Plan to Achieve Stated Objectives

The program management plan will maximize staff time and responsibilities, program funding, and relationship building with supporting agencies to achieve the objectives on schedule and within budget. Table 2 summarizes the management of each of the six service components.

**Table 2. Northern CAMP Management Plan**

<b>OBJECTIVE ACTIVITY</b>	<b>RESPONSIBLE PERSONNEL</b>	<b>TIMELINE</b>	<b>MILESTONE/TASK ACCOMPLISHMENT</b>
1. Bilingual Outreach, and Identification of 50 Qualifying Candidates; 30 Selected to Serve	Recruiter: school districts, faith-based and CBO's, service agencies; Director: regional HEP programs; Director and Advisor: Selection of 30	Identification: Ongoing year round; Selection of final candidates: July and December	50 qualified candidates identified annually; 30 selected on highest need basis; replacements drawn from wait listed candidates
2. Comprehensive Academic Support and Services:	CAMP Director, Advisor, Academic Tutors, Faculty Research Mentors	Weekly and throughout two semesters of the Academic Year	Not less than 26 students will complete first year or persist in program for 1 additional semester
Intrusive Advising, ANA/IEP development; Tutoring; Faculty Research Mentoring	Intrusive Advising/ ANA/IEP: Director/ Advisor; Tutoring: Math, English tutors; Faculty Mentoring: various Northern STEM faculty	ANA/IEP: First two weeks of each semester; Advising: weekly; Tutoring: throughout semester; faculty mentoring: weekly	100% of students will have ANA and IEP, will receive intrusive advising. Students needing tutoring and/or counseling will be referred. 86% will complete/good standing

<b>OBJECTIVE ACTIVITY</b>	<b>RESPONSIBLE PERSONNEL</b>	<b>TIMELINE</b>	<b>MILESTONE/TASK ACCOMPLISHMENT</b>
3. Non-Cognitive Support Services:	Director/Advisor, FYE faculty, Mental Health Counselor; Career Advisor, Continuing Ed/SBDC, former CAMP students	Throughout academic year	Not less than 26 students will receive support and complete first year or persist in CAMP program for one additional semester
New Student Orientation; FYE Course/Learning Community; Cultural and Community Building Events; Peer Mentoring; Mental Health Counseling; Career Planning/ Advising	NSO: Director/Advisor, Faculty, Director of Advising, former CAMP students; FYE Course: Director FYE/Faculty; Cultural Activities: Director/Advisor; Mentoring: former students; Mental Health Counselor; Continuing Ed/SBDC	NSO/FYE course: First semester; Cultural Activities: throughout year; Peer Mentoring: academic year; Career counseling: academic year; Mental counseling: as needed	100% of students will attend NSO/enroll in FYE course; 90% will participate in cultural/community building activities; 100% will receive peer mentoring; 90% will receive career advising/attend career workshops; 90% will develop success skills
4. Family/Parent Track, Family Engagement in Extracurricular Activities	Project Director and Advisor, other support staff, Northern Director of Advising will direct Family Engagement workshop(s) for families	Monthly during evenings/ weekends throughout the academic year	100% of families will attend at least one program/activity; 86% will better understand college demands and become supportive
5. Comprehensive Financial Support: Tuition/Fees/ Books; stipends	CAMP Project Director, Advisor, Financial Aid, Business Office	Tuition, Fees and Books - August and January; Stipends: monthly	100% of students will receive tuition/fees, books, training and transportation stipends
6. Continuation Services	Project Director/ Advisor, Faculty, Financial Aid, Math/ Writing Centers, community partners	Ongoing after first year through graduation	At least 22 CAMP students (85%) will remain in college through degree completion

The Director will report to the PI, and is responsible for program implementation, staff selection, budget oversight and maximization of funds, evaluation and reporting, and all interagency coordination, both among the various service centers at Northern, and with the outside agencies and organizations providing support for the academic success of students.

### **5(ii). Adequacy of Procedures to Ensure Feedback and Continuous Program Improvement**

The CAMP program will implement program assessments that will generate formative feedback to support the continuous improvement of services and activities. Students will provide quantitative and qualitative assessments at the end of each extracurricular activity and will assess services through questionnaires and focus group interviews/discussions with the Director and Advisor at the end of each semester. CAMP staff will gather qualitative information from parents, schools, faith and community organizations and supporting service agencies about the value and relevance of their services to the program through phone interviews and surveys at the end of each semester. Project staff will review the results and incorporate pertinent changes to make improvements to services and activities. The external evaluator will generate surveys, questionnaires and assessments, and provide staff training on data analysis and interpretation.

### **5(iii). Time Commitments of Key Personnel**

The Project Director and Academic Advisor will devote 100% of their time to serving the academic and non-academic needs of 30 students annually. The 15:1 ratio of students to support staff is significantly lower than for other students at Northern. Academic Tutors will each work 20 hours per week to help students with class assignments, gaining mastery of competencies and expanding their level of cognitive application. The 50% FTE program recruiter, along with the Project Director, will ensure that at least 50 students are identified and 30 are served each year. The contracted external evaluator will support program staff in data collection and analysis and guide changes that maximize outcomes. The PI will devote 5% time to ensuring administrative and financial compliance with project requirements, provide advice and assistance on the implementation of project services. The grants manager will devote 10% time to supporting the Project Director and PI with budget management and financial administration. This time commitment is adequate to provide a high quality of service and support to CAMP students.

## **6. Adequacy of Resources**

As a four-year comprehensive institution of higher education, Northern has significant resources to support project implementation, including highly trained faculty; state-of-the-art classrooms, laboratory facilities and equipment; and study areas with the latest technology. Northern places a high value on the CAMP program and will ensure that each student has full access to all facilities and services, while also supporting their unique and specialized services.

### **6(i). Adequacy of Support, Facilities, Equipment, Supplies, and Other Resources**

Northern provides the most affordable learning opportunities among all New Mexico comprehensive institutions. It has developed a dozen high-tech research laboratories, each equipped with state-of-the-art equipment designed to support and foster the highest level of applied learning experiences. Northern has been awarded large scholarship grants that provide students with opportunities to gain career training by engaging in URE. National partnerships with research institutions and regional partners offer students opportunities to engage in paid summer internships that provide vital career training and career exploration opportunities. Student-to-faculty ratios are 15:1 (as FTE equivalents), representing the lowest in the state and allowing for “personalized” education. Northern also houses an Office of Diversity and Equity, an Accessibility Resource Center, the American Indian Center, and a Veterans Resource Center. Northern houses a Math Center and a Writing Center, staffed by developmental math and writing specialists that help students advance through remediation. In addition, Northern provides the CAMP program with a private suite that includes a computer lab and a study area. CAMP students will be provided with a laptop computer on a loan basis to ensure they complete assignments and remain current in their classwork in the event that weather or family circumstances preclude attending classes. Northern also provides adaptive equipment to students with disabilities, and ensures that all buildings are fully accessible to all students.

#### **6(ii). Demonstrated Commitment by All Partners to Successful Project Implementation**

Northern is committed to the implementation and execution of this project with the highest level of fidelity. All resources will be made available to CAMP students through degree completion, including continued intrusive advisement, math and writing tutoring centers, URE and support for summer internships. Community agency partners are essential to the effective delivery of services to students and the overall success of the project. Northern has commitments from government, educational and workforce agencies, secondary schools, community- and faith-based organizations, and local businesses to help recruit students, provide additional support services, such as childcare, workforce development, and support the success of students.

#### **6(iii). Costs are Reasonable in Relation to Objectives, Design, and Significance**

The proposed budget provides for comprehensive support for underprepared students to achieve academic success. All costs delineated in the budget are necessary and fundamental to the achievement of the stated goal, objectives and intended outcomes. The proposed budget is reasonable, cost-effective, and adequate to support the broad array of proposed services. The CAMP Director will dedicate 100% of her time to ensure services are administered at the highest level and support services are maximized. Allocations for direct student financial assistance are also reasonable to allow students to focus on their education and meet with success.

#### **6(iv). Extent to Which Costs are Reasonable in Relation to the Number of Persons Served**

Over the past several years, Northern has transitioned from a two-year community college to a comprehensive four-year degree-granting institution with the establishment and need to pursue accreditation of five distinct colleges. This has necessitated a realignment between the costs of attendance with the costs of operations. As a result of these necessary realignments, tuition has increased by 69% over four years and will continue to increase by 2.5% annually. Decreases in state revenues due to low gas prices have led to decreases in state funding. Northern remains the

most affordable four-year degree-granting institution in NM, and the budget associated with this proposal is reasonable to provide recruitment, academic and financial support to 30 students each year. Students will receive \$1,140 per year in direct training and transportation stipends; full tuition and fees for two semesters; and \$1000 for books and materials support per annum.

**6(v). The Potential for Incorporation of Project Services at the End of Federal Funding**

Northern will maintain services for CAMP students through institutionally funded student support programs, Foundation scholarships, grant-based scholarship programs, and state earmark funding for instructional support. As the majority of regional individuals require significant academic and financial support for postsecondary success, the necessary services requisite to address the needs of farm working students are already in place. Northern will also continue to draw on its network of supporting federal and state agencies, and education, faith and community organizations that work to strengthen opportunities for seasonal and migrant students and advance their personal, educational and career pursuits.

**7. Quality of the Project Evaluation**

**7(i). Evaluation Methods are Feasible and Appropriate to the Goals, Objectives, Outcomes**

Table 3 summarizes the three objective outcomes and their respective quantifiable performance-based evaluation measurements.

**Table 3. Evaluation Measurement, Source and Staff/Timeline**

<b>Objective</b>	<b>Measurement Criteria</b>	<b>Measurement Sources</b>	<b>Staff and Timeline for Data Collection</b>
1. Enroll 30 eligible seasonal and migrant farm worker students with the highest needs in the Northern CAMP program each year.	Each year 50 eligible students will be identified, of which 30 will be selected on the basis of need for participation in Northern's CAMP program.	1. Recruiter list of 50 qualified candidates 2. Documentation of student eligibility 3. Needs assessment 4. Registrar list of enrolled students and class rosters	1. Recruiter and Director annually in July and December 2. Director: July/Dec 3. Director: July/Dec 4. Director and Advisor in August and January

Objective	Measurement Criteria	Measurement Sources	Staff and Timeline for Data Collection
2. Ensure first year completion by at least 86% of those enrolled.	Each year at least 26 of these students will complete their first year of college.	1. Intrusive Advising: Banner, Faculty attendance logs/ grades, 2. Registrar: transcript of completed credits	1. Director and Advisor weekly 2. Director and Advisor at end of each term
3. Ensure continuation in college of at least 85% of students who complete their first year.	Each year at least 22 of these first year completers will continue in their pursuit of higher education and degree.	1. Student exit interviews 2. Student check-in calls. 3. Registrar: enrolled students, class rosters, Banner, transcripts.	1/2/3. Director and Advisor at end of year 1; beginning of year 2; and at beginning of each new year thereafter.

In addition to the quantitative evaluation qualitative measures will include: student surveys to assess services/activities and offer suggestions for improvement; annual feedback through in-person interviews, phone calls and surveys from parents/families and collaborating agencies on services and staff. These will focus on how staff can enhance future activities and services, and improve collaborations between agencies to meet the needs of seasonal and migrant students. The results of formative evaluation will be discussed during weekly staff meetings and adjustments will be made in a timely manner. Summative evaluation will be conducted annually and at the end of the project cycle to evaluate the overall performance of the project in meeting its objectives. Data collected in the summative evaluation will show in specific and measurable ways the extent to which the project has been successful in meeting the outcome objectives.

**7(ii). Evaluation Methods Provide Performance Feedback/Assessment of Outcomes**

The evaluation plan includes periodic assessments of the services and activities in supporting student success and therefore in meeting intended outcomes. Data collected will be used to make timely programmatic changes intended to enhance the effectiveness of services and activities. Using formative evaluation data, the CAMP Director, with the support and input from

key project staff and the external evaluator, will draft annual internal reports that will address progress toward meeting the project goal and its objectives. The Director and Advisor will evaluate the progress of each student weekly, followed by a meeting with each student to assess their progress and any problems or obstacles that may increase their risk of non-completion. Regular meetings among the CAMP Director and Advisor will provide analysis on student data and therefore ensure progress of each in completing their first year. The external evaluator will visit the Northern CAMP program for an initial consultation, and will provide assistance with formulating surveys, offer advice on data collection and analysis procedures. An in-depth site visit at the end of year program year will allow for creation of an annual evaluation report designed to guide project improvement. A final summative evaluation will be completed at the end of the five-year project to assess the impact on actual progress toward recruiting and persisting seasonal and migrant farm working students. The final report will summarize the cumulative impact of the project's services and activities in remedying the needs, gaps and barriers to student success, improving program performance measures and goal attainment.

***External Evaluation:*** The program will retain an external evaluator to design a plan for gathering and analyzing qualitative and quantitative data for each service component, activity and objective; assist with linking internal and external evaluation processes; gather and analyze qualitative and quantitative data; assess the extent to which the program has achieved its specific objectives in a timely and effective manner, noting significant barriers and offering recommendations for overcoming those barriers. He will also write and provide bi-annual reports to the CAMP Director that will ascertain progress and guide improvement. At the end of each project year, Mr. Miranda will conduct a comprehensive summative evaluation, and will provide a final report at the end of the five-year project. Jaime Miranda will serve as the External Evaluator. Mr. Miranda has eight years of experience in post secondary education assessment

and evaluation and is currently the Project Manager for a CAMP grant. He serves on the Boards of the Association of Migrant Educators of Texas and the National HEP/CAMP Board.

### **7(iii). Methods of Evaluation Will Produce Evidence of Promise**

The education research literature notes substantial benefits to URM with faculty-mentored URE. Carlone and Johnson (2007) reported that a student developing a sense of *belonging* in a STEM field, self-identifying with '*being a science person,*' and being *recognized as such by their faculty role models,* created a sense of belief in their own abilities to succeed in the sciences, and enhanced their chances of persisting. Seymour and Hewitt (1997) reported faculty can foster a *sense of belonging* to improve student success. Kinkead (2003) and Lopatto (2003) reported that URM retention was increased and greater learning outcomes and subject matter understanding were achieved as a result of early structured research opportunities. Chang, et. al (2010) identified exposing URM to early research as the single largest predictor for college retention and persistence. Those who were exposed to research were 17% more likely to persist. Students who participate in URE derive many benefits, including increased confidence and greater clarity on future career pathways (Luchini-Colbry, et al., 2013).

In an effort to broaden the CAMP program's knowledge base for identifying interventions that foster retention and persistence among farm working populations, a quasi-experimental design study has been developed to determine if early exposure to faculty-mentored URE enhances student's *sense of belonging* and fosters greater retention and persistence. Student's in the treatment group (self-selected based on interest in STEM) will meet weekly with their faculty mentor to learn scientific methodology and experimental techniques through small, real-world laboratory experiments. Students in the control group will not be exposed to faculty-mentored URE. The Matched Subjects sample selection method (Cook and Campbell, 1979), a special case that assures group equivalence when random assignment is not possible, will be deployed to

compare pairs from the treatment and control groups for changes in their sense of belonging. Pairs will be matched based on the following entering characteristics: basic math competency as based on math Compass scores or their prior calculus class grade, gender, and age. Methods based on a propensity score to reduce or eliminate the effects of confounding when using observational data have been previously used for small sample sizes (Wyse et al., 2008).

A modified Solomon four-group design, as outlined by Campbell and Stanley (1963) known as the Posttest-Only Control Group Design will be used to mitigate threats to internal validity by reducing the influence of confounding variables, such as having a small sample size in each group. The Posttest Only Control Group comparison will show student retention and persistence as a result of feeling that they belong in college and in their chosen field. Students will fill out a survey with questions regarding their *sense of belonging* at the beginning of their first semester and again at the end of their second semester. Re-enrollment in their second and third semesters will be the measure of retention and persistence. A 2x2 analysis of variance will be used to determine if changes in a student's sense of belonging have occurred as a result of the faculty-mentored URE when compared to their matched pair control. The external evaluator will provide valid and reliable measures with which to conduct the statistical analysis to make final conclusions as to whether increases in retention and persistence are due to URE.

The Youth Program Quality Assessment instrument will be used to measure the quality of each student's URE. Assessment data will provide formative information about the student's unique experience, and will offer valuable feedback for immediate interventions if necessary. The Director and Advisor will undertake a mid-term improvement-of-process measure, and improvements or changes will be implemented to the URE program, or it will be allowed to continue as designed. In the event that no changes in *sense of belonging* or in retention/persistence are occurring among matched pairs, a new study will be developed.

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## Stephanie Vigil-Roybal

(b)(6)

### Professional Profile

As a director, instructor, and coordinator I have extensive knowledge and cultural sensitivity for the faculty, staff, students and families at Northern New Mexico College. I have successfully recruited and increased CAMP enrollment (300%) for Fall 2015 and Spring 2016. I have set a consistent schedule for my staff to meet on a weekly basis to share new ideas, goals and strategies to be implemented into the CAMP program; this time is also used to address any concerns or issues staff may have. I have collaborated with the director of financial aid to meet with high schools within the valley as part of the recruitment process. In addition, I effectively coordinated student/family events monthly and currently met with the director of financial aid as a guest speaker to bring awareness to the CAMP community regarding the importance of completing the FAFSA. As Director I continue to be highly self-motivated, superb interpersonal skills, communicator, resilient and critical thinker who is able to bring people together and still meet annual and interim project deadlines and requirements while performing multiple tasks within fast-passed environments. In addition, maintain CAMP project compliance, recruitment, retention and abide with federal and state grant requirements, rules, and policies. I am able to respond rapidly and appropriately to changing circumstances, by evaluating situations and make intelligent decisions and refocus the situation in a positive direction if needed. I also believe leadership is teamwork and the values of CAMP scholars voices are recognized; therefore I have implemented the, "Faculty Mentor/Mentee Project." I am Bilingual in English and Spanish and native of the community, of "Española Valley".

### Work Experience

June 2015- Present

**NORTHERN New Mexico College** – Española, New Mexico

**Director - College Assistance Migrant Program/CAMP**

Establish and Strengthen positive professional relations with HEP recruitment and retention (300% increase). Develop short/long term goals & objectives for CAMP. Coordinate the various student services and activities of CAMP.

Supervise all staff to include, academic advisors, administrative assistant, tutors and mentors., Budget preparation and fiscal monitoring of all expenditures. Represent CAMP at local and official functions

Aug. 2006- Jan.2016

**New Mexico State University** – Las Cruces New Mexico

Instructor of Early Childhood Education Courses / Director of ECE Programs

**Dona Ana Community College** – Las Cruces, New Mexico

Instructor of ECE -Early Childhood Education Courses

**Central New Mexico College** – Albuquerque, New Mexico

Instructor of Early Childhood Education Courses

**Florida State University-** Tallahassee, Florida

Florida Center for Reading Research – SPELA Education Coordinator

**Head Start- Children's Services** – Rio Rancho, New Mexico

Education Coordinator – Sandoval County (5 sites)

**Northern New Mexico College** – Española, New Mexico

Instructor of Early Childhood Education Courses

## Education

**New Mexico State University** – Las Cruces, New Mexico  
MA- Masters Degree:  
Major- Education, Minor- Education Administration

**New Mexico State University** - Las Cruces, New Mexico  
BS- Bachelor's Science Degree  
Major: Early Childhood Education (Multi-Cultural)  
Minor: Counseling/Educational Psychology

**Northern New Mexico College** – Española, New Mexico  
AA – Associates Degree  
Major: Child Development Associates (CDA)

**Espanola Valley High School** – Española, New Mexico  
High School Diploma – General Studies

## Memberships / Certificates

**National HEP/CAMP Association** Member 2015-Present  
**HEP/CAMP Mentor/Mentee** Member 2015-Present  
**UNM Continuing Education Trainer Registry Program** – Master Trainer/Member  
**UNM Continuing Education Trainer Registry Program** – Master Trainer II  
**Certified w/ American Red Cross First Aide, and Adult, Infant and Child CPR**  
**New Mexico Las Cruces Police Department-Victim Assistant Advocate**  
**New Mexico CYFD-Child Youth Family Department-** Member  
**North American Reggio Emilia Alliance (NAREA)-** Member  
**Black Board Distance Learning Certification-** (NMSU, CNM,NNMC)  
**The NCCCC (National Coalition for Campus Children's Centers)-** Member  
**NMSU College of Education Employee Service Award -** Certificate  
**NMSU Environmental & Safety Committee (COOP) –** Member  
**NAEYC – National Association Early Young Children –** Member  
**CYFD Administration & Supervision of Focused Portfolio –** Member  
**MANA del Norte Annual Hispanic Heritage Scholarship Award -** Member  
**DABCC Assessing Student Learning-** Certificate  
**NMSU SFYC Family Advisory Committee Officer/Member**  
**NMSU Aggie for KIDS Committee** Member  
**NMSU Myrna's Children's Village Operation Committee -** Member  
**NMSU Myrna's Children's Village Administrative Collaborative -** Member

*Henrietta M. Trujillo*  
*Northern New Mexico College*  
921 Paseo de Onate, Espanola, NM 87532  
(505) 301-2026 / [henri@nmmc.edu](mailto:henri@nmmc.edu)

## Professional Profile

- As NMMC Director of Financial Services, responsibilities include oversight of functions and personnel in budget, General Ledger, financial reporting, Student Receivables, Payroll, Purchasing, Shipping and Receiving, Grants and Capital Projects Accounting. As a member of the management team my responsibilities include assurance that the College is operating its business in compliance with College policy as well as the State of New Mexico and Federal Government regulations for each of the areas of responsibility. In addition, all staffing and personnel related functions are a responsibility of my position as well as oversight of all financial data and reporting to the Board of Regents at Northern New Mexico College and the Higher Education Department (HED) for the state of New Mexico. I am the College's representative during the yearly financial audit, performed by an external audit group which includes the auditing of federal awards. Other responsibilities include working as a team member of the Budget Formulation Team that prepares the yearly budget for the College and submits to HED for approval. I also compile data and prepare all Capital Project Expenditure Plans for approval by HED and the State Board of Finance for all General Obligation Bonds and Severance Tax Bonds funding appropriated to the College.

## Work Experience

- June 2010- Present      **Director of Finance, Northern New Mexico College**  
(Job Description above)
- January 2007- April 2008      **Project Leader Los Alamos National Laboratory**  
Limited Term assignment following retirement. Special assignment assisting in the implementation of the Concur Travel related modules to include data integrity, proper system security and testing of system. Before full departure from the Laboratory was requested to fully cross train the Travel Team Accountant as well as to fully reconcile the airline charging general ledger account pertaining to the Travel Department.
- August 2003- Dec. 2006      **Deputy Group Leader/Group Leader - | Los Alamos National Laboratory**  
As part of the management team, responsibilities included oversight of the Payroll, Accounts Payable, Travel Claims Processing and Travel Services Team. Team leaders from each respective department reported directly to me. Managed staffing and personnel related actions associated with these functions. Ensured compliance of Laboratory policy, University of California Policy, and DOE and NNSA Regulations as each pertained to the Laboratory. Worked with Team Leaders to address Accounting issues affecting each of the functions. Responsibilities included communicating Laboratory policy to both internal and external customers.
- January 2002 – July 2003      **PROJECT LEADER /Los Alamos National Laboratory**  
Assigned to the LANL Enterprise Project. Dedicated Team was established to design a business platform using ORACLE to incorporate all the business systems into one platform that would provide consistent, integrated data to managers as well as provide information that would meet all reporting requirements. My responsibility included representing the functions of Domestic and Foreign Travel to identify and ensure that the accounting, reporting requirements and compliance of these functions were addressed and integrated into the newly designed business platform. In addition, I was assigned to lead a group of accounting personnel in an intense time sensitive effort to reconcile the Laboratory's charge card account. I analyzed the data and worked with programmers to develop reports from the existing travel system to aid in the reconciliation. During this special assignment, I continued to assist personnel and management with audit related issues and policy issues pertaining the Travel Accounting functions at the Lab

Nov. 1989 - Dec. 2001

**Deputy Group Leader/Team Leader| Los Alamos National Laboratory BUS-8 Travel Group (Accounting)**

Manager for a group of approximately 40 employees. In addition to this management position, I was also the Travel Accountant for many years until the management and accounting functions were reorganized. After a Laboratory restructure, my position was changed to Team Leader but encompassed the same responsibilities. Responsibilities included, reconciling accounts, identifying and testing system modifications, oversight of day to day functions, mentoring of staff, staffing and personnel issues, interpreting and communication Laboratory policy to both internal and external customers

Sept. 1983 - Oct. 1988

**Payroll Accountant /Deputy Group Leader | Los Alamos National Laboratory ACT-2 (Accounting)**

Assistant Manager for a group of approximately 15 employees responsible for Laboratory and Affiliate (Visitor) payrolls. Total number of employees and visitors totaled over 10,000 personnel. Responsibilities included reconciling accounts, liaison between the Payroll Department and the programming support on the Laboratory's payroll system, and Employee Information System. Oversight of the processing of bi-weekly and monthly payrolls, preparation of 941s, 1042 and 1042s filing, W-2s, 1099s as well as tax reporting to federal and state agencies. Responsibilities included dealing with staff and personnel issues, accounting related issues as well as interpreting Laboratory policies to both internal and external customers

Dec. 1978 – Aug. 1983

**Accountant/Accounting Financial Los Alamos National Laboratory ACT-DO and E-1 (Accounting and electronics divisions)**

As a member of the Accounting Division Office, my responsibilities included working on special projects for the division. I worked closely with the budget groups at the Laboratory to maintain the Chart of Accounts (program codes, organization codes and cost codes) required for reporting to the University of California and Department of Energy (DOE). I was also responsible for compiling data and preparing and submitting the quarterly financial reports to the DOE and the University of California. My original duties as I was hired at the Laboratory included performing routine office work in the Electronics Divisions. I then was responsible for the Job Order function that tracked hours worked on jobs that were then converted to Full Time Equivalents (FTEs) tied to hourly rates and uploaded to the Financial System at the Laboratory for charging the different departments for work performed. Additional job duties included maintaining the group's operating plan and variance analysis reports.

## Education

**New Mexico State Highlands University** - Las Vegas, New Mexico  
BA- Bachelor Arts:  
Major- Business Administration / Minor: Spanish

## Memberships

National Business Travel Association, University of California Payroll Managers  
Participant, Los Alamos National Laboratory EEOC Member  
Booster Club Member-PHS High School Girls Basketball Program  
Nuestra Senora the Guadalupe Life in the Spirit Group Lower Gallinas Land Grant President.

THANSEWI I. MARTINEZ. (b)(6)

(b)(6)

## SUMMARY OF QUALIFICATIONS

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As a licensed teacher and current advisor working for the public schools and Northern New Mexico College I have experience in monitoring student academic performance and I am able to understand the needs of my students and coworkers. As a teacher/advisor I have advised and assisted students in developing individual academic goals and helped in planning class schedules. In the CAMP selection process it is required that I verify agricultural employment. I have gathered the following resources for students: on campus math/writing tutoring schedules, scholarship databases, financial aid information, summer intern programs, etc. It is my responsibility to help the director in coordinating student/family meetings and activities. In addition, it is my responsibility to ensure our students meet CAMP expectations in terms of grades, learning tables/tutoring, and scheduled meetings.

## PROFESSIONAL EXPERIENCE

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- Nov. 2015—present *College Assistance Migrant Program (CAMP) Academic Advisor/Recruiter*, Northern New Mexico College, Espanola, NM  
Provide support and retention services to first-year college students from migrant and seasonal farm worker families. Work with campus faculty, student services and community-based agencies to improve educational opportunities for CAMP students.
- Aug. 2013—present *Mathematics Instructor*, Northern New Mexico College, Espanola, NM  
Taught the following developmental math courses during the Fall and Spring college terms: 100, 102, 130L; and, taught a regular Math 130 course. Participated in staff developmental meetings that affected math courses during the semesters.
- Jan. 2005—Nov. 2015 *Seventh Grade College Preparatory Mathematics Teacher*, Espanola Public School District, Espanola, NM; *Summer Bridge (El Puente) Program, Mathematics Instructor*, Northern New Mexico College, Espanola, NM; *Via Individual Determination (AVID), Tutor Coordinator/Tutor*, Espanola Public School District, Espanola, NM; *Seventh/Eighth Grade Connected Mathematics Program (CMP) Teacher*, Espanola Public School District, Espanola, NM; *Mathematics, Engineering, and Science Achievement (MESA), School Advisor*, Espanola Public School District, Espanola, NM; *Tribal Pathways Summer Math Camp, Instructor*, Northern New Mexico College, Espanola, NM; *Sandia High School, Albuquerque Public Schools, Albuquerque, NM; Club Z! In Home Tutoring*, Espanola, NM

## EDUCATION

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BACHELOR OF SCIENCE (2004)  
Mechanical Engineering  
University of New Mexico, Albuquerque, NM

Secondary Education Graduate Program  
Attended: August 2005-May 2006  
Alternative Teacher License (2006)  
University of New Mexico, Albuquerque, NM

JAIME MIRANDA (b)(6)

(b)(6)

## Work History

- February 2008- Present      **The University of Texas Pan American- Edinburg, Texas**  
**Director of Special Programs/Project Manager**  
College Assistance Migrant Program/CAMP  
Develop long & short term goals & objectives for CAMP. Coordinate the various student services and activities of CAMP. Supervise all staff to include counselor, coordinator, admissions counselor, administrative assistant, work-studies and mentors. Represent CAMP at official functions, Budget preparation and fiscal monitoring of all expenditures.
- Aug 31, 2000- January, 2008      **The University of Texas Pan American - Edinburg, Texas**  
**Coordinator of Special Projects, Upward Bound Program**  
Lead guidance and career counselor, carried a caseload of 75 students. Practiced case management, counseling and guidance, assisted students transition to higher education. Assisted with day to day operation of a federally funded grant. Developed working relationships with college faculty and staff.
- Aug 31, 1995- August 30, 2000      **The University of Texas Pan American - Edinburg, Texas**  
**Counseling Specialist I, Educational Talent Search Program**  
Individual and small group counseling, coordinated student travel, met with high school personnel, academic career advisement, developed intervention strategies, recommended expenditures for program services, developed individual educational plans, helped students apply to colleges and for financial aid, and researched needs of first-generation low income students,

## Education

- The University of Texas Pan American - Edinburg, Texas**  
Education Level: Graduate Certificate  
Major: Communication- Training and Consulting
- The University of Texas Pan American - Edinburg, Texas**  
Education Level: Masters Degree, Major: Education- Counseling & Guidance
- The University of Texas Pan American - Edinburg, Texas**  
Education Level: Bachelors Degree, Major: Social Work

## Memberships

- National Council for Community and Education Partnerships – 2010-Present**
- Hispanic Association of Colleges & Universities Scholarship Reader – 2009-Present**
- National HEP/CAMP Association Board Member – 2010 - Present**
- The University of Texas- Pan American AVID Post-Secondary Institutional Team - 2010-Present**

## **Job Descriptions of Key Personnel**

**Principal Investigator (PI):** oversees all financial information and reporting to the Board of Regents and the New Mexico Higher Education Department; serves as Northern's representative during annual financial audits that includes the auditing of federal grants; oversees all accounting functions pertaining to grants, and as part of the financial management team at Northern; prepares the Schedule of Expenditures for Federal Awards in compliance with OMB Circular A-133; ensures that grant funds are being allocated appropriately and in alignment with grant objectives, and that these expenditures are allowable, reasonable and allocable. Henrietta Trujillo will serve as the PI for this project. Minimum qualifications: 10 years experience as a Grants Accountant overseeing accounting functions pertaining to federal grants; 10 years experience with federal compliance requirements, including: experience preparing the Schedule of Expenditures for Federal Awards in compliance with OMB Circular A-133; ensuring expenses are in alignment with grant objectives; and expenditures are allowable, reasonable and allocable.

**Project Director:** provides comprehensive and personalized intrusive advisement to students; provides information about the various academic programs, recommends courses, and assists students in the selection of courses and the registration process. Assists students in developing academic needs assessments and individualized education plans, provides guidance and monitors each students' academic progress, making recommendations for tutoring and other support services in the event they become at risk for failing or dropping out. Meets weekly with faculty to assess each student's progress. Additional responsibilities include: oversees all grant functions and support components, including outreach, recruitment, academic support, non-academic support, parent/family track, financial assistance, and continuation services to students from migrant and seasonal farm working background by: 1) Developing and carrying out the grant's year one implementation plan; 2) administrative and fiscal oversight of the intuition five year project award; 3) Immediate oversight of project staff which includes academic advisor, recruiter, and student tutors; 4) Carry out the activities and programs prescribed in the approved project proposal such as eligible student recruitment, enrollment, and retention, and coordination with the institution's financial aid and admissions office; 5) Developing and implementing a short and long-term project evaluation plan aimed at continual project improvement; 6) Develop and implementing a project outreach plan that includes formal partnerships with local public school districts, and local and state governmental agencies; 7) Developing a sustainability plan that integrates effective services and programs into the institution's practices; 8) Preparing and submitting annual and interim project performance reports to the ED; 9) Maintaining project compliance with federal and state grant requirements, rules, and polices. Minimum qualifications: a Bachelor's degree, Master Degree Preferred in education, counseling or related field, minimum 5 years work experience with federal grants programs, preferably grants similar to CAMP, minimum 2 years work experience on data collection and or database administration, strong background in postsecondary admissions process/requirements, financial aid, and academic programs, demonstrated ability to develop effective local and statewide partnerships,

and strong oral and written communication skills. Stephanie Vigil-Roybal will serve as the CAMP Director for this project.

**Academic Advisor:** provides comprehensive and personalized intrusive advisement to students; provides information about the various academic programs, recommends courses, and assists students in the selection of courses and the registration process. Assists students in developing academic needs assessments and individualized education plans, provides guidance and monitors each students' academic progress, making recommendations for tutoring and other support services in the event they become at risk for failing or dropping out. Meets weekly with faculty to assess each student's progress. Additional responsibilities include: 1) Assist in the verification of student eligibility and selection process; 2) Work closely with the program recruiter to coordinate a smooth transition for new program participants; 3) Coordinates and/or facilitates presentations, program events/activities for CAMP students and/or the community; 4) Provide assistance with academic placement, career assessment, financial aid information and tutor availability to current program participants and program alumni; 5) Assist in the development and implementation of retention strategies; 6) Serve as liaison between program participants and academic departments; 7) Maintain and update student records/files, electronic and hard copies; 8) Produce reports detailing student progress; 9) Oversee the CAMP Peer Mentoring Program and supervise mentors. Minimum qualifications: a bachelor's degree in a related field and two to four years of experience in student advisement and/or mentoring, working with first-generation college students, low-income minority students in rural communities, and preparing and delivering presentations to high school and college students. Maintains a strong background in postsecondary admissions process/requirements, financial aid, academic programs and staff supervision. Thansewi Martinez will serve as the CAMP Academic Advisor for this project.

**Recruiter:** conducts bilingual outreach and recruitment activities to identify and recruit CAMP eligible students in the New Mexico and Colorado area; works closely with high school counselors, GED programs, community, federal, state, regional and faith-based organizations to identify Migrant/Seasonal Farmworkers (MSFW) and promotes higher education; prepares, coordinates and facilitates presentations/activities for prospective CAMP students and/or community; works closely with the CAMP Academic Advisor to ensure eligible student's transition smoothly from recruiter to advisor; works closely with students and their families in completing the college admissions process, the CAMP admissions process, and the FAFSA; collaborates and coordinates with Northern internal departments to share information and ensure a smooth transition into college; maintains documentation regarding student eligibility; maintains list of 50 qualified candidates; prepares and maintains CAMP information, forms and documents. Minimum qualifications: a Bachelor's degree in education, counseling or related field and two to four years of experience with identification and recruitment strategies, working with first-generation college students and low-income minority students in rural communities and/or migrant/seasonal farmworker populations; strong background in postsecondary admissions process/requirements, financial aid, academic program and able to

comprehend and apply federal regulations. Must be bilingual (Spanish) at a native speaker level in order to effectively communicate with students and their families. The recruiter will be hired upon grant award notification.

**External Evaluator:** will provide: 1) comprehensive external evaluation; 2) a plan for gathering and analyzing qualitative and quantitative data for each service component, activity and objective at the inception of the project; 3) evaluation of student support services; 4) periodic review of project data and progress; 5) assistance to the Director with the crucial formative evaluation process, and provide program quality control; 6) annual reports to the CAMP Director regarding: a) the progress the project is making toward meeting its individual and collective objectives; b) noting significant barriers to achievement of project objectives; c) recommendations for overcoming those barriers; and d) characterizing unanticipated benefits and problems associated with the project; 7) linkages between internal and external evaluation processes; 8) for the gathering and statistical analysis of qualitative and quantitative data collected annually; 9) assessment on the extent to which the program has achieved its specific objectives in a timely and effective manner, the ability of each activity to impact the overarching goal, and the degree to which they lead to programmatic self-sufficiency; 10) bi-annual reports to the CAMP Director that will ascertain the progress of data collection and analysis, designed to guide improvement of the project; 11) a comprehensive summative evaluation and a final report at the end of the five-year project; and 12) valid and reliable measures with which to conduct the statistical analysis of the evidence of promise research study to make final conclusions as to whether program outcomes (increases in retention and persistence due to URE) are reached. Jaime Miranda will serve as the external evaluator for this project. Minimum qualifications: five years of post-secondary education evaluation and assessment of Department of Education grants; three years of evaluation and assessment of CAMP grants; experience working with HSI's; experience working with diverse populations; experience developing qualitative surveys and analyzing social science data.



March 4, 2016

To Whom This May Concern,

On behalf of Northern New Mexico College (Northern), I offer the institution's full support to the CAMP program, its director and key personnel in their submission of the enclosed proposal to the Department of Education, Office of Migrant Education. Moreover, I offer assurances that all resources available at Northern will be made available to the CAMP program and its students over the five year funding period. I also ensure that the Office of Admissions and Recruitment, Office of Financial Aid, Office of Academic Advising and First Year Experience, and the Registrar, as well as Northern's specialized centers, including the Accessibility Resource Center, American Indian Center, Veterans Resource Center, and Office of Equity and Diversity, along with the Small Business Development Center, Department of Continuing Education, High School Equivalency Program, and the Equal Opportunity Center all work together to identify, recruit and support the academic success of migrant and seasonal farm working students.

In addition, Northern faculty are also committed to working with the CAMP program to mentor students by introducing them to career opportunities in their respective academic disciplines, providing information about discipline-specific scholarship opportunities for continuing students, supporting career and workforce development training including summer internships, and providing overall encouragement and support to meet student's academic goals. Additionally, STEM faculty will provide students with increased access to rigorous and engaging coursework in STEM, opportunities for faculty-mentored undergraduate research experiences, and exposure to STEM professionals and career/graduate school opportunities. Qualified CAMP students who complete their first year and choose to major in STEM programs will be provided with support to ensure they persist to degree completion. A number of STEM scholarship-based funding opportunities exist to cover tuition and fees, provide for living expenses, and offer paid undergraduate research experiences at Northern and at large research institutions throughout the region and across the country.

Northern prides itself in housing state-of-the art academic resources and highly trained faculty, staff and student support services that are equipped to provide students with effective academic and career planning support. Myriad partnerships with other academic institutions, with federal, state, and regional agencies and programs, and with community- and faith-based institutions will further ensure that resources are maximized in support of farm working students. Finally, the CAMP program will have the space and staffing resources required to ensure programmatic success, including a fully equipped private suite, and a shared recruiter whose salary will be split between CAMP program funding and Northern institutional funding.

It is my hope that you will look favorably upon this proposal. Please do not hesitate to contact me should you have questions or require additional information.

Sincerely,

(b)(6)

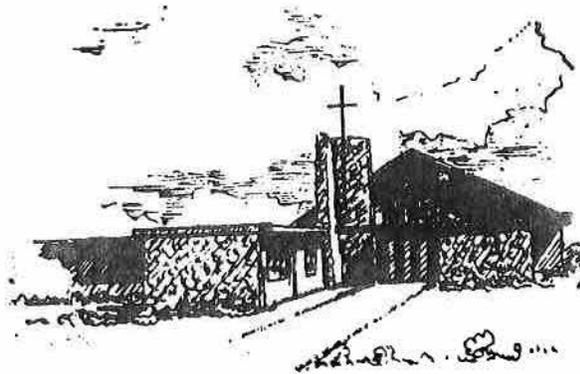
Domingo Sanchez, III  
Interim-President

# VALLEY VIEW CHURCH UNITED METHODIST

February 23, 2016

Post Office Box 1304  
Española, New Mexico 87533  
(Highways 84-285 and Spruce Street)

Telephone:  
Church: 505-753-4115  
Parsonage: 753-4992



## To Whom It May Concern:

I am the pastor of Valley View United Methodist Church, which is a neighbor of just a few blocks to Northern New Mexico College. I was glad to hear from Dr. Melendrez of the CAMP grant and all that could bring to our region. As Dr. Melendrez has described to you, our young adults face many challenges. But, we have many strengths in our young people as well. We share a deep sense of community even as that community is, like much of New Mexico, in a time of great change. It's exciting to imagine a new generation of leaders coming from a program like CAMP. Strong families are part of life here, and groups like Valley View UMC try to find more ways our community can surround these young adults with support and encouragement.

Please feel free to contact me for anything else where we might be of help.

(b)(6)

(Rev.) Harry Kiser

Pastor, Valley View United Methodist Church

St. Stephen's Episcopal Church  
703 East Bond Street  
Española, New Mexico 87532

February 8, 2016

To Whom It May Concern:

My name is Douglas K. Bleyle and I am the Vicar of St. Stephen's Episcopal Church in Española, New Mexico. I recently accepted an invitation by Dr. Carman Melendrez, Office of Institutional Advancement, and Ms. Stephanie A. Vigil-Roybal, Director of CAMP, to come and learn more about the College Assistance Migrant Program at Northern New Mexico College and envision ways of fostering support from our community, particularly that of faith based organizations.

This was my first exposure to this federally funded program for colleges and universities to which in learning more about is one I offer my full support as a priest in the Episcopal Church. This is an extremely important program for the deeply impoverished region of Northern New Mexico and the many who are reliant upon seasonal and migrant employment to sustain themselves and their families. The CAMP program offers a choice for those who seek a means to improve and change life patterns, particularly economic, in themselves, in their families, and in their communities through higher education. Yet, as you know, higher education also bears more fruit than just economic, which in turn benefits us all.

So again, I welcome the opportunity to offer my support and in turn that of the Church in assisting CAMP in its continued success at Northern New Mexico College in the funding years ahead.

Sincerely

(b)(6)

Reverend Douglas K. Bleyle  
Vicar, St. Stephen's Episcopal Church  
Diocesan Coordinator Native American Ministries

February 26, 2016



Northern New Mexico College CAMP  
Northern New Mexico College  
921 N. Paseo de Oñate  
Española, NM 87532

**CIMA Center**  
College of Education  
238 Bluemont Hall  
1100 Mid-Campus Drive  
Manhattan, KS 66506-5301  
1-888-ESL-KNOW (375-5669)  
Voice: 785-532-2125  
Fax: 785-532-2797

To Whom This May Concern,

The College Assistance Migrant Program (CAMP) at Kansas State University (Project KANCO2) and its satellite site at Colorado State University, Pueblo support Northern New Mexico College in its proposal to the Department of Education, Office of Migrant Education, to provide support for seasonal and migrant farm working students seeking post-secondary education.

KANCO2 program has met with success in its efforts to support seasonal and migrant farm workers seeking to pursue a college education, and is willing to work with Northern's CAMP Director to support their recruitment and retention efforts through referrals of qualified students living in Colorado.

KANCO2 is also willing to continue to share successful programs, activities, and best practices that have worked at our institutions with Northern in an overall effort to see more qualified individuals transition from low paid farm labor to successful degree completion in higher education.

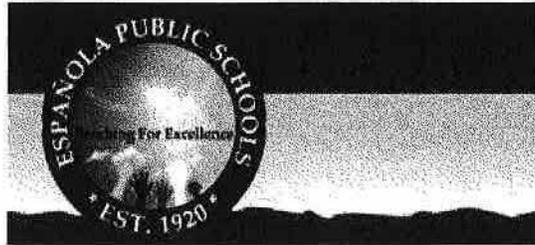
Please do not hesitate to contact me should you have any further questions.

(b)(6)

Andrew Dalton  
Director  
KANCO2 - College Assistance Migrant Program (CAMP)  
(785) 207-2014

**SUPERINTENDENT**

Bobbie J. Gutierrez  
[bobbie.gutierrez@k12espanola.org](mailto:bobbie.gutierrez@k12espanola.org)  
Website: [www.k12espanola.org](http://www.k12espanola.org)  
714 Calle Don Diego  
Española, New Mexico 87532  
505-753-2254  
Fax 505-747-3514



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February 25, 2016

To Whom This May Concern,

On behalf of the Española Valley Public School District, I offer my full support to Northern New Mexico College in its proposal to the Department of Education, Office of Migrant Education, to provide financial assistance and comprehensive student support services to regional seasonal and migrant farm working students seeking post-secondary education.

Our office is committed to provide support in the recruitment and referral of qualified high school students in our district to the Northern CAMP program, and will work with the Project Director and her staff to strengthen opportunities for seasonal and migrant students in their pursuit of higher education.

A highly educated population in this region would be a great benefit to the economic development, growth and strengthening of the Española Valley and Northern New Mexico, and we support Northern New Mexico College and the CAMP program in its efforts to provide affordable education to the people of this region.

Sincerely,

(b)(6)

Bobbie J. Gutierrez  
Superintendent

Accredited by North Central Association of Universities Colleges and Secondary Schools  
AN EQUAL OPPORTUNITY EMPLOYER

SUSANA MARTINEZ  
GOVERNOR



CELINA BUSSEY  
SECRETARY

JOHN SANCHEZ  
LT. GOVERNOR

STATE OF NEW MEXICO  
DEPARTMENT OF WORKFORCE SOLUTIONS  
401 Broadway, NE  
PO Box 1928  
Albuquerque, NM 87103  
(505) 841-8405/ FAX (505) 841-8491

February 24, 2016

To Whom This May Concern,

Re: Letter of Support

On behalf of the Espanola Workforce Connection Center (WCC), I offer my full support to Northern New Mexico College in its proposal to the Department of Education, Office of Migrant Education to provide financial assistance and comprehensive student support services to regional seasonal and migrant farm working students seeking post-secondary education.

The Espanola WCC is committed to provide support in the recruitment and referral of qualified individuals in our region to the Northern CAMP program, and will work with the Project Director and her staff to strengthen opportunities for seasonal and migrant students in their pursuit of higher education.

The Espanola WCC and Northern New Mexico College share the vision of creating educational and training opportunities for individuals from this region with the goal of developing a well-educated, highly-skilled, and highly-trained competitive workforce that meets the needs and provides for the economic development of northern New Mexico.

Please accept this letter of support as a measure of commitment to Northern New Mexico College and the CAMP program.

Sincerely,

(b)(6)

Mr. Dean Archuleta  
Espanola Workforce Connection Center  
319 Paseo de Oñate  
Espanola, New Mexico 87532

"AN EQUAL OPPORTUNITY EMPLOYER"



1 Calle de las Españolas  
P.O. Box 190  
Española, New Mexico  
87532

Office: 505.753.2831  
Fax: 505.753.1252

info@espanolanmchamber.com  
Website: www.espanolanmchamber.com

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**STAFF**

**Executive Director**  
Eric Vasquez

**Executive Assistant**  
Lupe Salazar

February 25, 2016

Española Valley Chamber of Commerce  
1 Calle de las Espanolas # F  
Española, NM 87532

To Whom This May Concern,

The Española Valley Chamber of Commerce offers its full support to Northern New Mexico College in its proposal to the Department of Education, Office of Migrant Education, to provide financial assistance and comprehensive student support services to regional seasonal and migrant farm working students seeking post-secondary education.

The Chamber offers its support in the recruitment and referral of qualified students to the Northern CAMP program, and will work with the Project Director and her staff to strengthen opportunities for seasonal and migrant students to complete their degrees at Northern, including efforts to provide CAMP students with summer internships with local businesses.

The Chamber acts as the main source of information regarding businesses and community issues. It is a vehicle through which the business and professional people of our community work together to make improvements, build on our cultural strengths and support the community. In this regard, the Chamber provides collaborative efforts and support for an innovative-based economy that creates synergy in providing creative economic development opportunities. A highly educated and skilled workforce is the key to economic development, growth and strengthening of the Española Valley.

Please do not hesitate to contact me should you have any questions or require additional information about how the Chamber wishes to support the Northern CAMP program.

(b)(6)

Eric Vasquez  
Executive Director

# NORTHERN New Mexico College



February 11, 2016

To Whom It May Concern:

As the Director of the Northern New Mexico High School Equivalency Program, it is my pleasure to write a letter in support of the College Assistance Migrant Program (CAMP) proposal being submitted to the United States Department of Education Office of Migrant Education by Northern New Mexico College (NNMC).

NNMC CAMP has served the students of northern New Mexico for many years and has had a tremendous impact on the students who have received their services. CAMP is a crucial program in the fabric of educational advancement to HEP students, as well as many others in the community. It provides support and retention services that are absolutely critical to first-year college students from migrant and seasonal farm worker families.

The students of northern New Mexico, especially the population served by CAMP, struggle with endemic and chronic poverty. Having a CAMP program that provides scholarships which cover tuition and fees, stipends for textbooks, supplies, and transportation is essential to the educational success of these students. Additionally, the tutoring and other academic support offered its students by CAMP, is resulting in the successful rollover of students into their second year of college!

I am confident the CAMP staff will continue to support students with the same diligence, enthusiasm, and success as they have in the past. I fully support the efforts of CAMP in seeking funding that provides support and retention services to our first-year college students from migrant and seasonal farm worker families in northern New Mexico.

(b)(6)

Shari Jobe  
HEP Director

921 Paseo de Oñate | Española, NM 87532 | Ph: 505 747.2100 | Fax: 505 747.2180  
P.O. Box 160 | El Rito, NM 87530 | Ph: 575 581.4100 | Fax: 575 581.9156 | [www.nnmc.edu](http://www.nnmc.edu)  
Northern is an equal opportunity and affirmative action employer.



# New Mexico Educational Opportunity Center

February 17, 2016

United States Department of Education  
C/O Northern New Mexico CAMP Program

To Whom It may Concern:

I am writing this letter in support of the College Assistance Migrant Program (CAMP) at Northern New Mexico College. For the past 5 years, CAMP has demonstratively been a collaborative educational partner with the New Mexico Educational Opportunity Center. Types of student collaborative efforts with our program include: completion of FAFSA forms, career and academic advisement, FAFSA presentations for family and CAMP participants, advisement regarding navigation of college environment, inter-departmental referrals; and information about technical/vocations schools, colleges, and universities.

This collaboration with CAMP works to establish a direct pathway which allows students interested in attending a post-secondary institution to seamlessly transition and continue successfully with their academic endeavors. This service is crucial and valuable to the educational attainment of all students.

NMEOC supports the efforts of CAMP and strongly urges you to continue funding this entity. We look forward to NNMC CAMP carrying on its good work for the students of Northern New Mexico. Should you have any questions, please contact me at (505) 747-2204 or via email at [bbusto01@nmmc.edu](mailto:bbusto01@nmmc.edu).

Sincerely,

(b)(6)

Barbara Bustos

Director, New Mexico Educational Opportunity Center

**EOC Main Office**  
Northern New Mexico College  
921 Paseo de Oñate  
Española, NM 87532  
(505) 747-2200 • Fax 747-2201

**Bernalillo EOC Office**  
811 Camino de Pueblo  
Bernalillo, NM 87004  
(505) 867-5195 • Fax 867-3259

**Taos EOC Office**  
Klaur Campus  
1157 County Rd 110  
Ranchos de Taos, NM 87557  
(575) 737-6200 Ext: 3772  
Fax (575) 737-3680

**Outreach Sites:**  
LCC (505) 454-2500 Ext.1024  
NMHU (505) 747-2200  
SFCC (505) 428-1364



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**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN: 1856000565B1

DATE:03/19/2014

**ORGANIZATION:**FILING REF.: The preceding  
agreement was dated  
04/17/2013Northern New Mexico College  
921 Paseo de Oate  
Española, NM 87532

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

**SECTION I: Facilities And Administrative Cost Rates**

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

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FINAL	01/01/2013	06/30/2013	30.00	On Campus	All Programs
FINAL	01/01/2013	06/30/2013	15.00	Off Campus	All Programs
PRED.	07/01/2013	06/30/2017	30.00	On Campus	All Programs
PRED.	07/01/2013	06/30/2017	15.00	Off Campus	All Programs
PROV.	07/01/2017	06/30/2019			Use same rates and conditions as those cited for fiscal year ending June 30, 2017.

**\*BASE**

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

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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

**CAMP Project Northern New Mexico College: Year 1 Budget Narrative**

The CAMP Project at Northern New Mexico College proposes to serve 30 students annually in their first year of postsecondary education; will ensure that 86% complete their first year; and will ensure that 85% of those persist toward degree completion. The CAMP Project is requesting \$424,989 in Year 1 according to the following breakdown:

**1. PERSONNEL @ \$129,600**

The CAMP project personnel salaries be provided in Year 1 of the project are as follows:

<u>Position</u>	<u>Time</u>	<u>Period</u>	<u>Salary</u>
Project Director	100%	12 Month	\$55,000
Advisor	100%	12 Month	\$35,000
Recruiter	50%	12 Month	\$18,000
Student Tutors	Part-Time	10 Month	\$21,600

**TOTAL PERSONNEL .....\$129,600**

**2. FRINGE BENEFITS @ \$36,720**

Fringe benefits are calculated at a rate of 32% for full-time staff and 10% for students. The total fringe benefits are calculated accordingly:

<u>Position</u>	<u>Salary/Benefits Rate</u>	<u>Total Benefits</u>
Director	\$55,000 X 32%	\$17,600
Advisor	\$35,000 X 32%	\$11,200
Recruiter	\$18,000 X 32%	\$ 5,760
Academic	\$21,600 X 10%	\$ 2,160

**TOTAL FRINGE BENEFITS .....\$36,720**

**3. TRAVEL @ \$9,480**

A. Out-of-State travel includes airfare, lodging, per diem and ground transportation for the:

1) Project Director to attend the OME Annual Director’s Meeting: **\$1550:**

\$500 airfare, \$250 lodging/night x 3 nights, \$50/ diem x 4 days, \$100 ground transportation.

2) Project Director and Advisor to attend the National HEP/CAMP Conference: \$1450 each x

2 = **\$2900:** \$500 airfare each, \$250 Registration fee each, \$250/ per night x 2 nights lodging

each, \$50 per diem x 3 days each, \$50 ground transportation each.

3) Project Director to attend the Mentoring Initiative for HEP and CAMP Grantees Conference: **\$1550**: \$500 airfare, \$250 per night x 3 nights lodging, \$50 per diem x 4 days, \$100 ground transportation.

*Total Out-of-State Travel .....\$6,000*

B. In-State travel includes lodging, per diem and ground transportation for the:

1) Project Director and Advisor to attend SW HEP/CAMP Student Leadership Conference: \$600 each x 2 = **1,200**: \$360 lodging, \$240 registration.

2) Project Director to attend the State HEP/CAMP/MEP meeting in Albuquerque, NM: **\$440**: \$120 meals, \$320 for mileage (1000 miles over 4 days x 0.32/mile).

3) Project Director and Advisor to attend 2 Student Retreats: \$600 each x 2 = **1,200**: \$180 lodging each, \$120 for mileage each (375 miles each over 3 days x 0.32/mile).

4) Recruiter Activities in northern NM and southern CO: **\$640**: 10 trips per year, 200 miles/trip x 0.32 per mile.

*Total In-State Travel .....\$3,480*

**TOTAL TRAVEL .....\$9,480**

**4. EQUIPMENT @ \$0.00**

**5. SUPPLIES @ \$14,625**

A. Office Supplies: (Paper, pens, pencils, envelopes, folders, desk top materials, printer toner cartridge, paper) @ **\$2075** in Year 1.

Recruitment Outreach Supplies @ **\$1,500** per year.

Postage: (Mailouts, recruitment information) @ **\$50/year**.

*Total Office Supplies .....\$3,625*

B. Laptop Computer Loan Program: 10 PCs fully loaded with software at \$1,1000 each to

be purchased in year 1 for a total of **\$11,000**.

*Total Computers* ..... \$11,000

**TOTAL SUPPLIES**.....\$14,625

**6. CONTRACTUAL @ \$2,500**

External Evaluation consultant will travel to Northern for 2.5 days per year: Services will include initial consultation with the Project team, assistance with formulating data collection and data analysis procedures, conduction of two in-depth site visits and delivery of periodic evaluation reports designed to guide Project improvement; as well as survey preparation and data analysis for Evidence of Promise research project.

**TOTAL CONTRACTUAL**.....\$2,500

**7. CONSTRUCTION @ \$0.00**

**8. OTHER @ \$15,250**

A. HEP/CAMP Association fees @ **\$1,200**.

B. Student Events @ **\$3,150**: Conferences, New Student Orientation, Retreats, College Visits to NMHU, NMSU, UNM: Registration for 20 students x \$100 each = \$2000, Transportation for 3 vans @ \$50 each = \$150, Lodging at \$100/room x10 rooms (meals provided).

C. Student Activities @ **\$9,400**: to include Cultural Events & Activities 6 @ \$500 each; New Student Orientation @ \$2900 each; Retreats 1 @ \$1900 each; and \$1600 for 2 SFCC Teamwork in Action programs.

D. Advising Professional Development @ **\$1,500**: Innovative Educators 6 webinar package in Year 1 only.

**TOTAL OTHER**.....\$15,250

**9. TOTAL DIRECT COSTS** .....\$208,175

**10. INDIRECT COSTS @ 8%** .....\$16,654



**CAMP Project Northern New Mexico College: Year 2 Budget Narrative**

The CAMP Project at Northern New Mexico College proposes to serve 30 students annually in their first year of postsecondary education; will ensure that 86% complete their first year; and will ensure that 85% of those persist toward degree completion. The CAMP Project is requesting \$424,959 in Year 2 according to the following breakdown:

**1. PERSONNEL @ \$129,600**

The CAMP project personnel salaries be provided in Year 2 of the project are as follows:

<u>Position</u>	<u>Time</u>	<u>Period</u>	<u>Salary</u>
Project Director	100%	12 Month	\$55,000
Advisor	100%	12 Month	\$35,000
Recruiter	50%	12 Month	\$18,000
Student Tutors	Part-Time	10 Month	\$21,600

**TOTAL PERSONNEL .....\$129,600**

**3. FRINGE BENEFITS @ \$36,720**

Fringe benefits are calculated at a rate of 32% for full-time staff and 10% for students. The total fringe benefits are calculated accordingly:

<u>Position</u>	<u>Salary/Benefits Rate</u>	<u>Total Benefits</u>
Director	\$55,000 X 32%	\$17,600
Advisor	\$35,000 X 32%	\$11,200
Recruiter	\$18,000 X 32%	\$ 5,760
Academic	\$21,600 X 10%	\$ 2,160

**TOTAL FRINGE BENEFITS .....\$36,720**

**3. TRAVEL @ \$9,480**

A. Out-of-State travel includes airfare, lodging, per diem and ground transportation for the:

1) Project Director to attend the OME Annual Director’s Meeting: **\$1550:**

\$500 airfare, \$250 lodging/night x 3 nights, \$50/ diem x 4 days, \$100 ground transportation.

2) Project Director and Advisor to attend the National HEP/CAMP Conference: \$1450 each x 2 = **\$2900:** \$500 airfare each, \$250 Registration fee each, \$250/ per night x 2 nights lodging

each, \$50 per diem x 3 days each, \$50 ground transportation each.

3) Project Director to attend the Mentoring Initiative for HEP and CAMP Grantees Conference: **\$1550**: \$500 airfare, \$250 per night x 3 nights lodging, \$50 per diem x 4 days, \$100 ground transportation.

*Total Out-of-State Travel .....\$6,000*

B. In-State travel includes lodging, per diem and ground transportation for the:

1) Project Director and Advisor to attend SW HEP/CAMP Student Leadership Conference: \$600 each x 2 = **1,200**: \$360 lodging, \$240 registration.

2) Project Director to attend the State HEP/CAMP/MEP meeting in Albuquerque, NM: **\$440**: \$120 meals, \$320 for mileage (1000 miles over 4 days x 0.32/mile).

3) Project Director and Advisor to attend 2 Student Retreats: \$600 each x 2 = **1,200**: \$180 lodging each, \$120 for mileage each (375 miles each over 3 days x 0.32/mile).

4) Recruiter Activities in northern NM and southern CO: **\$640**: 10 trips per year, 200 miles/trip x 0.32 per mile.

*Total In-State Travel .....\$3,480*

**TOTAL TRAVEL .....\$9,480**

**4. EQUIPMENT @ \$0.00**

**5. SUPPLIES @ \$12,950**

B. Office Supplies: (Paper, pens, pencils, envelopes, folders, desk top materials, printer toner cartridge, paper) @ **\$1500** per year in Year's 2-5.

Recruitment Outreach Supplies @ **\$1,500** per year.

Postage: (Mailouts, recruitment information) @ **\$50/year**.

*Total Office Supplies .....\$3,050*

B. Laptop Computer Loan Program: 9 PCs fully loaded with software at \$1,100 each to be

purchased in Year 2 for a total of **\$9,900**.

*Total Computers* .....\$9,900

**TOTAL SUPPLIES**.....**\$12,950**

**6. CONTRACTUAL @ \$2,500**

External Evaluation consultant will travel to Northern for 2.5 days per year: Services will include initial consultation with the Project team, assistance with formulating data collection and data analysis procedures, conduction of two in-depth site visits and delivery of periodic evaluation reports designed to guide Project improvement; as well as survey preparation and data analysis for Evidence of Promise research project.

**TOTAL CONTRACTUAL**.....**\$2,500**

**7. CONSTRUCTION @ \$0.00**

**8. OTHER @ \$13,750**

A. HEP/CAMP Association fees @ **\$1,200**.

B. Student Events @ **\$3,150**: Conferences, New Student Orientation, Retreats, College Visits to NMHU, NMSU, UNM: Registration for 20 students x \$100 each = \$2000, Transportation for 3 vans @ \$50 each = \$150, Lodging at \$100/room x10 rooms (meals provided).

C. Student Activities @ **\$9,400**: to include Cultural Events & Activities 6 @ \$500 each; New Student Orientation @ \$2900 each; Retreats 1 @ \$1900 each; and \$1600 for 2 SFCC Teamwork in Action programs.

**TOTAL OTHER**.....**\$13,750**

**9. TOTAL DIRECT COSTS** .....**\$205,000**

**10. INDIRECT COSTS @ 8%** .....**\$16,400**

**TOTAL DIRECT AND INDIRECT COSTS** .....**\$221,400**

**11. TRAINING STIPENDS @ \$203,559**

A. Training Stipends @ **\$19,200**: \$80/per month x 8 months x 30 students.

B. Transportation Stipends @ **\$15,000**: \$50/per month x 10 months x 30 students.

C. Tuition and Fees @ **\$139,359** in Year 2: includes a 2.5% increase from Year 1/semester x 2 semesters x 30 students.

D. Books and Supplies @ **\$30,000**: \$500/semester x 2 semesters x 30 students.

**TOTAL TRAINING STIPENDS .....\$203,559**

**12. YEAR 2 TOTAL COSTS \$424,959**

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**CAMP Project Northern New Mexico College: Year 3 Budget Narrative**

The CAMP Project at Northern New Mexico College proposes to serve 30 students annually in their first year of postsecondary education; will ensure that 86% complete their first year; and will ensure that 85% of those persist toward degree completion. The CAMP Project is requesting \$424,879 in Year 3 according to the following breakdown:

**1. PERSONNEL @ \$129,600**

The CAMP project personnel salaries be provided in Year 3 of the project are as follows:

<u>Position</u>	<u>Time</u>	<u>Period</u>	<u>Salary</u>
Project Director	100%	12 Month	\$55,000
Advisor	100%	12 Month	\$35,000
Recruiter	50%	12 Month	\$18,000
Student Tutors	Part-Time	10 Month	\$21,600

**TOTAL PERSONNEL .....\$129,600**

**4. FRINGE BENEFITS @ \$36,720**

Fringe benefits are calculated at a rate of 32% for full-time staff and 10% for students. The total fringe benefits are calculated accordingly:

<u>Position</u>	<u>Salary/Benefits Rate</u>	<u>Total Benefits</u>
Director	\$55,000 X 32%	\$17,600
Advisor	\$35,000 X 32%	\$11,200
Recruiter	\$18,000 X 32%	\$ 5,760
Academic	\$21,600 X 10%	\$ 2,160

**TOTAL FRINGE BENEFITS .....\$36,720**

**3. TRAVEL @ \$9,480**

A. Out-of-State travel includes airfare, lodging, per diem and ground transportation for the:

1) Project Director to attend the OME Annual Director’s Meeting: **\$1550:**

\$500 airfare, \$250 lodging/night x 3 nights, \$50/ diem x 4 days, \$100 ground transportation.

2) Project Director and Advisor to attend the National HEP/CAMP Conference: \$1450 each x 2 = **\$2900:** \$500 airfare each, \$250 Registration fee each, \$250/ per night x 2 nights lodging

each, \$50 per diem x 3 days each, \$50 ground transportation each.

3) Project Director to attend the Mentoring Initiative for HEP and CAMP Grantees Conference: **\$1550**: \$500 airfare, \$250 per night x 3 nights lodging, \$50 per diem x 4 days, \$100 ground transportation.

*Total Out-of-State Travel .....\$6,000*

B. In-State travel includes lodging, per diem and ground transportation for the:

1) Project Director and Advisor to attend SW HEP/CAMP Student Leadership Conference: \$600 each x 2 = **1,200**: \$360 lodging, \$240 registration.

2) Project Director to attend the State HEP/CAMP/MEP meeting in Albuquerque, NM: **\$440**: \$120 meals, \$320 for mileage (1000 miles over 4 days x 0.32/mile).

3) Project Director and Advisor to attend 2 Student Retreats: \$600 each x 2 = **1,200**: \$180 lodging each, \$120 for mileage each (375 miles each over 3 days x 0.32/mile).

4) Recruiter Activities in northern NM and southern CO: **\$640**: 10 trips per year, 200 miles/trip x 0.32 per mile.

*Total In-State Travel .....\$3,480*

**TOTAL TRAVEL .....\$9,480**

**4. EQUIPMENT @ \$0.00**

**5. SUPPLIES @ \$9,650**

C. Office Supplies: (Paper, pens, pencils, envelopes, folders, desk top materials, printer toner cartridge, paper) @ **\$1500** per year in Year's 2-5.

Recruitment Outreach Supplies @ **\$1,500** per year.

Postage: (Mail outs, recruitment information) @ **\$50/year**.

*Total Office Supplies .....\$3,050*

B. Laptop Computer Loan Program: 6 PCs fully loaded with software at \$1,100 each to be

purchased in Year 3 for a total of **\$6,600**.

*Total Computers* .....\$6,600

**TOTAL SUPPLIES**.....**\$9,650**

**6. CONTRACTUAL @ \$2,500**

External Evaluation consultant will travel to Northern for 2.5 days per year: Services will include initial consultation with the Project team, assistance with formulating data collection and data analysis procedures, conduction of two in-depth site visits and delivery of periodic evaluation reports designed to guide Project improvement; as well as survey preparation and data analysis for Evidence of Promise research project.

**TOTAL CONTRACTUAL**.....**\$2,500**

**7. CONSTRUCTION @ \$0.00**

**8. OTHER @ \$13,750**

A. HEP/CAMP Association fees @ **\$1,200**.

B. Student Events @ **\$3,150**: Conferences, New Student Orientation, Retreats, College Visits to NMHU, NMSU, UNM: Registration for 20 students x \$100 each = \$2000, Transportation for 3 vans @ \$50 each = \$150, Lodging at \$100/room x10 rooms (meals provided).

C. Student Activities @ **\$9,400**: to include Cultural Events & Activities 6 @ \$500 each; New Student Orientation @ \$2900 each; Retreats 1 @ \$1900 each; and \$1600 for 2 SFCC Teamwork in Action programs.

**TOTAL OTHER**.....**\$13,750**

**9. TOTAL DIRECT COSTS** .....**\$201,700**

**10. INDIRECT COSTS @ 8%** .....**\$16,136**

**TOTAL DIRECT AND INDIRECT COSTS** .....**\$217,836**



**CAMP Project Northern New Mexico College: Year 4 Budget Narrative**

The CAMP Project at Northern New Mexico College proposes to serve 30 students annually in their first year of postsecondary education; will ensure that 86% complete their first year; and will ensure that 85% of those persist toward degree completion. The CAMP Project is requesting \$424,972 in Year 4 according to the following breakdown:

**1. PERSONNEL @ \$129,600**

The CAMP project personnel salaries be provided in Year 4 of the project are as follows:

<b>Position</b>	<b>Time</b>	<b>Period</b>	<b>Salary</b>
Project Director	100%	12 Month	\$55,000
Advisor	100%	12 Month	\$35,000
Recruiter	50%	12 Month	\$18,000
Student Tutors	Part-Time	10 Month	\$21,600

**TOTAL PERSONNEL .....\$129,600**

**5. FRINGE BENEFITS @ \$36,720**

Fringe benefits are calculated at a rate of 32% for full-time staff and 10% for students. The total fringe benefits are calculated accordingly:

<b>Position</b>	<b>Salary/Benefits Rate</b>	<b>Total Benefits</b>
Director	\$55,000 X 32%	\$17,600
Advisor	\$35,000 X 32%	\$11,200
Recruiter	\$18,000 X 32%	\$ 5,760
Academic	\$21,600 X 10%	\$ 2,160

**TOTAL FRINGE BENEFITS .....\$36,720**

**3. TRAVEL @ \$9,480**

A. Out-of-State travel includes airfare, lodging, per diem and ground transportation for the:

1) Project Director to attend the OME Annual Director’s Meeting: **\$1550:**

\$500 airfare, \$250 lodging/night x 3 nights, \$50/ diem x 4 days, \$100 ground transportation.

2) Project Director and Advisor to attend the National HEP/CAMP Conference: \$1450 each x

2 = **\$2900:** \$500 airfare each, \$250 Registration fee each, \$250/ per night x 2 nights lodging

each, \$50 per diem x 3 days each, \$50 ground transportation each.

3) Project Director to attend the Mentoring Initiative for HEP and CAMP Grantees Conference: **\$1550**: \$500 airfare, \$250 per night x 3 nights lodging, \$50 per diem x 4 days, \$100 ground transportation.

*Total Out-of-State Travel .....\$6,000*

B. In-State travel includes lodging, per diem and ground transportation for the:

1) Project Director and Advisor to attend SW HEP/CAMP Student Leadership Conference: \$600 each x 2 = **1,200**: \$360 lodging, \$240 registration.

2) Project Director to attend the State HEP/CAMP/MEP meeting in Albuquerque, NM: **\$440**: \$120 meals, \$320 for mileage (1000 miles over 4 days x 0.32/mile).

3) Project Director and Advisor to attend 2 Student Retreats: \$600 each x 2 = **1,200**: \$180 lodging each, \$120 for mileage each (375 miles each over 3 days x 0.32/mile).

4) Recruiter Activities in northern NM and southern CO: **\$640**: 10 trips per year, 200 miles/trip x 0.32 per mile.

*Total In-State Travel .....\$3,480*

**TOTAL TRAVEL .....\$9,480**

**4. EQUIPMENT @ \$0.00**

**5. SUPPLIES @ \$6,430**

D. Office Supplies: (Paper, pens, pencils, envelopes, folders, desk top materials, printer toner cartridge, paper) @ **\$1500** per year in Year's 2-5.

Recruitment Outreach Supplies @ **\$1,500** per year.

Postage: (Mail outs, recruitment information) @ **\$50/year**.

*Total Office Supplies .....\$3,050*

B. Laptop Computer Loan Program: Software upgrades will be purchased in year 4.

Software upgrades @ \$169 each x 20 computers for a total of **\$3,380**.

*Total Computer software upgrade .....\$3,380*

**TOTAL SUPPLIES.....\$6,430**

**6. CONTRACTUAL @ \$2,500**

External Evaluation consultant will travel to Northern for 2.5 days per year: Services will include initial consultation with the Project team, assistance with formulating data collection and data analysis procedures, conduction of two in-depth site visits and delivery of periodic evaluation reports designed to guide Project improvement; as well as survey preparation and data analysis for Evidence of Promise research project.

**TOTAL CONTRACTUAL.....\$2,500**

**7. CONSTRUCTION @ \$0.00**

**8. OTHER @ \$13,750**

A. HEP/CAMP Association fees @ **\$1,200**.

B. Student Events @ **\$3,150**: Conferences, New Student Orientation, Retreats, College Visits to NMHU, NMSU, UNM: Registration for 20 students x \$100 each = \$2000, Transportation for 3 vans @ \$50 each = \$150, Lodging at \$100/room x10 rooms (meals provided).

C. Student Activities @ **\$9,400**: to include Cultural Events & Activities 6 @ \$500 each; New Student Orientation @ \$2900 each; Retreats 1 @ \$1900 each; and \$1600 for 2 SFCC Teamwork in Action programs.

**TOTAL OTHER.....\$13,750**

**9. TOTAL DIRECT COSTS .....\$198,480**

**10. INDIRECT COSTS @ 8% .....\$15,878**

**TOTAL DIRECT AND INDIRECT COSTS .....\$214,358**

**11. TRAINING STIPENDS @ \$210,614**

A. Training Stipends @ **\$19,200**: \$80/per month x 8 months x 30 students.

B. Transportation Stipends @ **\$15,000**: \$50/per month x 10 months x 30 students.

C. Tuition and Fees @ **\$146,414** in Year 4: includes a 2.5% increase from Year 3/semester x 2 semesters x 30 students.

D. Books and Supplies @ **\$30,000**: \$500/semester x 2 semesters x 30 students.

**TOTAL TRAINING STIPENDS .....\$210,614**

**12. YEAR 4 TOTAL COSTS \$424,972**

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**CAMP Project Northern New Mexico College: Year 5 Budget Narrative**

The CAMP Project at Northern New Mexico College proposes to serve 30 students annually in their first year of postsecondary education; will ensure that 86% complete their first year; and will ensure that 85% of those persist toward degree completion. The CAMP Project is requesting \$424,982 in Year 5 according to the following breakdown:

**1. PERSONNEL @ \$129,600**

The CAMP project personnel salaries be provided in Year 5 of the project are as follows:

<u>Position</u>	<u>Time</u>	<u>Period</u>	<u>Salary</u>
Project Director	100%	12 Month	\$55,000
Advisor	100%	12 Month	\$35,000
Recruiter	50%	12 Month	\$18,000
Student Tutors	Part-Time	10 Month	\$21,600

**TOTAL PERSONNEL .....\$129,600**

**6. FRINGE BENEFITS @ \$36,720**

Fringe benefits are calculated at a rate of 32% for full-time staff and 10% for students. The total fringe benefits are calculated accordingly:

<u>Position</u>	<u>Salary/Benefits Rate</u>	<u>Total Benefits</u>
Director	\$55,000 X 32%	\$17,600
Advisor	\$35,000 X 32%	\$11,200
Recruiter	\$18,000 X 32%	\$ 5,760
Academic	\$21,600 X 10%	\$ 2,160

**TOTAL FRINGE BENEFITS .....\$36,720**

**3. TRAVEL @ \$9,480**

A. Out-of-State travel includes airfare, lodging, per diem and ground transportation for the:

1) Project Director to attend the OME Annual Director’s Meeting: **\$1550:**

\$500 airfare, \$250 lodging/night x 3 nights, \$50/ diem x 4 days, \$100 ground transportation.

2) Project Director and Advisor to attend the National HEP/CAMP Conference: \$1450 each x

2 = **\$2900:** \$500 airfare each, \$250 Registration fee each, \$250/ per night x 2 nights lodging

each, \$50 per diem x 3 days each, \$50 ground transportation each.

3) Project Director to attend the Mentoring Initiative for HEP and CAMP Grantees Conference: **\$1550**: \$500 airfare, \$250 per night x 3 nights lodging, \$50 per diem x 4 days, \$100 ground transportation.

*Total Out-of-State Travel .....\$6,000*

B. In-State travel includes lodging, per diem and ground transportation for the:

1) Project Director and Advisor to attend SW HEP/CAMP Student Leadership Conference: \$600 each x 2 = **1,200**: \$360 lodging, \$240 registration.

2) Project Director to attend the State HEP/CAMP/MEP meeting in Albuquerque, NM: **\$440**: \$120 meals, \$320 for mileage (1000 miles over 4 days x 0.32/mile).

3) Project Director and Advisor to attend 2 Student Retreats: \$600 each x 2 = **1,200**: \$180 lodging each, \$120 for mileage each (375 miles each over 3 days x 0.32/mile).

4) Recruiter Activities in northern NM and southern CO: **\$640**: 10 trips per year, 200 miles/trip x 0.32 per mile.

*Total In-State Travel .....\$3,480*

**TOTAL TRAVEL .....\$9,480**

**4. EQUIPMENT @ \$0.00**

**5. SUPPLIES @ \$3,050**

E. Office Supplies: (Paper, pens, pencils, envelopes, folders, desk top materials, printer toner cartridge, paper) @ **\$1500** per year in Year's 2-5.

Recruitment Outreach Supplies @ **\$1,500** per year.

Postage: (Mail outs, recruitment information) @ **\$50/year**.

*Total Office Supplies .....\$3,050*

B. Laptop Computer Loan Program: No expenses incurred for year 5.

Total Computers..... \$ 0.00

**TOTAL SUPPLIES.....\$3,050**

**6. CONTRACTUAL @ \$2,500**

External Evaluation consultant will travel to Northern for 2.5 days per year: Services will include initial consultation with the Project team, assistance with formulating data collection and data analysis procedures, conduction of two in-depth site visits and delivery of periodic evaluation reports designed to guide Project improvement; as well as survey preparation and data analysis for Evidence of Promise research project.

**TOTAL CONTRACTUAL.....\$2,500**

**7. CONSTRUCTION @ \$0.00**

**8. OTHER @ \$13,750**

A. HEP/CAMP Association fees @ \$1,200.

B. Student Events @ \$3,150: Conferences, New Student Orientation, Retreats, College Visits to NMHU, NMSU, UNM: Registration for 20 students x \$100 each = \$2000, Transportation for 3 vans @ \$50 each = \$150, Lodging at \$100/room x10 rooms (meals provided).

C. Student Activities @ \$9,400: to include Cultural Events & Activities 6 @ \$500 each; New Student Orientation @ \$2900 each; Retreats 1 @ \$1900 each; and \$1600 for 2 SFCC Teamwork in Action programs.

**TOTAL OTHER.....\$13,750**

**9. TOTAL DIRECT COSTS .....\$195,100**

**10. INDIRECT COSTS @ 8% .....\$15,608**

**TOTAL DIRECT AND INDIRECT COSTS .....\$210,708**

**11. TRAINING STIPENDS @ \$214,274**



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:
Ms.	Stephanie		Vigil-Roybal	

Address:

Street1:	921 Paseo de Onate
Street2:	
City:	Espanola
County:	Rio Arriba
State:	NM: New Mexico
Zip Code:	875322649
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
505-747-5494	505-747-2180

Email Address:

stephanie.vigilroybal@nmmc.edu

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

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

No Provide Assurance #, if available:

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

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

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

Name of Institution/Organization

Northern New Mexico College

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	129,600.00	129,600.00	129,600.00	129,600.00	129,600.00	648,000.00
2. Fringe Benefits	36,720.00	36,720.00	36,720.00	36,720.00	36,720.00	183,600.00
3. Travel	9,480.00	9,480.00	9,480.00	9,480.00	9,480.00	47,400.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	14,625.00	12,950.00	9,650.00	6,430.00	3,050.00	46,705.00
6. Contractual	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	12,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	15,250.00	13,750.00	13,750.00	13,750.00	13,750.00	70,250.00
9. Total Direct Costs (lines 1-8)	208,175.00	205,000.00	201,700.00	198,480.00	195,100.00	1,008,455.00
10. Indirect Costs*	16,654.00	16,400.00	16,136.00	15,878.00	15,608.00	80,676.00
11. Training Stipends	200,160.00	203,559.00	207,043.00	210,614.00	214,274.00	1,035,650.00
12. Total Costs (lines 9-11)	424,989.00	424,959.00	424,879.00	424,972.00	424,982.00	2,124,781.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2017 (mm/dd/yyyy)

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

The Indirect Cost Rate is 30.00%.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.  
PR/Award # S149A160021

Name of Institution/Organization Northern New Mexico College	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