

**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 # S149A160034**

**Grants.gov Tracking#: GRANT12114623**

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1235-APSU GEPA)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e12
<b>6. ED Abstract Narrative Form</b>	e13
<i>Attachment - 1 (1234-Abstract)</i>	e14
<b>7. Project Narrative Form</b>	e15
<i>Attachment - 1 (1238-Narrative PRIMERO-CAMP)</i>	e16
<i>Attachment - 2 (1239-Optional Narrative File)</i>	e43
<b>8. Other Narrative Form</b>	e72
<i>Attachment - 1 (1237-Other Attachement Forms)</i>	e73
<b>9. Budget Narrative Form</b>	e109
<i>Attachment - 1 (1236-Budget Narrative PRIMERO-CAMP)</i>	e110
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e121
<b>11. Form ED_524_Budget_1_3-V1.3.pdf</b>	e122

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

**Application for Federal Assistance SF-424**

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

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

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="62-0646576"/>	* c. Organizational DUNS: <input type="text" value="6273455310000"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="601 College Street"/>
Street2:	<input type="text" value="P.O. Box 4517"/>
* City:	<input type="text" value="Clarksville"/>
County/Parish:	<input type="text" value="Montgomery"/>
* State:	<input type="text" value="TN: Tennessee"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="37044-0001"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Research &amp; Sponsored Programs"/>	Division Name: <input type="text" value="Academic Affairs"/>
--	---

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="John"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Johnson"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Interim Director"/>	

Organizational Affiliation:

* Telephone Number: <input type="text" value="931-221-7881"/>	Fax Number: <input type="text" value="931-221-7304"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

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

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.149

CFDA Title:

Migrant Education\_College Assistance Migrant Program

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

ED-GRANTS-010716-001

\* Title:

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

**13. Competition Identification Number:**

84-149A2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Promoting Regional Immigrant and Migrant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

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**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="399,206.00"/>
* 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="399,206.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  John Johnson	TITLE  Interim Director
APPLICANT ORGANIZATION  Austin Peay State University	DATE SUBMITTED  03/07/2016

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<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: Austin Peay State University * Street 1: 601 College Street    * Street 2: P.O. Box 4517 * City: Clarksville    State: TN: Tennessee    Zip: Congressional District, if known: TN-007		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> U.S. 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:    * First Name: None    Middle Name: * Last Name: None    Suffix: * Street 1:    * Street 2: * City:    State:    Zip:		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix:    * First Name: None    Middle Name: * Last Name: None    Suffix: * Street 1:    * Street 2: * 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. <b>* Signature:</b> John Johnson <b>* Name:</b> Prefix: Mr.    * First Name: John    Middle Name: * Last Name: Johnson    Suffix: <b>Title:</b> Interim Director <b>Telephone No.:</b> 931-221-7881 <b>Date:</b> 03/07/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S149A160034

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

APSU GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## General Education Provisions Act Section 427

Austin Peay State University operates in accordance with a comprehensive policy of non-discriminatory practices. **Policies help eliminate barriers that can impede equitable access or participation.** APSU is an equal opportunity employer committed to the education of a non-racially identifiable student body. APSU does not discriminate based on race, color, religion, national origin, sex, sexual orientation, age, disability or veteran status in the educational programs or activities which it operates, nor in admission to or employment in such programs or activities.

APSU adheres to the requirements of Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, as amended, Sections 799A and 946 of the Public Health Service Act, the Age Discrimination Act of 1975, the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Executive Orders 11246 and 11375, and the regulations related to each.

**Eliminating barriers related to minority status and national origin:** APSU possesses both an African American Cultural Center and a Hispanic Cultural Center. The School of Education is also a long-standing participant in a state-funded Minority Teacher Education Grant Program focused on recruitment and preparation of African-American and other ethnic and racial minority teachers. Because students with limited English proficiency may have difficulty understanding project services or purposes, materials to be distributed across the University and to the community regarding Title III will be produced in both English and Spanish. Where appropriate, instructions and student information will be printed in both English and Spanish.

**Eliminating barriers related to age and gender:** Academically under-prepared students are frequently returning adults, and many are female single parents. Students in pilot groups will represent a cross section of the University and will include adult, non-traditional students as well as traditional-aged students. Pilot projects will provide instructional and/or tutorial opportunities at times when working adults and parents are most likely to be able to use them.

**Eliminating barriers related to handicapping conditions:** Pilot activities will be conducted in fully accessible facilities. Title III and University personnel will be made aware of students' needs and possible accommodations. Because learning-disabled students need alternative learning and testing procedures, assessments and learning accommodations such as extended time, verbal testing, and verbal instructions for pilot groups will be made available. All buildings on the University campus are handicapped accessible.

**Eliminating barriers related to religious beliefs:** Faculty, staff, and students will not be penalized in any way for missing classes because of religious holidays. Scheduling of all Activity components will accommodate religious and ethnic holidays and customs. Faculty, staff, and students will not be discriminated against regarding attire required by religious beliefs.

**Eliminating barriers in employment:** APSU does not discriminate in employment in regard to race, color, religion, sex, age, disability or national origin and has taken affirmative action on behalf of minorities and women, as prescribed by the Equal Pay Act of 1963, as amended, Title VII of the Civil Rights Act of 1964, as amended, Executive Order 11246 and 11375 as amended, Age Discrimination in Employment Act of 1967, as amended, the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act of 1990, the Vietnam Era Veterans' Readjustment Assistance Act of 1974 and the Pregnancy Discrimination Act of 1978. Advertised position announcements meet federal guidelines and are monitored for prejudicial statements and stereotypical language that might discourage applicants from diverse cultures. Search committee processes meet affirmative action standards and select the best candidates for employment regardless of gender, marital status, sexual orientation, race/ethnic or national origin, disability, religion or age.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Austin Peay State University

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. \* First Name: John Middle Name:

\* Last Name: Johnson Suffix:

\* Title: Interim Director

\* SIGNATURE: John Johnson

\* DATE: 03/07/2016

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## Abstract

This project, *Promoting Regional Immigrant and Migrant Students for Educational Retention Outreach Program through **College Assistance Migrant Program (PRIMERO-CAMP)*** is in response to CFDA Number #84.149A submitted by Austin Peay State University in collaboration with the APSU Hispanic Cultural Center and faculty from the Marta Dickerson Eriksson College of Education in Clarksville, Tennessee. To meet the needs of our Migrant workers and their immediate family members, there are three components to *Promoting Regional Immigrant and Migrant Students for Educational Retention Outreach Program through **College Assistance Migrant Program (PRIMERO-CAMP)***: (1) provide financial assistance for *PRIMERO-CAMP* eligible participants, (2) implement a social support program with a partnering faith-based entity to promote collegiate persistence and cultural adaptation mechanism at the University level, and (3) implement an academic support program explicit to the needs of *PRIMERO-CAMP* participants to include career and academic assessment for post-collegiate planning, and individual assessments in conjunction with APSU Campus Compass to provide individualized education plans while partnering with career services to provide career readiness for post collegiate transitions. *PRIMERO-CAMP* grant will enhance enrollment, retention, and subsequently degree attainment rates for regional for Migrant populations and their immediate family members. This proposal addresses invitational Priority 2- where implementation includes partnering with faith-based partners of Baptist Campus Ministries and Hispanic Ministry of Immaculate Conception Catholic church for the provision of direct services. The proposed program goals and outcomes address the National GPRA measures as well as program specific ones such as: (a) Encourage use of financial supports for college access and enrollment; (b) Encourage successful annual retention, and active student engagement in campus life; (c) Implement sound practices in GAAP toward fidelity of program for post funding continuation through additional funding sources; (d) Employ use of research and evidenced-based practices from literature for program services with iterative use of best-practices for program relevance as determined by participants; (e) Support socio-emotional development of *PRIMERO-CAMP* participants during enrollment; and (f) Support academic skills development of *PRIMERO-CAMP* participants during enrollment. Number of participants to be served includes **impacting 20 first year students annually, and an anticipated 80 students** in the given 60months for follow up services to promote degree completion. In order to meet the program objectives and goals respectively 65%; of funds will be allocated to first year student support and programming support, with no more than 10% allocated to follow-up supports in years after the first year. The project target for completion of their first academic year of their post-secondary (GPRA measure) and continuation of their post-secondary education (GPRA measure 2) will be 16/20, or 80%. *PRIMERO-CAMP* will address regional gaps in degree attainment persistence, collegiate financial needs of Migrant workers and their immediate family members, and the psycho-social components with a faith-based partner to promote persistence through an **innovative approach to provide services to program participants between multiple stakeholders.**

## Project Narrative File(s)

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[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

## Table of Contents

Part I	Application for Federal Educational Assistance	
Part II	Budget Information	
Part III	Application Narrative	
	Abstract.....	vi
	A. Significance of the Project.....	1
	a. Magnitude of Need.....	1
	b. Serving Migrant/Seasonal Workers.....	1
	c. Address Gaps & Weaknesses .....	2
	d. Magnitude of Results.....	3
	B. Quality of Project Design.....	4
	a. Design Proposal Addresses Needs.....	5
	b. Partnership with other Organizations.....	6
	c. Efficient use of Time, Staff, Money, resources...	6
	d. Supported by Strong Theory.....	7
	e. Project, Goals, Objectives, and Outcomes.....	8
	C. Quality of Project Services.....	12
	a. Training and Professional Development provide sufficient quality, intensity, and duration for improvement	12
	b. Project focus on those with greatest need.....	13
	c. Likelihood services will lead to Achievement....	14
	D. Quality of Project Personnel.....	15
	E. Quality of Management Plan.....	17
	a. Adequacy to achieve objectives.....	17

b. Feedback and Continuous Improvement.....	18
c. Time Commitments.....	19
F. Adequacy of Resources.....	20
a. Facilities, Equipment, Supplies.....	20
b. Partnership Commitment and Support.....	21
c. Cost Reasonableness for Results.....	21
d. Incorporation of Project in ongoing Programming.	22
G. Quality of Project Evaluation.....	23
a. Methods to Provide Performance Feedback.....	23
b. Methods to Produce Evidence of Promise.....	24

Part IV Assurances and Certifications

**Appendices**.....

A. References

B. Personnel Loading Chart

C. *PRIMERO-CAMP* Logic Model

D. Individualized Academic Plan Template

E. Abbreviated *PRIMERO-CAMP* Student Handbook

F. Mentor Meeting Document

G. *PRIMERO-CAMP* Action Plan

H. *PRIMERO-CAMP* Application

## I. Significance of the Project

a. Magnitude of need for services to be provided or activities to be carried out

**Migrant workers and their immediate family members in the state of Tennessee have the lowest rates of collegiate persistence.** They have least benefited from advances in equity that have been secured by other cultural groups like Blacks and Women. Migrant workers and their families are more often Spanish speaking students with English Language Learning (ELL) needs, which is also a population that experiences greater academic deficits than any other population in our state. In Tennessee, we have experienced one of the largest growths of Hispanics in the United States. Over the last ten years Tennessee has seen an increase of 134% in our Hispanic population, of whom about half are US-born and young. In Tennessee 58% of migrant work population has a high school diploma and their level of collegiate preparedness is stifled by the state wide shortage of highly qualified English as a Second Language Instructors (ESOL). These shortages of highly qualified ESOL teachers augmented the issues for many migrant workers and their family members depriving them of effective collegiate preparation programs. As a result, the underserved population subsequently fails to persist collegiately. Our children of migrant and seasonal worker have the lowest rates of persistence to post-secondary education, and research demonstrates they have some of the highest attrition rates, which ultimately inhibits them from converting academic access to economic success.

**b. Extent to which the proposed project will focus on serving migrant/seasonal workers)**

At Austin Peay State University we encounter many Latino/a students who do not complete their degree program due to a lack of financial resources. Many work off-campus jobs to be able to pay tuition, and to help their families financially. This financial burden often prohibits

them from being able to devote sufficient time to their academics. Additionally, they have very little time to participate in student organizations or high impact practices like internship and research opportunities that we know promote degree attainment. These opportunities are crucial to their academic and social development. Campus engagement, academic confidence, and accessibility to financial supports are all predictors of degree completion. The *PRIMERO-CAMP* program will help address each of these issues on our campus. Providing financial assistance to migrant students will help alleviate the financial burden, allowing migrant students to focus on their academics. Students will have less need to work off-campus jobs that take them away from academics, allowing them more time to study, attend tutoring sessions, and/or professor office hours. Students will have small group tutoring sessions available for their academic needs, and support with professional development for employment after graduation. The financial assistance will also give them more time to get engaged on campus and build meaningful connections with faculty, staff, and other students. Students in this program will have access to professional staff that will assist with the adjustment to college, help with advising, and a support network to aid in degree completion. Furthermore, students will have support for their social-emotional well-being through the faith-based organizations. The *PRIMERO-CAMP* program will provide a cohort of students that can share in their experiences together, and learn to navigate higher education.

**c. Extent to which specific gaps and weaknesses in services will be addressed**

Our Hispanic population at APSU is 5.7% of the total student body, and they have an average retention rate of 75% for first time freshman, but the six-year graduation rate has been as low as 15.38% (2012) and as high as 46.65% (2014). The 2015 trends reveal a six-year

completion rate of 40.54% in which 74 of the total 610 identified Hispanic students enrolled in 2015 were eligible for graduation. There are disparaging gaps in degree attainment for our Hispanic population. In Tennessee, we have experienced one of the largest growths of Hispanics in the United States. Over the last ten years Tennessee has seen an increase of 134% in our Hispanic population. In Tennessee 58% of migrant work population has a high school diploma and their level of collegiate preparedness is stifled by the state wide shortage of highly qualified English as a Second Language Instructors (ESOL). Shortages of highly qualified ESOL teachers augment the issues for many migrant workers and their family members depriving them of effective collegiate preparation programs. As a result, the underserved population subsequently fails to persist collegiately. Since our ELL students have the lowest rates of persistence to post-secondary education, and research demonstrates they have some of the highest attrition rates, which ultimately inhibits them from converting academic access to economic success. *PRIMERO-CAMP* seeks to address these gaps in collegiate persistence by (1) providing financial assistance for eligible participants, (2) implementing a social support program with a partnering faith-based entity to promote collegiate persistence and cultural adaptation mechanism at the University level, and (3) implement an academic support program explicit to the needs of *PRIMERO-CAMP* participants with Individualized Academic Plans (IAP) to include career and academic assessment for post-collegiate planning, while partnering with career services to provide career readiness for post collegiate transitions.

**d. Importance or magnitude of the results or outcomes likely to be attained...**

While multiple models exist regarding how to increase retention rates for minority groups, limited research exists in identifying the most effective model with blended components to promote retention of this targeted population. There exist no collegiate programs for migrant and

seasonal workers in the entire state of Tennessee, yet our population of seasonal and migrant workers is a highly visible population in our state and region. On a micro level, the importance of this proposal to (1) increase access to post-secondary options, (2) increase collegiate enrollment for migrant and seasonal workers and their children, (3) increase first and second year collegiate completion; is evidenced in its targeted outcomes for 80% first year completion, retention, and second year enrollment for the 20 participants per year, and 80 students over 60months. On a macro level, determining the most effective combination of components will allow universities to more explicitly and succinctly design interventions that will promote engagement and retention of underrepresented groups of migrant and seasonal students. This project will potentially provide empirical evidence as to which components should be included in university programming that will help to obtain close degree persistence gaps that occur between various diverse populations across our state.

## II. Quality of Project Design

*Promoting Regional Immigrant and Migrant Students for Educational Retention Outreach Program through **College Assistance Migrant Program (PRIMERO-CAMP)*** is designed to (1) provide financial assistance for *PRIMERO-CAMP* eligible participants, (2) implement a social support program with a partnering faith-based entity to promote collegiate persistence and cultural adaptation mechanism at the University level, and (3) implement an academic support program explicit to the needs of *PRIMERO-CAMP* participants to include career and academic assessment for post-collegiate planning, and individual assessments in conjunction with APSU Campus Compass to provide individualized education plans while partnering with career services to provide career readiness for post collegiate transitions. To complete these

components, goals, objectives, and outcomes have been established to promote the overarching goal of degree attainment and collegiate persistence for Migrant Worker and their first generational college children.

**1) Extent to which the design of the proposed project addresses the needs...**

Considered one of the most educationally disadvantaged groups of children in the country, children of migrant and seasonal farm workers, frequently experience social isolation, extreme poverty, and migratory lifestyles that make academic skills development difficult (Salermo, 1991; Strang, Carlson, & Hoppe, 1993). As a result IHE's need to be capable of providing holistic multilayered programs that will address the specific needs of this population in relevance to their specific regional conditions. *PRIMERO-CAMP*'s multilayered components are rooted in the strong theoretical discussion of promoting resiliency and social capital, providing social network support, and academic skills development for collegiate success (Garza, Reyes, & Trueba, 2004, 2015; Salinas, 2013, among others). Crisp, Taggart, & Nora (2014) found that for undergraduate Latino/a student success a combination of sociocultural characteristics; coping styles and beliefs, academic self-confidence; precollege academic experiences; motivation and commitment, interactions with supportive individuals; perceptions of the campus climate; and lastly, institutional characteristics must be present. It is the focus of *PRIMERO-CAMP* to address these components explicitly, in addition to specific vocalized needs of program participants.

**2) Extent to which the proposed project will establish linkages with other appropriate agencies and organization providing services to the target population**

One of the priority components to *PRIMERO-CAMP* is the inclusion of faith-based partners for the provision of services in the areas of socio-emotional components. Lynch (2016) demonstrates the impact of faith-based environments on the increased resiliency and communication skills of GED program participants. *PRIMERO-CAMP* will establish linkages with the following faith-based partners for direct provision of services: APSU Baptist Campus Ministries and the Hispanic Ministry of Immaculate Concept Church, Clarksville TN. Faith-based partners will serve in the capacity of providing monthly faith oriented social support programs to promote resiliency, motivation and confidence for collegiate persistence. *PRIMERO-CAMP* will also promote social network support by providing access to memberships in professional organizations, and financial support for attendance to correlating professional conferences. Lack of enculturation of professional career characteristics and practices for students from low income households are often barriers to employment. By integrating the faith-based partners for the faith-oriented social support and professional organizational services for network development, then *PRIMERO-CAMP* can leverage the capacity of additional man-power for provision of services to students.

**3) Proposed project will increase efficiency increase productivity...**

Currently, the Hispanic population which comprises 5.7% of the total student body at APSU has an average retention rate of 75% for first time freshman yet their six-year graduation rate has been as low as 15.38% (2012) and as high as 46.65% (2014). The 2015 trends reveal a six-year completion rate of 40.54% in which 74 of the total 610 identified Hispanic students

enrolled in 2015 were eligible for graduation. The proposed project will increase not only the results of retention and graduation trends for our Hispanic program participants, but will increase the capacity of the APSU Hispanic Cultural Center to increase the productivity of its current staff for all students of Hispanic origins enrolled, while *PRIMERO-CAMP* staff can focus on the programmatic involvement of *PRIMERO-CAMP* students. The itemized tasks as documented in the Personnel Loading chart (Appendix B) and corresponding narrative provides evidence of the increased efficiency to improve overall results, but specific results to the Annual Measures of this proposal.

**4) Extent proposed project is supported by strong theory (as defined in 34 CFR 77.1(c).)**

Defined as, “a rationale for the proposed process, product, strategy, or practice that includes a logic model” (34 CFR 77.1(c)), *PRIMERO-CAMP*’s implementation of practices, programmatic strategies, and evaluative processes are rooted in strong theory as evidenced in the logic model (Appendix C). Van Nelson, Nelson, and Malone (2004) stipulate that multiple factors like health, financial, or family situations may influence students’ decisions to complete their degrees, thus *PRIMERO-CAMP* is comprised of three pillars to undergird student success. The implementation of practices and programmatic strategies for the socio-emotional and psychosocial pillar of *PRIMERO-CAMP* are conceptually derived from the contemporary work of Dueweke, Hurtado, & Hovey, (2015) in the area of socio-emotional protective factor development for migrant children; the work of Von Culin, Tsukayama, & Duckworth, (2014) and Duckworth & Grossman (2014) in the area of grit and motivational perseverance, and Lynch (2016) in the area of psychosocial impacts of faith-based environments on academic success. The programmatic strategies for the financial assistance pillar of *PRIMERO-CAMP* are conceptually grounded in the work of Delen (2011), who demonstrates empirical evidence that

variables relating to finances and education were the strongest of the predictor variables for student retention, Quandt (2013) in the area of the role of food insecurity, which is the rationale for providing financial support of meal plans for participants, and tuition supports grounded in the work of Scott-Clayton (2015), who documents greater gaps between college degree completion between low- and high-income families than in the last 40 years. The project's final pillar of academic supports is derived from the work of Hernández, Robins, Widaman, & Conger, (2014), where academic competence and success for Latino/a students is strongly tied to feelings of belonging; from the work of Garza et al., (2004, 2015) and Salinas (2013), where academic skills development is critical for collegiate success; and from Crisp et al., (2014), where academic self-confidence which is enhanced through opportunities to increase one's self-efficacy contributed to academic success. These three foundational pillars of socio-emotional and psychosocial, financial, and academic support are the undergirding that provides guidance to the project goals, objectives, and outcomes.

**5) Project Goals, Objectives, & Outcomes.** The overall project goals stemming from the three foundational pillars are related to five key areas: Student Access, Student Success, Effective Utilization of Resources, Innovation and Relevance of Program Services, and Partnership with Agencies. Annual goals for each of the subcomponents have been developed with correlating objectives and expected outcomes.

### **Annual Performance Measure in Student Access**

**1.0** Encourage use of financial supports for college access and enrollment

**Objective: 1.1** Increase awareness of financial supports for *PRIMERO-CAMP* eligible participants through community-based town-halls with faith-based partners, high school site visits, and on-campus workshops prior to collegiate enrollment.

*Outcome 1.1a* Facilitate three summer workshops in various settings for migrant working families and their children about financial planning for college

*Outcome 1.1b* Recruit 20 students to participate in *PRIMERO-CAMP* program at APSU.

### **Annual Performance Measure in Student Success**

**2.0** Encourage successful annual retention, and active student engagement in campus life

**Objective: 2.1** Set number of participants served each year is 20 with monthly engagement attendance

*Outcome 2.1a* 90% attendance rate of participants to monthly campus activities.

**Objective 2.2 S** Set number of participants served each year is 20 weekly academic tutoring session attendance

*Outcome 2.2a.* 90% attendance rate of *PRIMERO-CAMP* participants to weekly academic tutoring sessions

**Objective: 2.3** Number of participants the project expects will complete their first academic year of their post-secondary program (GPRA measure 1) will be 16/20

*Outcome 2.3a.* 85% student participants finish 24credit hours in year 1

*Outcome 2.3b.* 85% retention rate in year 1

**Objective: 2.4** Number of participants who, after completing the first academic year of college, the project expects will continue their post-secondary education (GPRA measure 2) will be 16/20

*Outcome 2.4a.* 85% of participants will enroll in summer course work during year one to year two.

*Outcome 2.4b.* 85% of participants will enroll in Fall of year 2

*Outcome 2.4.c.* 85% student participants have >48credit hours completed in year 2

### **Annual Performance Measure of Effective Utilization of Resources Goal**

**3.0** Grant directors will successfully implement sound practices in GAAP toward fidelity of program for post funding continuation through additional funding sources

**Objective 3.1** Application of GAAP to track financial status of program for reporting to advisory board and Department of Ed annual reporting

*Outcome 3.1a.* Monthly report generation of grant expenditures

**Objective 3.2** Develop post-grant development plan to maintain program fidelity through APSU Foundation

*Objective 3.2.a.* Annually acquire 25% contributory funding for program fidelity after 60month cycle

### **Annual Performance Measure in Innovation and Relevance of Program Services**

**4.0** Employ use of research and evidenced-based practices from literature for program services with iterative use of best-practices for program relevance as determined by participants

**Objective 4.1** Provide pre-enrollment, during enrollment, and transitional support for post-enrollment services for eligible students.

*Outcome 4.1.a.* collect pre-enrollment data on career interests, and course of study interests for 75% of eligible students during pre-enrollment phase

*Outcome 4.1.b* connect 100% of the eligible students with professionals in the area of indicated interest during pre-enrollment

*Outcome 4.1.c* connect 75% of eligible students with each other to develop cohort model community during pre-enrollment

*Outcome 4.1.d* Enroll greater than 50% of eligible students in program for Fall start date

*Outcome 4.1.e* Conduct on-going program feedback data collection from participants regarding their explicit needs during enrollment with 85% response rate

*Outcome 4.1.f.* Connect 100% of participants with career services counselor for development of post-collegiate planning.

### **Annual Performance Measure in Partnerships with Agencies**

**5.0** Support socio-emotional development of *PRIMERO-CAMP* participants during enrollment

**Objective 5.1** Provide participants with access faith-based partners to provide socio-emotional supports

*Outcome 5.1.a.* Conduct monthly support group sessions with faith-based partner as facilitator with 85% attendance rate

**6.0** Support academic skills development of *PRIMERO-CAMP* participants during enrollment

**Objective 6.1** Provide *PRIMERO-CAMP* participants with access to academic support partners to provide individualized and group academic supports

*Outcome 6.1.a* Connect 85% of participants with no less than 30 hours of explicit academic support to include but not limited to tutoring, small group instruction, or writing lab instruction

## 2) Quality of Project Services

### 1) Training or PD services sufficient quality, intensity, and duration...

Quality. One of the most efficient ways to enhance the likelihood of student success is to also train faculty who will work with migrant populations. Grant staff will provide campus wide multicultural professional development workshops with the support of the Center for Teaching and Learning. Workshops will provide research-based opportunities for active learning, explicit focus on pedagogical knowledge, and will be systematically coherent with other learning activities and sessions each of which is empirically valuable in improving teacher effectiveness when working with diverse populations like our *PRIMERO-CAMP* participants (Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, et. al, 2001). Sufficient intensity is another trait to program success and improvement in practices among recipients is the intensity of services. In this proposal intensity is defined in the context of academic intensity, defined by Shernoff, Csikszentmihalyi, Shneider, & Shernoff, (2003) as the challenge and importance found in classroom activities and the amount of concentration demanded. Each student upon entering the program will receive an individualized academic plan, one that is connected to their Computer-Adaptive Placement Assessment (COMPASS) results, Pathways Planners scores, and career aspirations. These plans will be used through the students first year and during their follow up years while enrolled at the university. The plans will help to make relevant the importance of classroom and course of study.

Duration. Two programmatic veins of duration exist in this proposal, that which is geared toward professional development and that which is geared toward receipt of student services. Duration of professional development for faculty and staff who will work with migrant populations on campus will be determined by the pre/post evaluation of awareness of working with diverse

populations. For program participants, the determination of duration will be assessed after their first year, with the first year being a mandatory year of participation, and subsequent years used as follow up for fidelity and long-term success.

## **2) Services to be provided by projects are focused on those with greatest needs**

Services to be provided are categorized into three areas: financial support, academic support, and social support. Each has been identified as being an effective component to student success in retention and degree completion, but combined there is an increased likelihood for student success. (1) Financial assistance for eligible participants, particularly in their first year, extends beyond traditional tuition, but will also include the necessary elements to transition to the collegiate culture. Financial supports for meal plans, book stipend, support for professional organization membership fees as they participate in field specific organizations, technology support, and support for student attendance to conferences are all financial supports that will be provided. (2) Implementation of a social support program with a partnering faith-based entity to promote collegiate persistence and cultural adaptation mechanism with faith-orientated focus will provide community building and cohort networking for participants. The social support programming includes optional weekly Bible study sessions, monthly attendance to sessions led by a faith-based partner, and options to participate with organizational community service or missions trips, etc. (3) Lastly, a tiered system of academic supports akin to Response to Intervention (for which there is a direct correlation between implementing RTI models and increase in student performance (Dupuis, 2010)) will be provided for each participant. **Tier one** academic supports will include for each student an Individualized Academic Plan (IAP) (Appendix D), with their individualized career assessment plan, course of study, and basic

group tutoring schedules. The individualized academic plan will be connected to their Computer-Adaptive Placement Assessment (COMPASS) results, Pathways Planners scores, and career aspirations. The group tutoring schedule will be a required attendance for all program participants as indicated in the *PRIMERO-CAMP* Student Handbook (Appendix E). These plans will be used through the student's first year and during their follow up years while enrolled at the university. **Tier 2** academic supports will include independent tutoring schedules based on specific student needs which may include support specific core courses like Biology, Communications, or English. **Tier 3** academic supports will include group and independent tutoring sessions with an added weekly structured mentor meeting (Appendix F) with one of the program staff members. The three pillars to the *PRIMERO-CAMP*: financial assistance pillar, socio-emotional and psychosocial pillar, and final pillar of academic supports are all proposed components to the program.

**3) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement...**

Evidence from the literature suggests that the model developed for our program, will lead to significant improvements in achievement when compared to rigorous academic standards. Literature suggests there is a direct correlation between implementing RTI models and increase in student performance (Dupuis, 2010), and our academic support model of a tiered system is modeled after an RTI structure. The work of Hernández, Robins, Widaman, & Conger (2014), suggests that academic competence and success for Latino/a students is strongly tied to feelings of belonging, therefore using the group tutoring sessions and intensified independent tutoring is suggested to help increase the academic confidence of participants. Garza et al., (2004, 2015)

and Salinas (2013), each suggests that academic skills development is critical for collegiate success, and from Crisp et al., (2014), supports the importance of academic self-confidence, which can be developed to improve achievement of students. The likelihood of our social supports pillar leading to improvements in achievement for program participants is heavily rooted in the work of Lynch (2016) which demonstrates a relationship between academic achievement, particularly expressive communication skills, and the faith-based environment. In addition, Dueweke, Hurtado, & Hovey, (2015) demonstrate that socio-emotional protective factor development for migrant children is vitally instrumental in their academic achievement. The work of Von Culin, Tsukayama, & Duckworth, (2014) and Duckworth & Grossman (2014) in the areas of grit and motivational perseverance demonstrate how these psycho-social components improve achievement. Lastly, empirical evidence for student retention shows a statistically significant relationship between financial supports in the fall semester and retention. Delen (2011) shows that variables relating to finances and education are the strongest of the predictor variables for student retention. The combination of these three components will, with greater likelihood, increase the achievement of students.

### 3) Quality of Project Personnel

#### 1) Staff Expertise/Experience

**Primary Investigator**, *Erin Lynch-Alexander, Ed.D.* is currently an Assistant Professor in the Department of Educational Specialties at APSU Martha Dickerson Eriksson College of Education (MDE COE). In the college she serves on the Diversity Task force for Male and Minority Recruitment & Retention. At the university levels she serves on the Diversity Committee as subcommittee chairs for Diversity Strategic Planning and Data. With a doctorate in Curriculum & Instruction and a certificate in Non-Profit Management she will serve as the

primary investigator for overall grant management. Her research includes specialty in mixed-methods studies to include: epistemological perceptions of STEM majors, methodologies for program and curriculum evaluation, and **assessment of socio-emotional academic traits within minority populations**. With a background in evaluation of psychosocial factors and experienced curriculum evaluator for Nashville-based non-profit organizations, she has explicit content knowledge of program development and methodologies applicable to evaluating the program, and managing its reporting. Her leadership experience to oversee a project such as this is evidenced in the various leadership positions held in which she managed teams of people to complete organizational goals, project management experience, and budgetary supervision. Each of which is relevant to the position of PI in the coordination of the *PRIMERO-CAMP* program.

**Co-PI, Karina Taufi**, M.Ed., is currently the Coordinator of the Hispanic Cultural Center. Her educational background is in Political Science and a Masters of Education in Instructional Leadership and Educational Policy. Her professional experience includes serving in student services for nearly a decade as a program coordinator and admissions counselor. As Coordinator for the Hispanic Cultural Center, Ms. Taufi develops, plans and implements comprehensive educational and support services to enhance the academic and social success of Hispanic students on campus; manages departmental budgets, including grant and scholarship fund; authorizes expenditures and manages all financial resources to ensure they are being used appropriately in accordance with university policy, and develops budget proposal for upcoming year, calculates expenses and develops annual objectives; each of these are relevant to her role as Co-PI to whom the *PRIMERO-CAMP* Program Coordinator will report. Her background includes working with underrepresented groups, primarily Latino populations. Her experience in case management will be a great attribute to our program to ensure student follow-up and

participation. She serves on the Universities Diversity Committee and is dedicated to developing an inclusive educational environment for all students. Her work with our Hispanic population and familiarity with serving migrant populations is vital to this program with her dual language abilities as well.

**Senior-Personnel**, Dr. Charmaine Lowe, is an Associate Professor in APSU MDE COE. Dr. Lowe has taught in a variety of milieu to diverse, international bodies of students in dual-language settings; made several related scholarly presentations; published in peer-reviewed journals; and is an active immigrant rights advocate. She is the Chair of the English Language Learners teacher licensure program at her home institution as well as the faculty sponsor for Kappa Delta Pi and member of the APSU Faculty Senate. Her position as senior personnel is to aid in the development of academic based workshops for participants, lead professional development for university faculty, and serve as a dual language grant staff member.

#### **4) Quality of Management Plan**

##### **1) Adequacy of management plan to achieve the objects...**

The project's three foundational pillars of socio-emotional and psychosocial, financial, and academic support are the undergirding that provides guidance to the project goals, objectives, and outcomes. The objectives for each of the primary goals are connected to Student Access, Student Success, Effective Utilization of Resources, Innovation and Relevance of Program Services, and Partnership with Agencies. The six goals with 10 objectives and 19 outcome measures are adequately aligned with tasks as demonstrated in the Personnel Loading Chart (Appendix B). Adequacy to perform the program on time and within budget is evidenced in the university's current system for financial tracking for grants. All awarded funding sources are

tracked separately in Sungard Banner system, an Ellucian software program. Our Self Service Banner (SSB) for finance system allows grant administrators to view budgets, revenues, expenditures and encumbrances for areas of fiscal responsibility. Our Accounting Services has an extensive Standard Operating Procedures manual for account management and tracking. The ability to stay on time will be supported by the use of Office Timeline for visual representation and reporting of project management software, and Basecamp 3 for time and task management. The following minimal time commitments are projected for program staff: *Erin Lynch-Alexander, Ed.D* (PI) will devote 70 days time (.40FTE) at course release time; *Karina Taufi* (Co-PI) will devote 60 days time (.30FTE); *Charmaine Lowe, Ed.D. (SP)* will devote 30 days time (.15FTE); *PRIMERO-CAMP Coordinator (PCC)* will devote 40hrs/week (1.0FTE) during the fiscal year; an additional Graduate Assistantship will be provided through this proposal to support with clerical tasks and mentorship for program participants.

## **2) Adequacy of the procedures for ensuring feedback and continuous improvement...**

Procedures for collecting feedback for continuous improvement of the operations of the program are categorized into three phases: pre-enrollment feedback, enrollment feedback, and post-enrollment feedback. Pre-enrollment feedback from potential participants will provide additional direction for the program to explicitly meet the needs of future participants. During enrollment feedback collected through qualitative and quantitative methods of focus groups, interviews, and online survey solicitations monthly and quarterly will provide formative data for Program Coordinator and Senior Personnel to develop student-engagement workshops. Post-enrollment feedback will provide qualitative and quantitative feedback after year two of student participation in *PRIMERO-CAMP*. During receipt of follow-up services, post-enrollment

feedback will provide student perceptions of the effectiveness of the program to address their needs without potentially biased responses on account of receiving heavy financial assistance during year one. The three phases of feedback will ensure continuous improvement in the operation of the project.

### **3) Extent to which the time commitments of the PD and/or PI...**

The time commitments, also evidenced in the personnel loading chart (Appendix B), thoroughly demonstrate the outcome measures and their anticipated time allotments.

*Erin Lynch-Alexander, Ed.D* (PI) will devote 70 days time (.40FTE) during each fiscal year of the grant through funded course-release. As Principal Investigator, she will oversee grant management, aid in recruitment of program participants, implementation and evaluation activities, support in mentoring students, advise cohorts, serve as the project liaison between APSU and Office of Elementary and Secondary Education of the U.S. Department of Education, maintain the data derived from this project, maintain fiscal paperwork for reporting, and serve on an Advisory Board to make evaluative decisions regarding program implementation. *Karina Taufi (Co-PI)* will devote 60 days time (.30FTE) at 25% extra compensation of her full-time salary of Coordinator of Hispanic Cultural Center. As Co-Principal Investigator, she will facilitate supportive roles in grant management, serve as university supervisor to the *PRIMERO-CAMP* Coordinator, serve as a bilingual communicator, aid in recruitment and selection of program participants, implementation and development of student support series, evaluation activities, mentor students, advise cohorts, analyze data derived from this project, and serve on an Advisory Board to make evaluative decisions regarding program implementation. *Charmaine Lowe, Ed.D. (SP)* will devote 30 days time (.15FTE). As Senior Personnel, she will facilitate supportive roles in program evaluation and development, serve as a bilingual communicator, aid

in recruitment and selection of program participants, serve as workshop facilitator for implementation and development of student-engagement workshops, evaluation activities, mentor students, advise cohorts, analyze qualitative data derived from this project, and serve on an Advisory Board to make evaluative decisions regarding program implementation. *PRIMERO-CAMP Coordinator* (PCC) will devote 40hrs/week (1.0FTE) during the fiscal year at a full time salary. As Program Coordinator, they will facilitate a leading role in supporting families pre-, during- enrollment, serve as a bilingual communicator, coordinate academic support needs for program participants in conjunction with the campus Academic Support Center, coordinate social activities for program participants, and serve as liaison between faith-based service partners to provide social supports for program participants. In addition to serving on Advisory Board to make evaluative decisions regarding implementation and evaluation activities, the PCC will monitor with the PI and Co-PI financial expenditures within the itemized guidelines of the proposal and will track the student participants during their engagement over the 60months.

## 5) Adequacy of Resources

### **1) Adequacy of support, including facilities, equipment, supplied, and other resources, from the applicant organization or the lead applicant organization**

**Facilities.** The project will be housed within the APSU Hispanic Cultural Center. Staff will have working space within the University facilities with student accessibility for monthly programs. **Equipment and Supplies** to include Pathway Planners software, laptop for the coordinator and PGA, and office supplies to include printing costs, postage costs will be secured in the *PRIMERO-CAMP* work spaces. **Resources** accessible to our program include the Center for Excellent in Teaching and Learning, which will aid in the

development and implementation of professional development series for faculty of *PRIMERO-CAMP* students, the use and reliance on our program's student handbook (Appendix E), and utilization of local organizations that provide advocacy for migrant and seasonal families.

**2) Relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project**

The established partnership between APSU *PRIMERO-CAMP* program and its faith-based partners is established in the letter of support. Our faith-based partner outlines that their commitment is to aid in the area of psycho-social and socio-emotional programs for participants. They will support the component of psycho-social supports by partnering with program coordinators to serve as a faith-based partner in the facilitation of faith-oriented support groups, faith oriented community service and fellowship projects, and integration of the *PRIMERO-CAMP* students into our religious community. The relevance of this partnership is supported in the research of Lynch (2016) in the role of faith-based models improving student achievement and increasing the resilience traits within at-risk populations.

**3) Extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits**

Requested funding for the total project is \$2,041,407 over the 60month funding cycle. The amount of funding requested to provide direct services to the projected 80 students over 60months is \$1,386,500. This request calculates to \$17,331.25 of expenditures per participant. While seemingly high, the projected costs for an APSU student living on campus is approximately \$18,100 a year, and 58.0% of all undergraduate students at Austin Peay State

University utilize federal student loans to help pay for their college education, while 76% are on need based-aid. APSU students average \$7,118 per year in loans, and this amount is 30.0% higher than the national average of \$5,477 amount borrowed by freshmen. This is a strong indication of an increasing gap between available funds and college costs, and an increasing reliance on student loans. Students from migrant and seasonal working families have a greater likelihood of relying on student loans, therefore, the requested funding for direct student support and services will help to off-set the near inevitable accumulation of student loan debt that *PRIMERO-CAMP* eligible students will incur to obtain a college degree. The anticipated benefits of providing such comprehensively supportive program is an increased graduation rate for Hispanic students at APSU, an increased rate of degree attainment for Hispanic populations in the state of Tennessee, and longitudinal impacts for program participants.

**4) Potential for the incorporation of the project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of federal funding**

To ensure program scalability and fidelity at the conclusion of the 60month funding cycle, a standalone development plan, created by the PI in conjunction with the APSU foundation Development Officers, will be implemented to acquire matching funds for program continuation. A number of foundational grants will be written to provide program supports during the 60month cycle, for use at the conclusion of the funding cycle. An anticipated \$347,000 a year will be required to maintain both staff and student supports for 20 students a year. As evidenced in the third goal of this proposal, while student success is the most critically important task, ensuring continued support of children of migrant and seasonal workers toward

college degree attainment is not a mere 60month commitment. It is a commitment to which the staff of this proposal is driven, and will be the first such program in the state of Tennessee.

## 6) Quality of Project Evaluation

### **1) Extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project**

The evaluation plan for *PRIMERO-CAMP* is intended to meet the Evidence Standard for What Works Clearinghouse, in that it is designed with the Single-Study Review model for single-case design approach with correlating protocols and design standards criteria in mind. The implementation of our designed model seeks to qualify as a *moderate* or *strong* level intervention as defined by Institute of Educational Sciences levels of evidence. The quasi-experimental design, by which comparative groups of those students receiving supports from *PRIMERO-CAMP* and those not receiving supports, for program evaluation will also include mixed-method components of qualitative data. *PRIMERO-CAMP* evaluation will seek to compare the outcomes of student program participants with retention, reported academic confidence, and reported motivational traits of those who did not participate.

### **2) Extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes**

Methods of evaluation permit periodic evaluation toward goals with on-going feedback collection, through monthly surveys of program participants, and use of annual Advisory Team meetings to provide evaluative feedback for program evaluation. Previously discussed evaluation methods (surveys), that capture perceptual feedback for student, are the primary methods by

which on-going evaluative data will be collected and cross-referenced to outcome goals established in this proposal. Use of project management protocols through Basecamp 3 and Office Timeline will provide programmatic implementation feedback for formative evaluation of program tasks.

**3) Extent to which methods of evaluation will, if well-implements, produce evidence of promise (as defined 34 CFR 77.1(c).)**

*Evidence of promise* means there is empirical evidence to support the theoretical linkage(s) between at least one critical component and at least one relevant outcome presented in the logic model for the proposed process, product, strategy, or practice. Specifically, evidence of promise means there is at least one study that is either a Correlational study with statistical controls for selection bias; or quasi-experimental study that meets the What Works Clearinghouse Evidence Standards with reservations. *PRIMERO-CAMP* seeks to meet the requirements for Single-Study Review model for single-case design approach by using WWC Review Specific Parameters.

- (1) *Characteristics of population to be included:* college aged students defined as migrant or seasonal worker, or immediate family members thereof.
- (2) *Types of Interventions to be included:* (1) socio-emotional and psychosocial intervention through faith oriented social support program to promote resiliency, motivation and confidence for collegiate persistence, (2) financial supports to mitigate financial stressors that augment the college persistence gaps between low- and high-income students, and (3) academic support specific to the needs of program participants to increase academic self-efficacy and confidence.

- (3) *Types of Comparison to be included:* Comparisons include retention rates, rate of progress toward degree completion, and GPA for students receiving services and those who are not but are similarly identified through demographic characteristics.
- (4) *Types of Outcomes to be included and properties of the measure:* PRIMERO-CAMP participants and non-participants will examine the statistically significant difference in GPA and retention rates. Additional outcome measures are aligned with the GPRA measures
- (5) *Study Design:* Study design is quasi-experimental with mixed-method components of qualitative elements. PRIMERO-CAMP evaluation will seek to compares the outcomes of students, schools, and families who had access to intervention with those who did not.

With the following *Combining Findings:* (a) the magnitude of the effect as measured by the average *improvement index* with calculated retention and covariant analysis of GPA, (b) the *statistical significance* of the effect of the three pillar model program, and (c) the amount of supporting evidence as categorized by the *intervention rating*, the evaluation of the project will be highly adequate and potential lead to duplication through guideline development for our sister universities seeking to provide services to migrant and season farm worker populations.

## APPENDIX A

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APPENDIX B: Personnel Loading Chart

Activities	Project Staff Loading Chart				
	Days for PI	Days for Co-PI	Days for PCC	Days for SP	GA
	.40FTE	.30FTE	1.0FTE	.15FTE	
	(70 days)	(65 days)	(180 days)	(30 day)	
1.0 Encourage use of financial supports for college access and enrollment					
Task 1.1 Contact local school district Office of English Language Learners and Tennessee Department of Labor and Work Force Development, office of Migrant and Seasonal Farm Worker	5	5	0	5	0
Goal 2.0 Encourage successful annual retention, and active student engagement in campus life					
Task 2.1 Monitor attendance of students and attend sessions	1	1	FTE	0	FTE
Task 2.2 Communicate with Academic Support pers	0	3	FTE	0	FTE
Task 2.3 Track student IAPs and academic progress with semester review	1	1	FTE	3	0
Goal 3.0 Grant directors will successfully implement sound practices in GAAP toward fidelity of program for post funding continuation through additional funding sources					
Task 3.1 Meet with Program Coordinator to review budgetary elements	5	5	FTE	0	0
Task 3.2 Use SSB to monitor expenses	5	5	FTE	0	0
Activities	Project Staff Loading Chart				
	Days for PI	Days for Co-PI	Days for PCC	Days for SP	GA

	.4FTE	.30FTE	1.0FTE	.15FTE	
	(70 days)	(60 days)	(180 days)	(30 day)	
Task 3.3 Send billing to Ed Department as designated	5	2	0	0	
Task 3.4 Create development plan for matching funds	5	2	0	0	0
Goal 4.0 Employ use of research and evidenced-based practices from literature for program services with iterative use of best-practices for program relevance as determined by participants					
Task 4.1 Contact eligible students and their families	5	5	0	5	0
Task 4.2 Mail/electronically provide interest surveys	3	3	0	3	2
Task 4.3 Process interest survey data	3	3	0	0	3
Task 4.4 Complete post data follow ups for enrollment	3	3	0	3	0
Task 4.5 Connect potential students with university career professionals electronically	3	3	0	0	0
Task 4.6 Conduct webcast sessions for students	3	3	0	3	0
Task 4.7 Develop social networking system for students to connect	3	3	0	3	0
Task 4.8 Process applications through Admissions	3	3	FTE	0	0
Activities	Project Staff Loading Chart				
	Days for PI	Days for Co-PI	Days for PCPC	Days for SeniorP	GA
	.40FTE	.30FTE	1.0FTE	.15FTE	
	(70 days)	(60 days)	(180 days)	(30 day)	

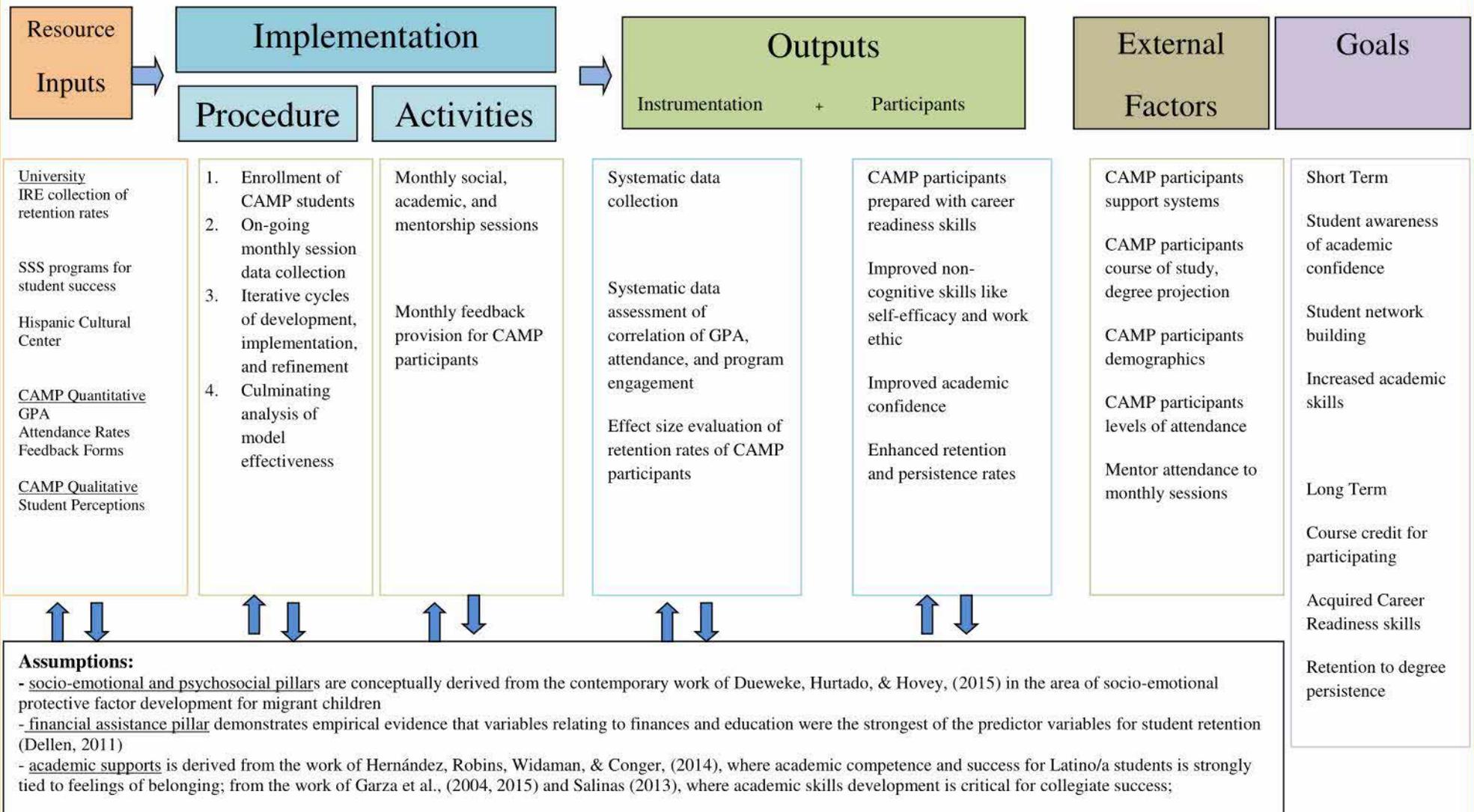
Task 4.9 Develop feedback survey for student and family input	2	2	0	0	
Task 4.10 Schedule Career Services sessions for students upon enrollment			FTE	0	FTE
Goal 5.0 Support socio-emotional development of participants during enrollment					
Task 5.1 Schedule faith-based sessions and calendar of activities for students	0	2	FTE	0	0
Goal 6.0 Support academic skills development of PRIMERO-CAMP participants during enrollment					
Task 6.1 Track academic support visits and groups session attendance	0	2	FTE	0	FTE
Task 6.2 Process billing from Academic Support for independent tutoring costs	5	1	FTE	0	0
Task 6.3 Monitor academic progress with tutoring	2	2	FTE	2	0
Operational Task					
Task 7.0 Participate in Advisory Board meetings	3	3	3	3	0
Task 7.1 Formulate and make program revisions based on surveys, evaluations, Advisory Board feedback, etc	5	3	2		0

# APPENDIX C: Logic Model

## Promoting Regional Immigrant and Migrant Students for Educational Retention Outreach Program through *College Assistance Migrant Program (PRIMERO-CAMP)*

### Logic Model

**Situational Statement:** Migrant workers and their immediate family members in the state of Tennessee have the lowest rates of collegiate persistence. There exists no CAMP programs in the state of Tennessee, yet our population of migrant and seasonal farm workers has increased with our 134% increase in Hispanic populations in the state. In Tennessee 58% of migrant work population has a high school diploma and their level of collegiate preparedness is stifled by the state wide shortage of highly qualified English as a Second Language Instructors (ESOL). Shortages of highly qualified ESOL teachers augmented the issues for many migrant workers and their family members depriving them of effective collegiate preparation programs. As a result, the underserved population subsequently fails to persist collegiately. APSU PRIMERO-CAMP is needed.



**Evaluation:** It is designed with the Single-Study Review model for single-case design approach with correlating protocols and design standards criteria in mind. The implementation of our designed model seeks to qualify as a *moderate* or *strong* level intervention as defined by Institute of Educational Sciences levels of evidence.

PR/Award # S149A160034

## INDIVIDUAL ACADEMIC SUCCESS PLAN



Your academic advisor and PRIMERO-CAMP advisor are committed to helping you reach your academic and career goals.

This plan is to help you maintain good academic standing. Be honest with yourself about the commitment and effort you are willing to invest so that you can develop a plan that is achievable and workable for you.

Student # \_\_\_\_\_

Student Name: \_\_\_\_\_

### Step 1: Identify the obstacles you anticipate encountering.

Have you completed the COMPASS: \_\_\_ Yes \_\_\_ No RESULTS: \_\_\_\_\_

In reviewing your academic performance, what obstacles may negatively impact your grades?

✓**Check all** that apply and **circle the top 3** obstacles that may impact grades.

	<b>Academic</b>		<b>Personal/Other</b>
	Ineffective Study skills		Financial difficulties
	Undeveloped time management skills		Health problems
	Unprepared for exams		Hard to get out of bed in the morning
	What worked in high school doesn't work anymore		Use or abuse of alcohol or other substance(s)
	Hard to concentrate/daydreaming		Possible learning disability
	Difficult classes/not prepared for course level		Difficulty sleeping at night
	Conflict with professor		Pressure, stress, anxiety or tension
	Unable to understand course content or find important information		Excessive time spent online
	Poor Reading Skills		

Other factors not listed above: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Failure is only postponed success as long as courage 'coaches' ambition. The habit of persistence is the habit of victory.*

**Herbert Kaufman**

**Step 2: Generate potential solutions for overcoming the obstacles you listed.**

Use the matrix below to list the obstacles you may face and three potential solutions for each obstacle.

<b>Obstacle</b>	<b>Solution #1</b>	<b>Solution #2</b>	<b>Solution #3</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			

<b>Possible Solutions</b>	
I will meet with my academic advisor to discuss my schedule and develop a plan for success	I will make better choices regarding my health, sleeping and eating habits
I will develop a time management plan that works for me	I will make better choices regarding my use of free time, for example: online gaming and social networking, use/abuse of alcohol/drugs, etc.
I will attend all of my classes	I will get to know my professors
I will go to class prepared	I will ask my professor for help if I am having difficulty in a course
I will utilize the major and career exploration services	I will seek out a representative at PRIMERO-CAMP to discuss my personal concerns and issues
I will set a study schedule for each class and follow it	I will meet with someone in the Office of Student Disability Services
I will study in a place that allows me to get my work done	I will seek financial guidance from someone in the Student Enrollment Center
I will attend tutoring sessions	I will focus in class
I will attend Academic Support Center	I will get involved in fitness activities
I will attend skill building workshops (i.e., time management and test taking)	I will contact the tutoring center and request tutoring services.
I will take a Study Behavior Inventory (SBI) and meet with an academic advisor to discuss the results	Other solutions that will allow me to be successful

*Success is the result of perfection, hard work, learning from failure, loyalty and persistence.*

*Colin Powell*

**Step 3: Commit to workable and achievable solutions.**

Using the matrix below, list the three most achievable solutions you are willing to try, how these solutions may help you, and the sacrifices you will need to make to achieve your goals.

<b>Solution</b>	<b>How will this solution help me?</b>	<b>What will this solution require of me in terms of time and effort?</b>
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		

**Step 4: Develop your plan of action!**

Write your most important goal down below. Using the solutions you generated, list the steps you will take to reach your goal and the date by which you will complete those steps. Use the **SMART** formula for achieving your goal.

**S - Specific: Make your goal as specific as possible**

*Example: I will have a 2.5 cumulative GPA*

**M - Measureable: Be sure that your goal is measurable**

*Example: I will be able to measure whether or not I have achieved my desired GPA at the end of the semester.*

**A - Attainable: Set goals that you can achieve**

*Example: I have done the math and know that a 2.5 cumulative GPA by the end of the semester is possible.*

**R - Realistic: Set goals that are realistic**

*Example: I can realistically achieve a 2.5 cumulative GPA if I earn 4 Bs and 1 C this semester.*

**T - Timely: Establish a timeline for reaching your goal**

*Example: I can achieve my goal by the end of the semester.*

**Energy and persistence conquer all things.**

**Benjamin Franklin**

**My TOP Goal:** \_\_\_\_\_

The steps I will take to reach this goal:

1. \_\_\_\_\_ by \_\_\_\_\_  
(PROJECTED DATE)
2. \_\_\_\_\_ by \_\_\_\_\_  
(PROJECTED DATE)
3. \_\_\_\_\_ by \_\_\_\_\_  
(PROJECTED DATE)

Step 5: Remember that with effort and persistence, you can return to good academic standing! Keep the following in mind:

1. **BE COMITTED** to achieving academic success
2. **UNDERSTAND** what academic probation means and what grades you'll need to earn to return to good academic standing
3. **IDENTIFY** the problems that led to your poor grades
4. **CONSIDER** all of your options - including adjusting your course load, cutting back on extracurricular activities, repeating courses.
5. **KNOW** the add, drop, and withdrawal deadlines as well as other academic policies that pertain to you
6. **LET OTHERS ASSIST YOU** and take advantage of the student support services such as tutoring, personal counseling, and academic coaching. Your academic advisor is an excellent resource person as well.
7. **THINK POSITIVELY and WORK HARD! DON'T GIVE UP!**

**Notes:** This worksheet was adapted from student success worksheets at Clemson University and Virginia Tech University.

*Patience, persistence and perspiration make an unbeatable combination for success.*

**Napoleon Hill**

**Please complete the following information**

How many hours a week did you <b>STUDY</b> ?	
	0
	1-4
	5-8
	9-12
	12+

How many hours a week did you <b>WORK</b> ?	
	0
	1-4
	5-8
	9-12
	12+

-----

Attach a four year Course of Study Plan:

-----

Advisors coaching goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_





## **Austin Peay State University**

Promoting Regional Immigrant and Migrant Students for  
Educational Retention Outreach Program through College

Assistance Migrant Program

### **PRIMERO-CAMP**

Austin Peay State University  
601 College Street  
Clarksville, TN 37044  
(931) 221-6645

<http://www.apsu.edu/hcc>

# STUDENT HANDBOOK

# COLLEGE ASSISTANCE MIGRANT PROGRAM (PRIMERO-CAMP)

## STUDENT HANDBOOK

Welcome!

We look forward to providing a quality program to help you achieve your dreams of obtaining a college education.

This handbook will answer many questions about the operation of the Promoting Regional Immigrant and Migrant Students for Educational Retention Outreach Program through College Assistance Migrant Program (PRIMERO-CAMP) at Austin Peay State University (APSU)

*APSU PRIMERO-CAMP* is one of approximately 50 programs nationwide that help dependents of migrant or seasonal farm workers pursue a college degree. PRIMERO-CAMP is a program funded by a grant from the U.S. Department of Education that provides entering first-year students a wide variety of support through intensive advising, tutoring and mentoring to help students succeed in school. PRIMERO-CAMP also offers financial support to qualified students, as well as assists students in finding jobs, federal financial aid, and scholarships to finance the remainder of their college education. The PRIMERO-CAMP program also provides continuing support on a limited basis to students beyond their first year at APSU.

### **Two important goals for the PRIMERO-CAMP Program and its participants are:**

1. For PRIMERO-CAMP students to gain the necessary tools and skills to achieve academic success at the APSU.
2. PRIMERO-CAMP students will pursue and obtain a degree from the APSU.

### **CRITERIA FOR ELIGIBILITY TO PARTICIPATE IN THE PRIMERO-CAMP PROGRAM**

PRIMERO-CAMP Participant must meet one of the following conditions:

- An individual qualifies for PRIMERO-CAMP if he/she has been a seasonal or migrant farm worker or is a dependent of one, in the areas of agriculture, dairy farms, fishery, or forestry for at least 75 days within the last two years. A person using this method can qualify through themselves if they are self-supporting for the period in which the farm work was performed. If a person is not self-supporting, then at least one parent must have worked a minimum of 75 days, but on a seasonal basis.
- A person can also qualify if they have a Certificate of Eligibility (COE) under Chapter 1 of the Migrant Education Program. These programs are run through the

high schools and elementary schools. Programs are administered by the home school coordinators.

- A person can qualify through the Workforce Investment Act (WIA) Section 167 formerly known as the Job Training and Placement Act (JTPA) Section 402. The WIA program is coordinated by the migrant councils.

**IN ADDITION, TO QUALIFY FOR PRIMERO-CAMP, THE APPLICANT MUST:**

1. Have a high school diploma or GED.
2. Be a U.S. Citizen or Permanent Resident of the U.S.
3. Qualify for Financial Aid (Loans, grants, etc.)

**SERVICES PROVIDED BY PRIMERO-CAMP**

- Scholarships and/or Semesterly Stipends for Qualified Students
- Assistance with Admission, FAFSA, and Scholarship applications
- Tutoring and Instructional Support
- Academic Advising
- Study Skills Enhancement
- Learning Styles Inventories
- Career Exploration and Development
- Peer Mentoring
- Résumé/Cover Letter Writing
- Job Search Skills Training
- Orientation to College Life
- College Survival Skills/PRIMERO-CAMP Seminars
- Cultural/Educational Activities and Trips
- Student Leadership Training
- Plus much more!

***PRIMERO-CAMP Program Participation***

PRIMERO-CAMP students may be asked to withdraw from the program for **violation of any portion of the PRIMERO-CAMP contract** to be signed at Orientation. All PRIMERO-CAMP Students MUST:

- Be a full-time student (a full-time student is considered to be someone who takes a minimum of 12 credit hours per semester).
- Attend the following:
  1. ***Minimum of (2) hours of study groups per week***
  2. ***Minimum of (2) hours of Social Support events per month***
  3. ***All required individual meetings with PRIMERO-CAMP staff (academic advising and counseling)***

#### 4. **Monthly Cohort Meetings**

- Submit mandatory Academic Progress Forms twice a semester
- **Maintain a cumulative Grade Point Average (GPA) of 2.5**
- Enroll and participate in the seminars specifically for PRIMERO-CAMP students
- Follow all policies of the Austin Peay State University and PRIMERO-CAMP.

***Failure to meet any of these requirements can result in dismissal from the program!!***

#### **DISCIPLINARY ACTION**

It is PRIMERO-CAMP's philosophy that students choose to abide by all rules and regulations established by the program and APSU. This is essential to the success of all of the students we serve. If a student chooses not to abide by all rules and regulations they have chosen to have their participation in PRIMERO-CAMP be evaluated by its staff. This could result in the end of program participation. An individual's status in the program will be ultimately decided by the PRIMERO-CAMP Director.

#### **DRUG FREE /ALCOHOL FREE PROGRAM**

**PRIMERO-CAMP is a drug-free, alcohol free program.** Violators of the University's alcohol and drug regulations are subject to withdrawal from the program. Below is the website to the APSU's alcohol and drug philosophy:

<http://www.apsu.edu/student-affairs/alcohol-other-drug-philosophy-0>

#### **MEETING PRIMERO-CAMP SEMINAR EXPECTATIONS**

College students assume responsibility for their own education. Instructors and professors expect students to attend class regularly, participate fully in class activities, prepare completely for class, submit assignments promptly, and be present for all exams. It is very important to attend all classes. The only exceptions should be in cases of serious illness or other emergencies. Absences not only cause the student to miss valuable information, but result in the lowering of the student's grade or even failure in the class, especially when participation is part of the grade. To reduce the effect of necessary absences, students should call or email the instructor, if possible, before missing class or at least as soon as possible afterward. They should make arrangements to make up exams or assignments and make copies of any class notes from a fellow student. Students must also report to PRIMERO-CAMP staff if they are going to miss any classes or scheduled activities.

APPENDIX F: Mentoring Meeting Worksheet

**APSU PRIMERO-CAMP Mentoring Log**

**Instructions: Please log each session with your mentee. Submit this log form to the PRIMERO-CAMP office on the last working day of each month for the duration of your mentorship.**

Month: \_\_\_\_\_ Year: \_\_\_\_\_

Mentor Name: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_

Mentee Name: \_\_\_\_\_ Mentee Signature: \_\_\_\_\_

Purpose of Meeting:  Academic Consult       Advising/Course of Study       Career Planning  
 Financial Planning       Social Adjustment       other

<u>Date</u>	<u>Time</u> From:      To:	<u>Description of Activities</u>	<u>Total</u> <u>Time</u>

**Additional Notes:**

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APPENDIX G: Action Plan  
PRIMERO-CAMP Action Plan

<b>1.0 Encourage use of financial supports for college access and enrollment</b>					
Sub-Objectives	Outcome	Task	Person(s) Responsible	Timeline	Budgetary
1.1 Increase awareness of financial supports for eligible participants through community-based town-halls with faith-based partners, high school site visits, and on-campus workshops prior to collegiate enrollment.	<p><i>1.1.a</i> Facilitate three summer workshops in various settings for migrant working families and their children about financial planning for college</p> <p><i>1.1.b</i> Recruit 20 students to participate in program at APSU</p>	Contact local school district Office of English Language Learners and Tennessee Department of Labor and Work Force Development, office of Migrant and Seasonal Farm Worker	PI/Co-PI	Summer 2016	(b)(4)
<b>2.0 Encourage successful annual retention, and active student engagement in campus life</b>					
2.1 Set number of participants served each year is 20 with monthly engagement attendance	<i>2.1.a</i> 90% attendance rate of participants to monthly campus activities.	Monitor attendance of students and attend sessions	Program Coordinator & GA	August 2016	Staff Salary Expenditures
2.2 Set number of participants served each year is 20 weekly academic tutoring session attendance	<i>2.2a</i> 90% attendance rate of participants to weekly academic tutoring sessions	Communicate with Academic Support personnel to monitor attendance	Program Coordinator & GA	August 2016	Tutoring Cost line item
2.3 Number of participants the project expects will complete their first academic year of their post-secondary program (GPRA measure 1) will be 16/20	<i>2.3a</i> 85% student participants finish 24credit hours in year 1	Track student IAPs and academic progress with semester review	Program Coordinator, Co-PI, PI	December 2016	
	<i>2.3b</i> 85% retention rate in year 1			May 2017	

PRIMERO-CAMP Action Plan

<b>2.4</b> Number of participants who, after completing the first academic year of college, the project expects will continue their post-secondary education (GPRA measure 2) will be 16/20	<i>2.4a</i> 85% of participants will enroll in summer course work during year one to year two	Track student IAPs and academic progress with semester review	Program Coordinator, Co-PI, PI	May 2017, 2018, 2019, 2020	\$10,000 Summer programming
	<i>2.4b</i> 85% of participants will enroll in Fall of year 2				
	<i>2.4c</i> 85% student participants have >48credit hours completed in year 2				August 2017, 2018, 2019, 2020

**3.0 Grant directors will successfully implement sound practices in GAAP toward fidelity of program for post funding continuation through additional funding sources**

<b>3.1</b> Application of GAAP to track financial status of program for reporting to advisory board and Department of Ed annual reporting	<i>3.1a.</i> Monthly report generation of grant expenditures	Meet with Program Coordinator to review budgetary elements	PI/Co-Pi	Monthly	Staff Salary Expenditures
		Use SSB to monitor expenses	PI	Monthly	
		Send billing to Ed Department as designated	PI	As designated	
<b>3.2</b> Develop post-grant development plan to maintain program fidelity through APSU Foundation	<i>3.2.a.</i> Annually acquire 25% contributory funding for program fidelity after 60month cycle	Create development plan for matching funds	PI	Monthly	Staff Salary Expenditures

PRIMERO-CAMP Action Plan

**4.0 Employ use of research and evidenced-based practices from literature for program services with iterative use of best-practices for program relevance as determined by participants**

4.1 Provide pre-enrollment, during enrollment, and transitional support for post-enrollment services for eligible students.	4.1.a. collect pre-enrollment data on career interests, and course of study interests for 75% of eligible students during pre-enrollment phase	Contact eligible students and their families	PI/Co-PI	Summer 2016	(b)(4)	
	4.1.b connect 100% of the eligible students with professionals in the area of indicated interest during pre-enrollment	Mail/electronically provide interest surveys	PI/Co-PI	Summer 2016		
		Process interest survey data	PI/Co-PI	Summer 2016		
		Complete post data follow ups for enrollment	PI/Co-PI	Summer 2016		
	4.1.c connect 75% of eligible students with each other to develop cohort model community during pre-enrollment	Connect potential students with university career professionals electronically	PI/Co-PI	Summer 2016		
		Conduct webcast sessions for students	PI/Co-PI	Summer 2016		
		Develop social networking system for students to connect	PI/Co-PI	Summer 2016		
	4.1.d Enroll greater than 50% of eligible students in program for Fall 2016 start date					Summer 2016
	4.1.e Conduct on-going program feedback data collection from participants regarding their explicit needs during enrollment with 85% response rate	Process applications through Admissions				
		Develop feedback survey for student and family input	PI/Co-PI	Summer 2016		

PRIMERO-CAMP Action Plan

4.1.f. Connect 100% of participants with career services counselor for development of post-collegiate planning	Schedule Career Services sessions for students upon enrollment	Program Coordinator	Fall 2016	Staff Salary Expenditures
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**5.0 Support socio-emotional development of participants during enrollment**

5.1 Provide participants with access faith-based partners to provide socio-emotional supports	5.1.a. Conduct monthly support group sessions with faith-based partner as facilitator with 85% attendance rate	Schedule faith-based sessions and calendar of activities for students	Program Coordinator & BCM/Immaculate Conception Rep.	On-going monthly	Staff Salary Expenditures
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**6.0 Support academic skills development of PRIMERO-CAMP participants during enrollment**

6.1 Provide PRIMERO-CAMP participants with access to academic support partners to provide individualized and group academic supports	6.1.a Connect 85% of participants with no less than 30 hours of explicit academic support to include but not limited to tutoring, small group instruction, or writing lab instruction	Track academic support visits and groups session attendance  Process billing from Academic Support for independent tutoring costs  Monitor academic progress with tutoring	Program Coordinator  PI/Co-PI/Program Coordinator  Program Coordinator & GA	Fall 2016  Monthly	Staff Salary Expenditures  Staff Salary Expenditures
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# **Austin Peay State University**

Promoting Regional Immigrant and Migrant Students for  
Educational Retention Outreach Program through College

Assistance Migrant Program

## **PRIMERO-CAMP**

Austin Peay State University  
601 College Street  
Clarksville, TN 37044  
(931) 221-6645

<http://www.apsu.edu/hcc>

**PRIORITY DEADLINE: JUNE 30<sup>TH</sup> 2016**

APPLICATION FOR ADMISSION



# Austin Peay State University

College Assistance Migrant Program

(PRIMERO-CAMP)

## APPLICATION CHECKLIST

(KEEP FOR YOUR RECORDS)

Use this checklist to assist you in completing all the necessary applications and tests required for admission to APSU and CAMP.

### PLEASE DIRECT YOUR MAIL TO:

College Assistance Migrant Program

(PRIMERO-CAMP) APSU

Hispanic Cultural Center

Morgan University Center

601 College Street

Clarksville, TN 37044

### IMPORTANT NOTE: Priority Admissions Note:

We recommend that you apply and complete your file as early as possible. Incomplete files will not be reviewed. If you should have any questions, please call (931) 221-6645

Date sent to CAMP

ADMISSIONS

1) APSU Admissions Application, or date applied on-line	<u>Before 7/31/2016</u>
2) PRIMERO-CAMP Application	_____
3) Letters of Recommendation: #1 <input type="radio"/> #2 <input type="radio"/>	_____
4) Autobiography (instruction inside of application)	_____
5) Personal Questionnaire	_____
6) Signed copies of parent's 2014 federal income taxes (1040 Forms)	_____
• (2015 income tax after January 2016)	
7) 2015 W-2 forms	_____
8) Official Transcripts: <input type="radio"/>	_____
9) SAT and/or ACT (only one is required)	<u>Before 5/1/2016</u>
10) Signed copy of Social Security Card	_____
11) E.O.P: Application <input type="radio"/> 2 letters of recommendation <input type="radio"/>	<u>Before 4/30/2016</u>

DEADLINES

1) EPT/ELM placement exams	<u>Before 05/2016</u>
2) Free Application for Federal Student Aid (FAFSA)	<u>Before 05/2016</u>
3) Submit ALL Financial Aid documents	<u>Before 05/01/2016</u>
4) Accept admission to Austin Peay State	<u>Before 07/01/2016</u>
5) Final official transcript	<u>Before 06/30/2016</u>

**Austin Peay State University**  
PRIMERO-CAMP

**AUTOBIOGRAPHICAL STATEMENT**

Your autobiographical statement is one of the most important documents used in determining your admissions to the program. Please follow the instructions listed below carefully.

**Please type an essay of no less than 500 words. (Add your name and high school on the top of your essay).**

- In your first paragraph discuss your family background. Including work history: what type of farm work have you or your parent(s) performed, how long, etc.
- In the second paragraph discuss high school educational experience.
- In the third paragraph discuss your educational goals and what motivates you to pursue a higher education.
- Finally, in the last paragraph include any other information about yourself or your family that you believe is important for the admissions committee to know.

**(Please submit your Autobiographical Statement in a separate page)**

Name: \_\_\_\_\_

High School: \_\_\_\_\_

**Austin Peay State University**  
College Assistance Migrant Program  
(PRIMERO-CAMP)

**PERSONAL QUESTIONNAIRE**

**Please do not leave any questions blank. Use black or blue ink.**

Please explain how your family is supporting you to attend college: \_\_\_\_\_

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Please share any experiences you have had living away from home: \_\_\_\_\_

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What is the length of time you've lived away from home? \_\_\_\_\_

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Explain possible family issues that may arise while you attend school or live away from home:

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Briefly discuss your need for the support services offered by CAMP: \_\_\_\_\_

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How would you evaluate your level of motivation to go to college?

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**CONFIDENTIAL RECOMMENDATION**

Student's Name: \_\_\_\_\_ High School: \_\_\_\_\_  
Student Address: \_\_\_\_\_ Ph. #: (    ) \_\_\_\_\_ Birth Date \_\_\_\_\_

Please take this form to a teacher, counselor, school administrator,  
or employer who knows you. Ask this person to complete the form.

Name of Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_  
School/ Organization: \_\_\_\_\_ Ph. # (    ) \_\_\_\_\_  
Address: \_\_\_\_\_

The above named student is applying for admission to Austin Peay State University through the College Assistance Migrant Program. Please evaluate the applicant's potential for success in college relative to his/her peers, and please return to the applicant in a sealed envelope or mail directly to the address below. Thank you in advance for your assistance.

**College Assistance Migrant Program  
(PRIMERO-CAMP) APSU  
Hispanic Cultural Center  
Morgan University Center  
601 College Street  
Clarksville, TN 37044**

How long have you known this student? \_\_\_\_\_ In what capacity? \_\_\_\_\_

**Personal Qualities**

	Strong	Average	Weak
Persistence			
Leadership Qualities			
Motivation			
Maturity			

Highly recommend \_\_\_\_\_ Recommend \_\_\_\_\_ Do Not Recommend \_\_\_\_\_

Additional comments: (Feel free to send an attachment.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CONFIDENTIAL RECOMMENDATION**

Student's Name: \_\_\_\_\_ High School: \_\_\_\_\_

Student Address: \_\_\_\_\_ Ph. #: (    ) \_\_\_\_\_ Birth Date \_\_\_\_\_

Please take this form to a teacher, counselor, school administrator,  
or employer who knows you. Ask this person to complete the form.

Name of Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

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Address: \_\_\_\_\_

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Hispanic Cultural Center  
Morgan University Center  
601 College Street  
Clarksville, TN**

How long have you known this student? \_\_\_\_\_ In what capacity? \_\_\_\_\_

**Personal Qualities**

	Strong	Average	Weak
Persistence			
Leadership Qualities			
Motivation			
Maturity			

Highly recommend \_\_\_\_\_ Recommend \_\_\_\_\_ Do Not Recommend \_\_\_\_\_

Additional comments: (Feel free to send an attachment.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

## Erin Lynch-Alexander, Ed.D

(b)(6)

### EDUCATION

Doctor of Education (Curriculum & Instruction) Tennessee State University, Nashville, TN	May 2014
Non-Profit Management Graduate Certificate Tennessee State University, Nashville TN	May 2015
Master of Arts Education (Special Education) Vanderbilt University, Nashville, TN	Dec 2006
Bachelor of Arts (English/Secondary Education) James Madison University, Harrisonburg, VA.	Dec 2002

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### PROFESSIONAL FOCUS

Strategic Planning, Funding Acquisition, and Servant Leadership for Organizational growth

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### EXPERIENCE

Assistant Professor, Department of Educational Specialties  
*Austin Peay State University, Clarksville, TN* Aug. 2012 – Present

#### Responsibilities

- **Online Instruction:** Instruction and development of graduate and undergraduate courses in assessment for RODP/ROCC for adult learners
- **Instruction:** Instruction of state-of-the-art and current methodologies for Intro to Special Education, Foundations of Education, Vocational/Transitional Education, and Characteristics of Mild/Moderate Disabilities for adult learners
- **Evaluations:** Evaluate 85-100 student candidates per semester for dispositional qualities for education profession
- **Analytcs:** Conduct scientific reviews of research through academic writings for conference presentation and publication in the areas of diversity, teacher preparation, and innovation management
- **Committee Service:** Participate on University Diversity Committee, as chair to Diversity Strategic Planning subcommittee; Martha Dickerson Eriksson College of Education Diversity Task Force Committee as researcher on Recruitment & Retention Trends study; College of Education Social Committee chair
- **Interpersonal Communication:** Advise students in schedule development
- **Interpersonal Communication:** Communicate and collaborate with local education associations and early intervention service organizations, for the development of innovative program models for pre-service Special Education teachers

#### Accomplishments

- **Program Design:** Development of Together Each Achieves More (T.E.A.M) Scholarship program for undergraduate students majoring in special education at the Martha Dickerson Eriksson College of Education

- **Program Development:** Development of campus wide mentorship program for underrepresented minority female students and securement of \$7,895 for implementation
- **Funding Acquisition:** Securement of \$55,000 for T.E.A.M scholarship initiative
- **Grant Writing/Funding Acquisition:** development of \$4,990,881 worth of grant proposals for research projects and student support funding
- **Technology Management:** Innovative construction of web based program recruitment method to aid COE in specific recruitment efforts, and data tracking of potential students
- **Development:** Establishment and implementation of direct mailing solicitation plan for scholarship proposal initiative
- **Research:** Conducted first study of pedagogical language and online learning management systems for McGraw-Hill in pre-service teachers

### **Educational Consultant, Founder**

*Lynch Educational Consultation, Pleasant View, TN*

**Apr 2011 - Present**

#### Responsibilities

- **Compliance Evaluation:** Evaluation of Special Education case files for compliance, and adequacy of interventions
- **Data analysis:** Perform data entry tasks and statistical analysis of clientele trends using R-Studio program
- **Grant Writing:** Development of foundational grants for operational and programmatic expenses for non-profit organizations
- **Professional Development facilitation:** Implement professional development workshops for schools regarding Special Education practices, laws, and instructional methodologies
- **Communication:** Provide advocacy services for Special Education families through written evaluation of document analysis
- **Program Design:** Initiate proposal development for exemplary projects that support vocational training endeavors of non-profit organizations
- **Program Design:** Plan and develop curriculum objectives and program guidelines for secondary school enrichment programs faith-based non-profit organization

#### Accomplishments

- **Grant Writing/Funding Acquisition:** Securement of \$23,365 in funding through grant writing geared toward Adult Basic Education and Adult Literacy programs
- **Program Evaluation:** Development of annual program assessment reports for clientele trends of Urban League of Middle Tennessee
- **Program Evaluation:** Conduct faith-based program needs assessment for use in development of strategic funding plan/proposals
- **Program Evaluation:** Conduct comprehensive evaluation of after-school and summer reading program to include quantitative and qualitative examination of program effectiveness for organizational planning
- **Program Evaluation:** Established inaugural survey method and evaluation of standards alignment of Project Ready © curriculum for Urban League of Middle Tennessee

### **Adjunct Faculty**

*University of Phoenix, Nashville, TN*

**May 2012 - May 2014**

#### Responsibilities

- **Instruction:** Instruction of adult learners in basic and general education courses of English 125, English 135, English 215, Communication 172, Communications 200, and Communication 320.
- **Program Design:** Development of course curriculum for varied courses
- **Instruction:** Weekly evaluation of individual and collaborative student work

### **Research Assistant-HBCU-UP NSF Grant**

*Tennessee State University, Nashville, TN*

**Jan 2011 - May 2012**

#### Responsibilities

- **Analytics:** Wrote and implemented coding language for R-Studio program
- **Analytics:** Calculated statistical analysis of data sets with use of R-programming language
- **Analytics:** Direct implementation of qualitative research methodology for focus groups
- **Organizational skills:** Organized and schedule data collection for over 100 university courses

#### Accomplishments

- **Collaboration:** Collaborated with grant director to develop strategic plan for National Science Foundation research grant
- **Presentations:** Presented research results at state, national, and international academic conferences
- **Communication:** Wrote literature reviews for conference presentation and grant proposals

### **Adjunct Faculty, Curriculum Developer**

*Columbia Southern University, Orange Beach, AL*

**Mar 2010 - April 2012**

#### Responsibilities

- **Instruction:** Facilitated independent student learning through Blackboard
- **Communication:** Provided daily feedback to undergraduate students on writing submissions
- **Interpersonal communication:** Communicated with students to reinforce university policy, academic inquiries, and integrity policy violation issues via email on a daily basis
- **Instructional Evaluation:** Edited and grade weekly essays to improve student writing skills for nearly 100 students
- Participated in online FERPA certification and professional development courses

#### Accomplishments

- **Instructional Design:** Development of guidelines for university basic education course, Eng1030, to include development of assessment materials and rubric based grading standard for all university faculty facilitating course

## **MASE Program Coordinator/Mentor Teacher**

*Lipscomb University, Nashville, TN*

**July 2010 - Dec 2012**

### Responsibilities

- **Instruction:** Instructed course in IEP development, Inclusion Teaching Strategies, and Writing Instruction for Students with Disabilities
- **Instructional Design:** Developed supplemental study materials to correspond with Blackboard course material
- **Operations:** Provided administrative support to guest presenters for monthly cohort sessions
- **Instructional Evaluation:** Graded and provide feedback for Graduate level writings
- **Program Design:** Developed supplemental presentations to facilitate cohesiveness between coursework
- **Employee Evaluation:** Conducted evaluative observations of transitionally licensed teachers

### Accomplishments

- **Analytics:** Aided in syllabus/assessment alignment for 2011 NCATE review
- **Organizational Skills:** Systematically monitored and track in-service, professional development, and support hours for five transitionally licensed teachers in Robertson County schools.
- **Employee Evaluation:** Developed measurements tools to assess immediate effectiveness of the mentors' teaching skills

## **English Teacher**

*Kenwood High School, Clarksville, TN*

**Aug 2003 - Jun 2010**

### Responsibilities

- **Instruction:** Designed lessons oriented toward writing instruction, career and post-secondary employment focus, and college-readiness focus
- **Organizational Skills:** Managed the educational progress of Special Education students through monitoring of annual performance and development of IEP's
- **Analytics:** Analyzed data and performance trends for school based curriculum decisions

### Accomplishments

- **Instruction:** Developed Gateway preparatory lessons for both students with and without disabilities which resulted in 98percent Proficiency Rate on state test
- **Instruction:** Prepared students with and without disabilities for TCAP Writing Assessment, to achieve a mean score of 4.0 (District score: 4.18, state score 4.1)
- **Program Design:** Developed systematic writing evaluation process that provided feedback to Honors students on writing assessments, which resulted in 100percent passing rate on state writing test and mean score of 5.13 (District: 4.2; state: 4.18)

## **English Teacher**

*Hampton High School, Hampton, VA*

**Aug 2002 - Jun 2003**

### Responsibilities

- **Instruction:** Designed standards-based lessons oriented toward freshman English curriculum for remedial level students at-risk for special education
- **Instruction:** Instructed students in grammar, mechanics, and literature analysis.

Accomplishments:

- **Instruction:** Invited to be the English teacher of an innovative Computer-Based Learning Pilot program.

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OCCUPATIONAL EXPERIENCE (Volunteerism/Leadership)

**Zeta Phi Beta Sorority Inc.**

*Rho Mu Zeta Chapter, Clarksville, TN*

**Dec 2006 - Present**

Chair of the Tennessee Executive Board, 2015-2017

- **Operations:** development of quarterly reporting system for board members
- **Collaboration:** working with eight woman team for operation of board

Tennessee Expansion Coordinator, statewide, appointed Aug.2015

- **Strategic Planning:** development of annual strategic plan for state of TN growth
- **Supervision:** Supervision of 10 woman team through project management style of task management
- **Community Partnership Development:** development of partnerships with local service organizations in target areas for Days of Service
- **Development/Funding Acquisition:** development and implementation of donor marketing plan for program sponsorship
- **Collaboration:** coordinate statewide initiative with State Director, Geographical Area Coordinators, and Reclamations Coordinator
- **Interpersonal Communication:** facilitation of quarterly conference calls regarding status of initiative

Chapter President, Rho Mu Zeta Clarksville 2014

Responsibilities

- **Operations:** submission of chapter reports for state and regional reporting development
- **Strategic Planning:** development of annual strategic plan for chapter growth, fundraising, and community service endeavors
- **Collaboration:** coordinating efforts of four committees that oversee annual scholarship banquet, community service events, social events, and scholarship initiatives; ad hoc committee member to each chapter committee

Accomplishments

- **Operations:** Establishment of strategic planning implementation, data centralization process implementation, establishment of capturing quantifiable data related to service hours, dollars/items donated, and community reach
- **Analytics:** Facilitation of inaugural chapter strategic plan that has resulted in 36% membership growth, 100% growth in service hours completed, 100% growth in chapter cash assets, 200% growth in items donated

National Director of Diversity Initiatives, 2012

Accomplishments

- **Strategic Planning:** proposal development for strategic planning of organizational diversity initiatives to include marketing and public relations component

Z-Hope Committee Co-Chair

- **Collaboration:** work on committee to plan community service events to include organization of necessary insurance coverage for event, publicizing, and event feedback evaluation analysis

## Urban League of Middle Tennessee

Urban League of Middle TN Young Professionals, Nashville, TN

Mar 2013 - Present

2015 A.C.E. Leadership Conference Director

Responsibilities

- **Project Management:** Coordination of team of volunteers for event planning, publicizing, and speaker selection
- **Collaboration:** monthly meetings with committee to plan initial components of the conference

Accomplishments

- **Organizational Skills:** Development of sponsorship packages for funding acquisition, organization of registered attendees check-in and on-site registration day of event
- **Event Cost Analysis:** Decreased event cost by 50% from 2014, and 75% from 2013
- **Funding Acquisitions:** Publicizing to local institutions of higher education, community businesses, and community leaders to acquire sponsorships and donations toward conference with 65% success rate

Parliamentary Procedure Chair, 2014-2015

Responsibilities

- **Operations:** Development of By-laws reviewing process, and adoption of new By-laws

Vice President, 2013-2014

Responsibilities

- **Collaboration:** facilitation of monthly committee chair meetings in online and teleconference medium to enable telecommuting of committee chairs which enhanced meeting attendance
- **Analytcs:** analysis of event feedback and development of quarterly reports of organizational progress

Accomplishments

- **Operations:** establishment of operational procedures for committee chair to request executive board committee approval for events
- **Operations:** establishment of evaluation and reporting system of event success for future event planning

Youth Empowerment Committee Chair, 2013

Accomplishments

- **Analytcs:** development of event feedback forms and analysis of reporting trends

## Mt. Zion Baptist Church Ministries

Nashville, TN

Jan 2013 - Present

“Dream Team:” Mt. Zion Baptist Church Dream Center Development Committee

Responsibilities

- **Collaboration:** monthly meetings to develop strategic plan for venue development

I AM CHANGE Curriculum Development Co-Chair

Responsibilities

- **Collaboration:** quarterly meetings to develop long term curriculum for youth ministry initiative

Accomplishments

- **Program Design:** lesson plan development of curricula for faith-based enrichment curricula for youth ministry

**Christian Women's Job Corp**

*Executive Board Member, Nashville, TN*

**Jan 2014 – Present**

*Junior Executive Board Member, Nashville, TN*

**Jan 2014 – April 2015**

Responsibilities

- **Funding acquisition:** researching for development of proposal's funding for operational budget support
- **Collaboration:** participate in quarterly junior executive board meetings for planning of quarterly events

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PROFESSIONAL PRESENTATIONS

Accepted, Co-Presenter, International Conference on Learning and Administration in Higher Education, Nashville TN May 2016

▶ Defying the Definition of Insanity: Assessing the Robust Nature of University Outreach in the Community using Carnegie Community Engagement Classification and Lynch Outreach Assessment Model (LOAM)

Accepted, Presenter, American Business World International Conference, Nashville TN May 2016

▶ Black Minds Matter: Use of Innovation Management Strategies to Improve Diversity Retention in Higher Education

Invited, Presenter, American Association of College & Universities, Philadelphia PA Mar. 2016

▶ Call to Black Minds Matter Movement: Strategies to Improve Diversity Retention of Generation X and Millennial Faculty in Higher Education

Invited, Presenter, 6<sup>th</sup> annual Women's Leadership Symposium, Clarksville TN Mar. 2016

▶ Earning your Leadership DNA: Identifying the Type of Leader within You to Enhance the Leaders in Others

Invited, Speaker, APSU Department of Communication Speaker Lecture Series, February 2016

▶ Call to Black Minds Matter: Promoting Diversity through Innovation Management

Co-Presenter, Association of Teacher Education, Chicago IL February 2016

▶ The Dearth of Diversity in Teacher Education

Co-Presenter, 3<sup>rd</sup> annual MTSU Literacy Conference, Murfreesboro TN January 2016

▶ Art & Literacy: Exploring the Impact of Art Analysis on Critical Thinking through the lens of Literacy

Co-Presenter, NAC of World Council for C& I, Brentwood TN October 2015

▶ Saving our Sons: An Investigation of Male and Minority Attrition in Teacher Education and a Model to Recruit, Retain, and Reward.

Presenter, Innovative Educator Conference, Clarksville TN March 2015

▶ The Problem is Not that there are Problems: How to Increase Student Engagement through Learner-Focused Teaching of Problem Based Learning

Presenter, Zeta Phi Beta Sorority National Executive Board Meeting, Houston TX January 2015

▶ Impact of Corporate Sponsorship and Fiscal Benefits

Co-Presenter, 3<sup>rd</sup> Annual MTSU Literacy Conference, Murfreesboro TN February 2015

- ▶ 22<sup>nd</sup> Century Skills for 21<sup>st</sup> Century Teachers: Information Literacy and Pre-Service Teacher Quality
- Co-Presenter, APSU Women in Leadership, Clarksville TN November 2014
- ▶ Critical Mass and Women in Higher Education
- Co-Presenter, National Conference on Race and Ethnicity in Higher Education, Indianapolis, IN May 2014
- ▶ But if I go over there and get to know them as individuals, What am I to do with my Stereotypes?": Concept of Critical Mass and Diversity in High Education
- Keynote Speaker, Kappa Delta Pi Induction Ceremony, Clarksville, TN April 2014
- ▶ The Role of Professional Educators, closing remarks
- Co-Presenter, TBR Access to Success Summit Increasing Student Success, Murfreesboro, TN February 2014
- ▶ "Practical Applications of Critical Mass in Higher Education Retention"
- Keynote speaker, 2014 Zeta Phi Beta Sorority Incorporated, Rho Mu Zeta Founder's Day Luncheon January 2014
- ▶ Branding Oneself to Service to Others
- Co-Presenter, National Association of Multicultural Education, Oakland, CA November 2013
- ▶ "Critical Mass as a Tool for Diversity Enhancement"
- Co-Presenter, International Organization of Social Science and Behavioral Studies, Atlantic City, NJ April 2013
- ▶ "Diversity Research Consortium"
- Co-Presenter, International Organization of Social Science and Behavioral Studies, Atlantic City, NJ April 2013
- ▶ "Concepts of Critical Mass and Diversity in Higher Education"
- Presenter, Southern Region of Teacher Education, Little Rock AK October 2012
- ▶ "Do as We Do: How to Embed Instructional Strategies to Promote Transfer of Learning for Pre-Service Teachers"
- Presenter, Emerging Researcher National Conference, Atlanta GA February 2012
- ▶ "Sunday School and STEM: The Perceptions of Religion on the Selection and Persistence in Collegiate STEM Programs"
- Presenter, Tennessee Math & Science Teaching Educational Conference (TMSTEC), Murfreesboro TN January 2012
- ▶ "A Future in STEM?: A Mixed-Method Study of Rising Sophomores' Perceptions of STEM"
- Presenter, Writing Across the Curriculum PD, Adams TN November 2011
- Presenter, Tennessee Math & Science Teaching Educational Conference (TMSTEC), Murfreesboro, TN February 2011
- ▶ "A Survey of the Scientific Epistemological Views of College Students: Assessing the Impact of the Implicit Curriculum in Science Education"
- Presenter, TSU Research Symposium, Nashville, TN March 2011
- ▶ "Tantalus' Forbidden Fruit: Review of Factors for Minority Underrepresentation in the Sciences"
- Co-Presenter, National Association of Research in Science Teaching, Orlando, FL April 2011

- ▶ “A Survey of the Scientific Epistemological Views of College Students: Assessing the Impact of the Implicit Curriculum in Science Education”

Co-Presenter, American Educational Research Association, New Orleans, LA April 2011

- ▶ “A Survey of the Scientific Epistemological Views of College Students: Assessing the Impact of the Implicit Curriculum in Science Education”

Presenter, Writing Across the Curriculum PD, Springfield, TN

August 2011

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## PROFESSIONAL WRITINGS

### Published

Lynch, E. (2015). Innovation management: Implications for management practices for the Servant Leader in Education. *Journal of Interdisciplinary Education*, 14(1), 40-71.

Lynch, E. (2015). Language of resilience: A mixed-methods study of academic resilience levels and writing proficiency in the general education development program participants of Nashville, TN (doctoral dissertation). ProQuest. (10631).

Gold, M., Lowe, C., Lynch, E., & Sanders, A. (2014). Concepts of critical mass in higher education. *Journal of Social Sciences Research*. 2(1), 54-62.

### Accepted

Lynch, E. (2016). Faith is confidence: The implication of psychosocial components in faith-based educational programs on academic achievement of adult learners. *Journal of Research on Christian Education*

### In Submission/Under Review

Lynch-Alexander, E. (In Submission). To Mimi with Love: Lessons Learned from My Baby Boomer Minority Faculty Mentor. *Change* magazine.

Lynch-Alexander, E., McConnell, J., Sanders, A. R., & Haddy, L. (In Submission). Saving our sons: An investigation of male and minority attrition in teacher education and a model to recruit, retain, and reward. *Journal of Interdisciplinary Education*

Stewart, G., Sanders, A., Whitten, L., & Lynch, E. (In submission). My Future: The tool for clear vision in career choice. *Journal of Interdisciplinary Education*.

Minadeo, D., Putman, G., LaForge, P., & Lynch, E. (In submission). Augmenting state projections: Comparability of staffing patterns derived from OES employment and online vacancies.

### White Papers

Lynch-Alexander, E. & Jacobs, T. Bridgestone Americas. (2015). *Climbing out of the Pit of Strategic Planning: A Case Study of Bridgestone Americas*. [internal use]

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## CONFERENCE PROCEEDINGS

Gold, M., Lowe, C., Sanders, A., & Lynch, E. (2013). Concept of critical mass in higher education. In Proceedings from IOSSBR: *International Organization of Social Science and Behavioral Research*. (p. 83). Atlantic City, NJ: IOSSBR

Slayden-McMahan, R., Gold, M., Sanders, A., & Lynch, E. (2013). The diversity research consortium: A higher education and public school system partnership. In Proceedings from IOSSBR: *International Organization of Social Science and Behavioral Research*. (p. 29). Atlantic City, NJ: IOSSBR

Arino de la Rubia, L. Walden, E. & Hunter, J. M. (2011, April). A survey of the scientific epistemological views of college students: Assessing the impact of an implicit curriculum in science education. Paper presented at American Educational Research Association annual conference, New Orleans, LA.

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## GRANTS

### Grants Funded

Lynch, E., Marshall, K., Bryant, S., & Lyle-Gonga, M. (\$7,895). Fall 2015. *Sister2Sister Movement E^3* grant. Austin Peay State University. One year mentorship, support group, and community service initiative designed for first year underrepresented minority women at Austin Peat State University

Lynch, E. (\$50,000). Spring 2015. *Thompson Charitable Foundation Fellows (TCFF-T.E.A.M) Grant*. Thompson Charitable Foundation. Five year scholarship grant to provide undergraduate students from Scott and Blount County majoring in Special Education academic scholarships to assist with tuition expenses.

Lynch, E. (\$5,000) Fall 2014. Scholarship proposal for T.E.A.M scholarship Matching Funds. Austin Peay State University, Diversity Committee.

Lynch, E. (\$8,365). Fall 2012. Adult GED program for Urban League of Middle Tennessee. Community Foundation of Middle Tennessee. One year funding for operational support of Adult GED program.

Lynch, E. (\$15,000). Summer 2012. Workforce Development partnership with Family and Children Services for Urban League of Middle Tennessee. Bank of America: Education Initiative. One year funding for operational support of spectrum of combined services between ULMT and FCS.

### Grants Submitted, Under Review

Lynch, E. & Eichhorn, J. (\$707, 744). Spring 2016. *Sexual Assault Prevention Programming while Building Violence-Averse Communities, (SAPP-BVAC)*. US Department of Justice, Office of Violence against Women. Three year grant to develop campus and community collaborative programming to reduce Sexual Assault, Domestic Violence, Dating Violence and Stalking on Campus.

Lynch, E. & Lowe, C. (\$1,979,116). Spring 2016. *Preparing English Language Learners and their Educators for Success (PELLES)*. US Department of Education, Office of English Language Acquisition. Five year grant to provide high quality professional development programming to middle/secondary non-certified personnel, implement a community-based cultural integration program geared toward post-secondary planning, and provide financial assistance for scholars enrolled in our ELL-certification program.

Lynch, E., McConnell, J., Burke, K., & Walker, A. (\$37,890). Spring 2016. *Research on Promoting Retention through Internships and Student Mentoring (R-P.R.I.S.M)*. TBR Research Grant. 1 year grant to increase the retention rate and career readiness skills of underrepresented groups all in their sophomore classification year, by examining the latent and correlating variables that will enhance student retention.

Lynch, E., Lyle-Gonga, M., Sims, L., & Blake, M. (\$39,783). Spring 2016. *Research on Improving Campus Climate (R.I.C<sup>2</sup>)*. TBR Research Grant. One year grant to explore diversity related environment to include campus climate.

Lynch, E. McConnell, J., Burke, K., & Walker, A. (\$14,955). Spring 2016. *APSU Promoting Retention through Internships & Student Mentorships*. TBR Student Engagement, Retention, and Success grant. 1 year pilot program to increase the retention rate and career readiness skills of underrepresented minorities to include students defined as economically disadvantaged; non-traditional students, and/or individuals with disabilities, all in their sophomore classification year.

### **Proposals Written**

Lynch, E. (\$200,000). Spring 2014. *Together Each Achieves More (T.E.A.M) Grant*. Johnson Scholarship Foundation. Five year scholarship grant to provide undergraduate students in the Special Education department with documented disabilities academic scholarships to assist with school expenses.

Lynch, E. & Gold, M. (\$1,200,316). Fall 2014. *Data-driven Leaders Equals Student-centered Success (D-LESS)*. US Department of Education. Office of Special Education Programs. Personnel Development to Improve Services and Results for Children with Disabilities-Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D)

Lynch, E. & Gold, M. (\$1,199,616). Fall 2014. *Developing Advanced Teaching Administrators (DATA+)* US Department of Education. Office of Special Education Programs. Personnel Development to Improve Services and Results for Children with Disabilities-Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D)

Lynch, E. & Lowrance, L. (\$973,182). Fall 2014. *Developing Educators for Teaching Exceptional Children with Low Incidence Disabilities*. US Department of Education. Office of Special Education Programs. Personnel Preparation in Special Education, Early Interventions, and Related Services (CFDA 84.325K)

Lynch, E. (\$5,000) Fall 2014. Scholarship proposal for T.E.A.M scholarship Matching Funds. Georgia Pacific Foundation.

Lynch, E. (\$5,000) Fall 2014. Scholarship proposal for T.E.A.M scholarship Matching Funds. American Family Insurance Foundation.

Lynch, E. & Lowrance, L. (\$661,400). Spring 2014. *Developing Educators for Teaching Exceptional Children*. US Department of Education. Office of Special Education Programs. Personnel Preparation in Special Education, Early Interventions, and Related Services (CFDA 84.325K)

Lynch Walden, E. (\$746,723). Fall 2014. Research-based Early Childhood Special Education Training (RECET). US Department of Education. Office of Special Education Programs. Early Childhood Special Education Training Grant.

Lynch Walden, E. (\$9,644). Spring 2013. Creating Research-based Enrichment Together with Underrepresented Minorities (CRETUM). Austin Peay State University. SASI grant to provide undergraduate scholars the opportunity to engage in authentic professional development opportunities as a means to enrich the rigor of their APSU coursework.

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#### ORGANIZATIONAL MEMBERSHIPS

Learning Forward Tennessee, 2014-Present  
Robert K. Greenleaf Center for Servant Leadership, 2014-Present  
Council for Exceptional Children, 2014-present  
Urban League of Middle Tennessee, Young Professionals, 2013-2015  
American Educational Research Association 2010-2015  
Zeta Phi Beta Sorority Incorporated, 2006-Present  
United States of America Track & Field Association, 1997-Present  
TN Education Association, 2006-2011  
National Association of Research in Science Teaching, 2010-2011  
National Education Association, 2006-2010  
Kappa Delta Pi Fraternity, 2006-Present

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#### ADDITIONAL TRAINING

June 2015 Learning Forward Tennessee  
Training: Principal Leadership Strategies for Promoting Teacher Data Use  
Facilitator: Jeff Wayman, Ph.D

October 2014 Learning Forward Tennessee  
Training: Five Steps for Structuring Data-Informed Conversations and Action in Education  
Facilitator: Shelby M. Maier, Ph.D

July 2014 Zeta Phi Beta Sorority Inc. International Boule  
Training: Using Community Leadership to Prepare Ourselves and Zeta for the Future  
Facilitator: Krysta Jones, National Director of Social Action

July 2014 Zeta Phi Beta Sorority Inc. International Boule  
Training: Building Value of Our Time: Effective Strategies for Personal and Chapter Productivity  
Facilitator: Stacie NC Grant

June 2014 Zeta Phi Beta South Central Regional Leadership Conference  
Training: Leadership Styles that Ensures Your Success  
Facilitator: Giana Gardner, South Carolina State Director

May 2014 National Conference on Race and Ethnicity in Higher Education

Training: Black Greek Letter Fraternity/Sorority Growth in the 21<sup>st</sup> Century

Facilitator: Rasheed Ali Cromwell, Esq. and Syreeta Greene of Harbor Institute

October 2013 National Urban League Whitney M. Young Leadership Conference

Training: Building a Strategic Chapter Plan for Success

Facilitator: Kira Van Niel

Training: Managing Supplier Diversity

Facilitator: Dominica Groom

Training: Roberts Rules of Order

Facilitator: Carlos Canton

May 2013 National Conference on Race and Ethnicity in Higher Education, New Orleans, LA

Training: A Student Affairs Approach to Developing a Multicultural Competence Strategic Plan

Facilitator: Stephanie Ray, Ph.D and Rupert Perez, Ph.D

March 2013 APSU Grants Fraud Workshop

Training: Federal Grants Fraud

Facilitator: Assistant Special Agent in Charge Aberre Broome

April 2011 American Educational Research Association, New Orleans, LA

Training: Mixed Data Analysis Techniques: A Comprehensive Step-by-Step Approach

Facilitator: Anthony Onwegbuzei, Ph.D., F.S.S., P.G.C.E.

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## HONORS

2013: 2013 IOSSBR, Best Paper Award, "Concepts of Critical Mass and Diversity"

2011: 2011 TSU Research Symposium, 1<sup>st</sup> place Oral Presentation, Graduate Student Category

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## SERVICE

### **Committee Assignments**

2015-2016 APSU Diversity Committee, Data & Diversity Strategic Planning Subcommittee  
MDE COE Diversity Task Force

2014-2015 APSU Diversity Committee, Data & Diversity Strategic Planning Subcommittee  
MDE COE Social Committee, Chair  
MDE COE Diversity Task Force

2013-2014 APSU Diversity Committee  
APSU Affirmative Action Committee  
MDE COE Social Committee  
MDE COE Recruitment & Retention Committee

2012-2013 MDE COE Social Committee

### **Manuscript Review**

2015- Present Manuscript Reviewer: *Journal of College Student Retention: Research, Theory & Practice*, Sage.  
PR/Award # S149A160034

2014-Present Manuscript Reviewer: *Journal of Research on Christian Education*. Routledge.

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## COMMUNITY SERVICE

2015-Present: Executive Board of Christian Women's Job Corps  
2015: W.A.C.G-The Family, Girls Youth Basketball program, Executive Board Member  
2014-Present: Dream Team: Mt. Zion Baptist Dream Center Development Committee  
2013- Present: Christian Women's Job Corp, Executive Board  
2006 - Present: Zeta Phi Beta Sorority Incorporated, Rho Mu Zeta Clarksville Chapter  
2012 – 2015: Urban League of Middle Tennessee, Young Professionals  
2014- 2015: The Mental Health Initiative, Executive Board Member  
2012-2014: Mt. Zion Baptist Church I AM Change Youth Ministry

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## REFERENCES

Available upon request

# Karina J. Taufi

(b)(6)

## EDUCATION

### **University of Illinois at Chicago**

*Masters of Education, Instructional Leadership & Educational Policy Studies*

**May 2013**

*Chicago, IL*

### **University of Illinois at Urbana-Champaign**

*Bachelor of Science in Political Science*

*IL*

**December 2007**

*Urbana,*

## SKILLS

- Capable of building strong relationships and collaborating with a diverse group of people.
- Flexible, resourceful and reliable.
- Knowledge of recruitment and enrollment strategies.
- Ability to multitask, prioritize and manage multiple projects concurrently.
- Well-developed analytic and problem solving skills with excellent attention to detail.
- Familiar with student data systems, Banner, DARS, Collegiate Link, ARGOS, and Talisma.
- Professional Proficiency in Spanish: verbal and written.

## EXPERIENCE

### **Austin Peay State University**

September 2014 - Present

*Coordinator, Hispanic Cultural Center*

- Provide leadership and direction for the daily operations of the Hispanic Cultural Center.
- Develop, plan and implement comprehensive educational and support services to enhance the academic and social success of Hispanic students on campus. Coordinate all aspects of workshops/programs, including facilities, food services, etc.
- Manage departmental budgets, including grant and scholarship fund. Authorize expenditures and manage all financial resources to ensure they are being used appropriately in accordance with university policy. Develop budget proposal for upcoming year, calculate expenses and develop annual objectives. Assist with fundraising initiatives.
- Develop and implement community outreach opportunities, and collaborative partnerships to assist in the recruitment of Hispanic students to campus.
- Evaluate programs for effectiveness and gather data for university assessment. Compile post-program data to create reports to measure participation, retention and any additional relevant outcomes.
- Hire, train, supervise and evaluate Graduate Assistant and student-employees. Manage schedule and payroll for student employees and maintain confidential files.
- Create and manage marketing campaigns for all programs coming out of the Hispanic Cultural Center, to include social media platforms.
- Represent the Hispanic Cultural Center at on and off-campus events.
- Facilitate collaborative partnerships with faculty and other departments on campus to present programs that nurture the appreciation of the Hispanic/Latino Culture through lecturers, art and workshops.
- Serve on various campus-wide committees including program planning for major campus events, such as Family Weekend, Welcome back, etc.
- Advisor to three multicultural student organizations.

### **University of Illinois Springfield**

September 2013 – June

2014

*Regional Chicago Admissions Counselor*

- Represented the University of Illinois Springfield at small and large public events to promote our campus.
- Predicted enrollment for my territory, managed territory based on most efficient and effective way to reach goal.
- Coordinated all application information and documents to prepare for the admissions committee, for all of Chicago Public Schools.

- Maintain constant and ongoing communication with applicants to ensure completion of application and enrollment.
- Strengthened current and build new relationships with outside partners to ensure student enrollment and retention.
- Participated in recruitment fairs and educational conferences to matriculate a diverse and unique incoming class.
- Developed relationships with “feeder” schools, guidance counselors, parents, and non-profit organization directors to increase applicant pool and increase enrollment.
- Collaborated with various departments on campus, such as, faculty, academic and student affairs, residence life, and financial aid, to foster student interest.
- Produced confidential data reports pertaining to student applications, enrollment management and additional areas as requested.
- Planned admitted student events.
- Served as committee member in professional organizations, such as IACAC.

**Ashford University**  
2013

September 2010 – September

*Regional Campus Admissions Counselor-Chicago Region*

- Developed new relationships and partnerships with key stakeholders, such as, university faculty, area high schools, and community organizations to promote University programs.
- Taught first year experience courses for incoming students.
- Determined needs and requested resources on an ongoing basis to grow territory and applications.
- Set goals and predicted yield based on application numbers.
- Advised students on academic programs, career goals, and conduct skill assessments.
- Developed, implemented and conducted workshops for high schools students as part of our outreach efforts.
- Built positive rapport with counselors, applicants and parents of prospective students to provide better communication and high quality service.
- Assisted in managing of marketing materials, publications such as view books, flyers, etc.
- Actively participated in IACAC and CARR (Chicago Area Regional Representatives).

**University of Illinois at Urbana-Champaign**  
2010

January 2008 – September

*Admissions Counselor-Chicago Satellite Office*

- Reviewed the academic qualifications and personal statement of applicants to make admission decisions, as a member of the Admissions Committee.
- Revamped, implemented and supervised the Peer Recruitment Program in the Office of Admissions Chicago Satellite Office. Developed and maintained alumni and member database for the program.
- Planned and coordinated multiple events for recruitment efforts: room reservations, marketing, invite list and any additional needs as requested.
- Assisted in creating transfer guide, using U.Select, to clearly demonstrate transfer equivalencies for prospective students into specific majors.
- Represented the University at small and large recruitment events, such as college fairs, Parent Nights, etc.

**MGR Foundation-Team M3, Marathon Training**  
2011

March 2011 – October

*Student/Mentor Program Coordinator (Part-Time)*

- Coordinated high school recruitment process. Determined program needs and resources.
- Developed and implemented Team M3 curriculum and objectives for high school students.
- Organized and planned training day activities and marathon day procedures. Worked with many outside constituents to coordinate logistics for the program.
- Coordinated program events, family events, mentor-student outings, etc.
- Coordinated risk managements procedures. Developed and conducted staff and mentor training to ensure compliance with all rules and regulations pertaining to minor’s in the program, background checks, and additional safety procedures as needed.
- Created reports to monitor student and mentor participation and retention.
- Assisted in maintaining budget, secure sponsorships and raise program awareness.

**Professional Presentations:**

- Region III Snapshot: Latinos State of Affairs. (NASPA Conference) 2015
- To Admit Affirmatively: That is the Question. (IACAC Conference) 2014
- Undocumented students in higher education. (IACAC, Inclusion, Access and Success Committee) 2011

## Charmaine Lowe

(b)(6)

### EDUCATION

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**Peabody College of Vanderbilt University**, Nashville, TN

Doctor of Education

*Major:* Language, Literacy and Culture

*Minor:* Bilingual Education Research and Intercultural Adaptation Processes

May 2008

**Vanderbilt University**, Nashville, TN

Master of Arts in Literature

*Major Fields of Study:* English Renaissance, Romantic Poetry and Post-Modern World Literature

*Areas of Specialization:* African-American, Southern and Latino Literature

August 1997

**University of Mississippi**, Oxford, MS

Bachelor of Arts

*Major:* English

*Minor:* Spanish

May 1996

### HONORS AND AWARDS

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Title III Grant Faculty Leadership Program, Fall 2011

Project MORE Grant, 2011-2012

Critical Mass Grant, 2009-2010

AERA (American Educational Research Association) Dissertation Award for Excellence in Bilingual Education Research, 2008

Vanderbilt University Center for Ethics Research Fellowship, 2007

Spotlight Member Profiled in TESOL (Teachers of English to Speakers of Other Languages) International Newsletter, 2007

Center for the Americas Research Fellowship, 2006

Tennessee Board of Regents Geier Dissertation Fellowship, 2005-2007

Kappa Delta Pi International Honor Society in Education, 2003

CFC (Caring for Children) Certificate of Excellence in Volunteer Services to the Hispanic Community, 2003

Recipient of Language and Literacy Fellowship for Continuing Education, 2001

Department of English Teaching Fellowship, 1998 – 1999

Nominee for the John M. Aden Award for Excellence in Graduate Student Writing, 1998  
Recipient of Dean's Graduate Fellowship, 1996 – 1999

## PROFESSIONAL EXPERIENCE

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### **Assistant Professor of Education**

August 2008-Present

*Austin Peay State University: College of Education*

Clarksville, TN

Teaching Social/Cultural Foundations of Education, Teaching Diverse Students, Graduate Foundation of Education, Supervised Public School Teaching, and Teaching in a Pluralistic Society both physically and online. Make arrangements for relevant researchers, professionals, and community advocates to present and interact with students. Develop guest lectures into podcasts. Serve on multiple graduate, professional and service committees. Collaborate with colleagues to produce scholarship. Conduct Milestone interviews and portfolio reviews. Participated in Feed-a-Freshman program with qualifying undergraduate students.

### **Instructor**

August 2006-July 2008

*Middle Tennessee State University: Department of English*

Murfreesboro, TN

Taught Rhetoric, Composition and Literature. Scheduled and secured resources necessary for off-campus and non-traditional coursework related to Doctors Without Borders Immigration Project. Make arrangements for authors, literary researchers, and community experts to present and interact with students. Standardized regulations for collaborative presentations. Assess and provide formal and informal feedback on submitted coursework. Student mentoring. Active member of faculty. Participant in University's diversity initiatives.

### **Geier Dissertation and Teaching Fellow**

August 2005-May 2006

*Middle Tennessee State University: Department of Elementary and Special Education*

Murfreesboro, TN

Taught social studies methods seminars. Secured apprentice teacher and service learning practicum placements both within and outside of surrounding school system. Scheduled and secured resources necessary for off-campus and non-traditional coursework related to Vietnam Veterans Oral History Project. Integration of non-traditional coursework and expert lectures related to English language learners. Made arrangements for authors, educational researchers, community professionals and seasoned educators to present and interact with students. Standardized regulations for collaborative presentations. Student mentoring. Presented research to department faculty and university administrators. Participated in University's diversity initiatives. Active member of faculty.

### **Graduate Practicum Instructor**

Fall 2004

*Peabody College: Department of Teaching and Learning*

Nashville, TN

Taught Masters Level Advanced Elementary Education Practicum normally reserved for faculty. Secured apprentice teacher and service learning practicum placements throughout Metro School System. Taught COMP program. Made arrangements for author of primary course text, educational researchers, and counselors from the University Career Center to present for students. Arranged small group analysis to be conducted through the Center for Teaching. Conducted individual conferences as well as small group grade level conferences. Determined responsibilities and assessed performance of teaching assistant. Formal assessment of student performance,

efficacy of site and cooperating personnel in the field. Awarded summer adjunct position at Belmont University as a result of excellent job performance in this position.

**Adjunct Instructor**

Summer 2005

*Belmont University: Department of Elementary Education*

Nashville, TN

Taught two graduate level seminars: Literacy Methods for Younger Learners and Classroom Management. Taught online seminar on classroom management. Secured apprentice teacher and service practicum placements both within and outside of Metro School System. Made arrangements for authors, educational researchers, and seasoned teachers to present and interact with students. Supervised students at practicum sites. Conducted individual conferences as well as small group grade level conferences. Assessed and provided formal feedback on all lessons taught at sites and submitted coursework.

**Student Teacher Supervisor**

Spring 2005

*Peabody College: Department of Teaching and Learning*

Nashville, TN

Regularly observed and assessed secondary student teachers at a variety of sites throughout the Metro school district. Regularly conferred with program director, site faculty and administrators, co-supervisors and student teachers. Provided guidance in the creation and implementation of lesson and unit plans. Formal assessment of student performance, efficacy of site and cooperating personnel in the field. Aided student teachers in securing full-time teaching positions nationwide. Led accompanying course meetings. Liaison between students, program director and site personnel.

**English Language Learners Instructor**

January –August 2004

*Woodbine Community Organization*

Nashville, TN

Taught levels I, II, and III of English as a Foreign Language. Developed curriculum for ELL II. Heavily supplemented curricula for ELL I and ELL III. Devised and administered assessments for each course. Conducted placements and community-wide assessments for incoming students. Organized field trips for classes. Arranged for community leaders and practicing musicians to guest lecture and perform. Organized commencement activities for students upon successful completion of program. Organized periodic multi-ethnic celebrations for students. Assisted in securing replacement instructors for myself and colleague. Frequent use of Spanish as the language of instruction. Hosted and mentored a Peabody Practicum student in ELL I class.

**English Language Learners Instructor**

2002-2003

*Caring for Children*

Nashville, TN

Designed and implemented “English as a Second Language” curriculum for recent immigrants from Spanish-Speaking countries. Helped students hone job seeking and other person-specific skills through individual tutoring. Liaison between focus family and social worker(s). Connected students with other community-based outreach resources. Utilized Spanish as the primary language of instruction.

**Undergraduate Practicum Supervisor**

2002-2004

*Peabody College Department of Teaching and Learning*

Nashville, TN

Mentoring supervisor for sophomores and juniors enrolled in Education 2340 (Apprentice Teacher) and Education 2350 (Service Learning) seminars placed at sites throughout Davidson County. Helped secure sites for placement. Regularly observed students at placement sites. Advised and assess student performance, efficacy of site and cooperating personnel in the field. Determined the frequency and caliber of students' written assignments. Conferenced regularly with students, practicum director and co-operating placement faculty. Collaboratively determined students' grades for courses. Liaison between students, practicum director and site personnel.

**Teaching Assistant**

Summer 2002

*Project Imagine College*

Nashville, TN

Mentor and companion for juniors from Pearl Cohn High School. Supervised progression of coursework. Monitored classroom behavior. Supervised service-learning project. Tutored students individually. Responsible for distribution and maintenance of supplies. Reported regularly on student progress. Responsible for enacting disciplinary measures.

**Graduate Assistant**

2001-2002

*Peabody College of Vanderbilt University*

Nashville, TN

Scripted, edited and circulated department newsletter. Digitized audio and video files. Made arrangements with international publishers. Conducted research for co-operating professor. Served on NCTE planning committee. Scheduled and recorded electronic conferences and meetings. Participant in faculty meetings.

**Humanities Instructor**

2000 - 2001

*The Northwest School*

Seattle, W A

Taught ninth and twelfth grade level Humanities. Designed and instructed Senior Comparative Literature course. Academic advisor for ninth grade students. Delivered lectures to grade levels. Managed discussion and determined coursework for section meetings. Held weekly conferences with students. Supervised field trips and off-campus coursework. Co-supervised diversity club.

**Secondary Instructor**

1999 – 2000

*Donelson Christian Academy*

Nashville, TN

Taught three sections of oral communications and two sections of drama. Scheduled and secured resources necessary for field trips and non-traditional coursework. Proctored standardized examinations. Made arrangements for professionals to present lectures to class. Updated lesson line daily. Electronically submitted all student evaluations and grades to academy officials. Supervised athletic events.

**Teaching Fellow**

1998 – 1999

*Vanderbilt University: Department of English*

Nashville, TN

Designed and independently taught two sections of English 104W (a writing intensive course developed to enhance students' writing abilities as well as their capacity to analyze literature). Held regular office hours and mandatory conferences. Regularly conducted student evaluations and reported results to department officials. Provided supplemental tutorials. Secured and operated equipment needed for student/professor audio-visual presentations. Devised regulations for performance requirements and periodic presentations.

## **Learning Strategist**

1994 – 1996

*University of Mississippi Teaching and Learning Center*

Oxford, MS

Free content and private tutor (advanced literature and elementary Spanish). Collaboratively taught English as a Second Language. Prepared international students for TOFEL exam as well as other standardized tests. Created viable time management schedules for learning impaired students and monitored their academic progression. Liaison between students and professors. Proofread and edited theses and dissertations for international and graduate students.

## **ADDITIONAL SKILLS**

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Tennessee Performance Assessment Calibration

Teacher Licensure: English 7-12, Doctorate Degree

Certified COMP (Classroom Organization and Management Program) Instructor

Advanced Command of Spanish Language

First Aid and CPR/AED Adult Certification

IELTS (International English Language Testing System) Certified Examiner and Evaluator

## **PROFESSIONAL CONFERENCE PRESENTATIONS**

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### **TBR (Tennessee Board of Regents) Research Development Conference**

March 2011

Collective Paper Presentation: “The Concept of Critical Mass in Higher Education” with Dr. Moniqueka E. Gold and Dr. Merriel Neal

### **American Association of Blacks in Higher Education**

March 2011

Collective Paper Presentation: “The Concept of Critical Mass in Higher Education” with Dr. Moniqueka E. Gold and Dr. Merriel Neal

### **National Association for Multicultural Education, 20<sup>th</sup> Annual Conference**

November 2011

Accepted Collective Paper Presentation: “Critical Mass and Its Impact on the Retention, Academic Success and Graduation Rates of African American Students” with Dr. Moniqueka E. Gold and Dr. Merriel Neal

### **SRATE (Southeastern Regional Association of Teacher Educators)**

October 2010

Collective Paper Presentation: “Critical Mass and Its Impact on the Retention, Academic Success and Graduation Rates of African American Students” with Dr. Moniqueka E. Gold and Dr. Merriel Neal

### **NAME (National Association of Multicultural Educators)**

November 2009

Individual Paper Presentation: “Promoting the Retention of Latina Students in Community-Based ESL Programs through the Implementation of Critical, Feminist, and Ethno-Feminist Pedagogies”

**AAAL (American Association of Applied Linguistics)** March 2009  
Individual Paper Presentation: "Promoting the Retention of Latina Students in Community-Based ESL Programs through the Implementation of Critical, Feminist, and Ethno-Feminist Pedagogies"

**NRC (National Reading Conference)** December 2008  
Individual Paper Presentation: "Promoting the Retention of Latina Students in Community-Based ESL Programs through the Implementation of Critical, Feminist, and Ethno-Feminist Pedagogies"

**AERA (American Educational Research Association)** March 2008  
Individual Paper Presentation: "Implementing Ethno-Feminist Pedagogies in a Community-Based Adult ELL Program"

**TESOL (Teachers of English to Speakers of Other Languages)** March 2007  
Individual Paper Presentation: "Occupying the Oppositional Space: Using the Tenets of Ethno-Feminist Criticism to Foster Community between African American Instructors and Latino/a English Language Learners"

**TESOL (Teachers of English to Speakers of Other Languages)** March 2006  
Individual Paper Presentation: "Considering the Retention of Latina Students in Community-Based English Language Learner Programs through Critical, Feminist, and Ethno-Feminist Pedagogies"

**International Conference on the Arts and Humanities** January 2006  
Individual Paper Presentation: "Utilizing African-American Critical Feminism to Promote the Engagement of Adult Female English Language Learners"

**NRC (National Reading Conference)** December 2005  
Individual Paper Presentation: "Considering the Retention of Latina Students in Community-Based English Language Learner Programs through Critical, Feminist, and Ethno-Feminist Pedagogies"

**First Annual Conference on Analysis of Videotaped Data** March 2002  
Individual Paper-Media Presentation: "Resistance and Resocialization in a Secondary English Language Learners Classroom"

## **PROFESSIONAL PUBLICATIONS**

---

### **Sole Author**

Lowe, C. (2011). Traversing *La Frontera*: The Dynamics of resistance to resocialization among English Language Learners in secondary classrooms. *Tennessee Reading Teacher*, 38 (2), 7-16.

Lowe, C. (2010). Considering the retention of Latina students in community-based English

Language Learner programs through the lens of critical, feminist, and ethno-feminist pedagogies. *The Journal of Multiculturalism in Education*, 6(4). Available from <http://www.multiculturaljournal.com/volumes/6/4/#lowe>

### **Co-Authored**

Gold, M., Lowe, C., & Neal, M. (2011). *The concept of critical mass in higher education*. Proceedings of the TBR Research Development Conference, Nashville, TN.

Gold, M.E. & Lowe, C. (2010). The integration of assistive technology into standard classroom practices: A Guide for K-12 general educators. *The Journal of Multiculturalism in Education*, 6(1). Available from <http://www.multiculturaljournal.com/volumes/6/1/#gold>.

### **Featured Interviewee**

Allen, T.H. (2011, May, 30). Raising the AT bar: From teacher training to tech integration. *The Family Center on Technology and Disability*. Available from <http://www.fctd.info/newsletters/290>

## **RESEARCH PROJECTS**

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### **Co- Investigator of Grant-Funded Research**

*Austin Peay State University: College of Education*

Critical Mass Research Grant. With Dr. Moniqueka E. Gold and Dr. Merriel Neal

### **Contributing Member of Transnational Literacy Work Group**

*Center for the Americas at Vanderbilt University*

Currently engaged in a bi-national comparative analysis of the literacy practices of school-age North American Latino and Hispanic youths with transnational migratory patterns.

### **Contributing Member of Expanding Horizons Incubator Group**

*Center for the Americas at Vanderbilt University*

Gathered data and worked to implement a Latino Studies certification program at the university.

## **COMMUNITY AND UNIVERSITY INVOLVMENT**

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**NAME (National Association of Multicultural Educators) Proposal Reviewer** 2011-Present  
*Conference Proposal Review and Feedback*

<b>APSU Academic Committee Member</b> Active Participant of Advanced Studies Committee; Grades 4-8 Licensure Program Committee; Admission/Retention Committee; Academic Appeals Committee; Task Force to Increase Minority and Male Enrollment; Student Academic Suspension Appeals Committee; and Chair of Standard Five NCATE Committee	2008-Present
<b>Member of Graduate Student Committees</b>	2008-Present
<b>Austin Peay Day Faculty Participant</b> <i>Voluntary Representative of College of Education to Potential Students</i>	2008-Present
<b>Bilingual Research Journal</b> <i>Manuscript Review and Feedback</i>	2008-Present
<b>Charlemos Español</b> <i>Summer Coordinator and Participating Member</i>	2007-Present
<b>Applied Linguistics Association</b> <i>Founding Member</i>	2006-Present
<b>Spanish Black Belt Foreign Language Instruction Program</b> <i>Consultant and Advisory Board Member</i>	2004-Present
<b>Sister Cities of Nashville</b> <i>Participating Member of Spanish Language Division</i>	2004-Present
<b>Zeta Phi Beta Feminism Conference</b> Guest Speaker and Workshop Leader: “The New ‘F Word’: Why Feminism is for Everybody”	November 2002
<b>OBGAPS (Organization of Black Graduate and Professional Students)</b> <i>Executive Board Member</i>	1998 -1999

**References Available Upon Request**

## PRIMERO-CAMP Program Coordinator Position Description

### **Information about Austin Peay State University**

Clarksville/Montgomery County is home to many industries, including Fort Campbell, which also is one of the largest military installations in the country and home of the 101st Airborne Division. This variety of industry not only brings a wealth of business and jobs to Clarksville, it also brings people from many parts of the world, creating a diverse mix of culture unique to Clarksville and Austin Peay. This uniquely diverse culture creates a community that helps Austin Peay thrive by constantly bringing new people, ideas and opportunities to our University through the people we hire and the students we educate.

### **Mission Statement**

Austin Peay State University is a comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical, and cultural development of the region. APSU prepares students to be engaged and productive citizens, while recognizing that society and the marketplace require global awareness and continuous learning. This mission will be accomplished by:

- Offering undergraduate, graduate, and student support programs designed to promote critical thinking, communication skills, creativity, and leadership;
- Expanding access opportunities and services to traditional and nontraditional students, including the use of multiple delivery systems, flexible scheduling, and satellite locations;
- Promoting equal access, diversity, an appreciation of all cultures, and respect for all persons;
- Serving the military community at Fort Campbell through complete academic programs;
- Providing academic services that support student persistence to graduation;
- Fostering a positive campus environment that encourages active participation in university life; and
- Developing programs (credit and noncredit), conducting research, and providing services that contribute significantly to the quality of life, learning, and workforce development needs of the region.

### **Vision Statement**

APSU's vision is to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society.

### **Position Summary**

This is a full time position anticipated to work 40 hours per week. This position is a grant funded position and is expected to have an employment period through June 30, 2021. The selected candidate will be required to sign a waiver of retention rights. If the grant is canceled or reduced, the person in this position will be reduced from a part-time (50% FTE) position in proportion to the reduction in grant funding. If the grant funding is not extended, this

## PRIMERO-CAMP Program Coordinator Position Description

position will not have the rights to any other position in the University.

The salary range listed above is a full time salary range.

### **General Summary**

Coordinate the comprehensive academic, financial, and supportive services and manage/oversees recruitment, while serving as a liaison with students, parents, and other interested parties for the APSU Promoting Regional Immigrant and Migrant Students for Educational Retention Outreach Program through **College Assistance Migrant Program (PRIMERO-CAMP)** participants.

### **Typical Duties and Responsibilities**

- Provides comprehensive academic guidance, performs periodic assessments and monitors progress of all APSU PRIMERO-CAMP students
- Develops and implements marketing strategies to recruit migrant and seasonal farmworker students to APSU
- Advises students and parents and provides them with information regarding academic programs and APSU in general.
- Oversees the admissions process from inquiry to enrollment.
- Implements admissions policies and procedures.
- Works as part of a team that reviews and evaluates applications and makes admission decisions for beginning students.
- Communicate with students, parents, high school counselors and other APSU staff regarding admissions decisions.
- Manages and assists in the implementation of all educational and supportive services and activities.
- Maintains participants records and collects data necessary for all reports and evaluation
- Supervises graduate assistant, peer leaders, or academic tutors
- Work collaboratively with community partners and APSU staff to measure program outcomes and to ensure the program meets the mandates of the grant
- Develop and implement an effective data collection and analysis plan to assess program effectiveness and cost efficiencies.
- Establishes working relationships with appropriate University departments as well as external agencies.
- Work collaboratively to write and disseminate reports regarding the program to stakeholders to include federal funding office
- Assists in the development of retention strategies and researches best practices

### **Essential Functions**

- Ability to efficiently operate a personal computer and associated software (Outlook, Word, Excel, etc.) and Ellucian Banner
- Ability to communicate effectively and appropriately.

## PRIMERO-CAMP Program Coordinator Position Description

- Ability to maintain confidentiality of records and information.
- Ability to interact in an effective and appropriate manner with diverse populations, the University community and the public.
- Ability to detect and correct grammatical and spelling errors in written correspondence
- Ability to maintain files accurately, in paper and in software programs.
- Ability to handle multiple tasks simultaneously.
- Ability to effectively supervise graduate assistants
- Ability to organize, prioritize, make decisions and meet deadlines.
- Ability to establish rapport with faculty, staff, students, alumni, and the community.
- Ability to collaborate with other university departments and offices Admissions, Marketing/PR, and Academic Affairs.

### **Required Qualifications**

- Bachelor's degree in a relevant field.
- Three years of experience working with educational programs for diverse students and/or community involvement programs.
- Fluent bilingual/bicultural (English/Spanish) skills.
- Some experience with advising college students.
- Supervisory experience.
- Strong organizational and interpersonal communication skills.
- Familiarity with education issues in the targeted population.
- Ability to work evening and weekend programming/activities.

### **Necessary Special Requirements:**

- Applicant must be willing to be fingerprinted, as well as a complete background investigation.
- Must possess a valid Tennessee Driver's license.

### **Preferred Qualifications:**

- Experience in working with or similar background as migrant and seasonal farmworker community.
- Strong analytical skills.
- Excellent oral and written communication skills.

**Please note: applications are considered complete and accurate at the time of submission, therefore, additional information may not be solicited or accepted after your application has been received.**

**It is a Class A misdemeanor to misrepresent academic credentials.** A person commits the offense of misrepresentation of academic credentials who, knowing that the statement is false and with the intent to secure employment at or admission to an institution of higher education in Tennessee, represents, orally or in writing that such person:

## PRIMERO-CAMP Program Coordinator Position Description

1. Has successfully completed the required course work for and has been awarded one (1) or more degrees or diplomas from an accredited institution of higher education;
2. Has successfully completed the required course work for and has been awarded one (1) or more degrees or diplomas from a particular institution of higher education; or
3. Has successfully completed the required course work for and has been awarded one (1) or more degrees or diplomas in a particular field or specialty from an accredited institution of higher education.

**Note:** The Immigration Reform and Control Act of 1986 requires APSU to employ only U.S. citizens and aliens authorized to work in the U.S. New employees must present documents verifying identity and right to accept employment (See Form I-9, Employment Eligibility Verification)

Austin Peay State University is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, disability, status as a protected veteran, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of Equal Opportunity and Affirmative Action, 601 College Street, Browning Building/Rm 7A, Clarksville, TN 37044, [bryantsm@apsu.edu](mailto:bryantsm@apsu.edu).

Additionally, APSU does not discriminate on the basis of sex in the educational programs or activities which it operates. APSU is required by Title IX of the Educational Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, and 45 C.F.R. Parts 83 and 86 not to discriminate in employment in or admission to education programs and activities. The institution's Title IX Coordinator, designated to monitor and oversee Title IX inquires and complaints, is Sheila M. Bryant, Director of Equal Opportunity and Affirmative Action, 601 College Street, Browning Building/Rm 7A, Clarksville, TN 37044, [bryantsm@apsu.edu](mailto:bryantsm@apsu.edu).



March 3, 2016

U.S. Department of Education,  
Office of Migrant Education,  
400 Maryland Avenue SW., Room 3E338,  
Washington, DC 20202-6135

Dear Office of Migrant Education Grant Review Committee,

This letter is written in support of the *Promoting Regional Immigrant and Migrant Students for Educational Retention Outreach Program through College Assistance Migrant Program (PRIMERO-CAMP)*, a grant proposal submitted by Austin Peay State University. Hebrews 11:1 states, "Now faith is confidence in what we hope for and assurance about what we do not see," and for many of our children of Migrant and Seasonal workers this *PRIMERO-CAMP* program will be a reliable assurance that college degree attainment is more than a hope, but a goal that they can confidently obtain. The opportunities that this project will provide our population of migrant and seasonal worker and their families are like none other presently in the state.

Austin Peay State University Baptist Collegiate Ministries (APSU BCM) is in support of the three components of providing academic, financial, and psycho-social supports to program participants during the funding cycle of the *PRIMERO-CAMP* program to help them successfully complete their first year of college enrollment. Our commitment is to aid in the area of psycho-social and socio-emotional programs for participants. We will support the component of psycho-social supports by partnering with program coordinators to serve as a faith-based partner in the facilitation of **faith-oriented support groups, faith oriented community service and fellowship projects, and integration of the PRIMERO-CAMP students into our religious community.**

Given the goals and objectives of this project to retain first year students who are children of migrant and seasonal workers, as well as the quality of the institution involved in the promotion of student success, we believe this project will make a meaningful contribution to our community and we support PRIMERO-CAMP's mission to close the degree attainment gaps for migrant and seasonal workers and their children.

Sincerely,

(b)(6)

Stacy Murpree  
Campus Minister



**Student Life and Engagement**

March 3, 2016

U.S. Department of Education,  
Office of Migrant Education,  
400 Maryland Avenue SW., Room 3E338,  
Washington, DC 20202-6135

Dear Office of Migrant Education Grant Review Committee,

The Office of Student Life and Engagement is in support of *Promoting Regional Immigrant and Migrant Students for Educational Retention Outreach Program through College Assistance Migrant Program (PRIMERO-CAMP)*, a program designed to provide assistance to migrant workers or their children to work toward college degree attainment. *PRIMERO-CAMP* recognizes the children of migrant and seasonal farm workers, frequently experience social isolation, extreme poverty, and migratory lifestyles that make academic skills development difficult (Salerno, 1991; Strang, Carlson, & Hoppe, 1993), and in response seeks to: (1) provide financial assistance for *PRIMERO-CAMP* eligible participants, (2) implement a social support program with a partnering faith-based entity to promote collegiate persistence and cultural adaptation mechanism at the University level, and (3) implement an academic support program explicit to the needs of *PRIMERO-CAMP* participants to include career and academic assessment for post-collegiate planning, and individual assessments in conjunction with APSU Campus Compass to provide individualized education plans while partnering with career services to provide career readiness for post collegiate transitions.

*PRIMERO-CAMP* grant will enhance enrollment, retention, and subsequently degree attainment rates for regional for migrant populations and their immediate family members. The proposed program outcomes include impacting 20 first year students annually, and an anticipated 80 students in the given 60months. *PRIMERO-CAMP* will address regional gaps in degree attainment persistence, collegiate financial needs of migrant workers and their immediate family members, and the psycho-social components with a faith-based partner to promote persistence through an innovative approach to provide services to program participants between multiple stakeholders.

Given the goals and objectives of this project to retain first year students who are children of migrant and seasonal workers, as well as the quality of the faculty and staff involved in the promotion of student success, we believe this project will make a meaningful contribution to our campus and community and we support *PRIMERO-CAMP*'s mission to close the degree attainment gaps for migrant and seasonal workers and their children.

Sincerely,

(b)(6)

Victor Felts  
Director of Student Life and Engagement



# Career Services

March 3, 2016

U.S. Department of Education,  
Office of Migrant Education,  
400 Maryland Avenue SW., Room 3E338,  
Washington, DC 20202-6135

Dear Office of Migrant Education Grant Review Committee,

This letter is in support of *Promoting Regional Immigrant and Migrant Students for Educational Retention Outreach Program through College Assistance Migrant Program (PRIMERO-CAMP)*, a program designed to provide assistance to migrant workers or their children to work toward college degree attainment. *PRIMERO-CAMP* recognizes the children of migrant and seasonal farm workers, frequently experience social isolation, extreme poverty, and migratory lifestyles that make academic skills development difficult (Salermo, 1991; Strang, Carlson, & Hoppe, 1993), and in response seeks to: (1) provide financial assistance for *PRIMERO-CAMP* eligible participants, (2) implement a social support program with a partnering faith-based entity to promote collegiate persistence and cultural adaptation mechanism at the University level, and (3) implement an academic support program explicit to the needs of *PRIMERO-CAMP* participants to include career and academic assessment for post-collegiate planning, and individual assessments in conjunction with APSU Campus Compass to provide individualized education plans while partnering with career services to provide career readiness for post collegiate transitions.

Given the goals and objectives of this project to retain first year students, *Career Services* would be happy to support the participants in this program. We look forward to providing them with career readiness skills as well as assisting with their career exploration process. With the collaboration opportunities available through this program, we believe this project will make a meaningful contribution to our campus and community and we support *PRIMERO-CAMP's* mission to close the degree attainment gaps for migrant and seasonal workers and their children.

(b)(6)

Amanda L. Walker, ABD, CDF  
Director of Career Services  
Austin Peay State University



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center  
Financial Management Service  
Division of Cost Allocation

7700 Wisconsin Avenue, Suite 2301  
Bethesda, MD 20814  
PHONE: (301) 492-4855  
FAX: (301) 492-6081

September 06, 2012

Ms. Phyllis Whittaker  
Director of Accounting Services  
Austin Peay State University  
P.O. Box 4635  
Clarksville, TN 37044

Dear Ms. Whittaker:

A copy of an Indirect Cost Rate Agreement is being faxed to you for signature. This Agreement reflects an understanding reached between your organization and the Division of Cost Allocation concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government.

Please have the original signed by an authorized representative of your organization and fax it to me, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Therefore, your next proposal based on actual costs for the fiscal year ending 06/30/2015 is due in our office by 12/31/2015.

Sincerely,

(b)(6)

Darryl W. Mayes  
Director, Mid-Atlantic Field Office  
Division of Cost Allocation

Enclosures

PLEASE SIGN AND FAX A COPY OF THE RATE AGREEMENT

ORIGINAL

## COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1620646576A1

DATE:09/06/2012

## ORGANIZATION:

FILING REF.: The preceding  
agreement was dated  
11/16/2010

Austin Peay State University

PO Box 4635

Clarksville, TN 37044-

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)
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EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2016	40.00	On-Campus	All Programs
PRED.	07/01/2012	06/30/2016	20.00	Off-Campus	All Programs
PROV.	07/01/2016	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2016.

\*BASE

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

ORGANIZATION: Austin Peay State University

AGREEMENT DATE: 9/6/2012

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SECTION II: SPECIAL REMARKS

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TREATMENT OF FRINGE BENEFITS:

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

TREATMENT OF PAID ABSENCES

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

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Fringe Benefits include: FICA, Retirement, Life Insurance, Unemployment Insurance, and Health Insurance.

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

ORGANIZATION: Austin Peay State University  
AGREEMENT DATE: 9/6/2012

**SECTION III: GENERAL**

**A. LIMITATIONS:**

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

**B. ACCOUNTING CHANGES:**

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

**C. FIXED RATES:**

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

**D. USE BY OTHER FEDERAL AGENCIES:**

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

**E. OTHER:**

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

BY THE INSTITUTION:

Austin Peay State University

Austin Peay State University  
(INSTITUTION)

(b)(6)

(SIGNATURE)

Mitchell Robinson

(NAME)

Vice President, Finance and Admin

(TITLE)

October 8, 2012

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

(b)(6)

Darryl W. Mayes

(NAME)

Director, Mid-Atlantic Field Office

(TITLE)

9/6/2012

(DATE) 0271

HHS REPRESENTATIVE: Andrew Lee

Telephone: (301) 492-4855

## Budget Narrative File(s)

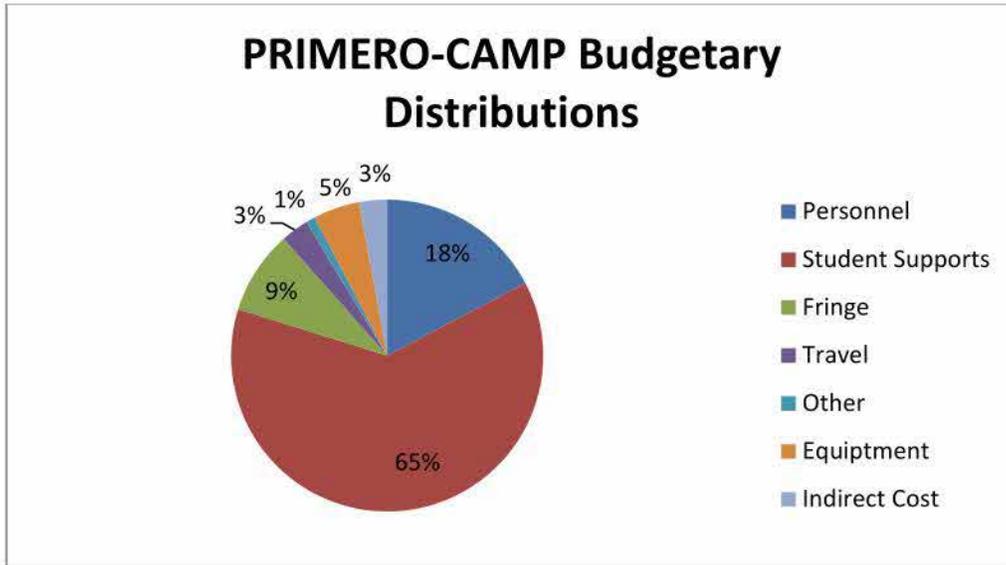
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\* **Mandatory Budget Narrative Filename:**

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

**PRIMERO-CAMP Budget Narrative**



As demonstrated the above figure, the budgetary allotments for *PRIMERO-CAMP* are heavily weighted in scholar support through tuition assistance, academic supports, and collegiate social support programming components. Less than a quarter of the proposed budget is dedicated to personnel and ancillary components necessary for implementation. The following narrative outlines the significant line item descriptions in more detail for the requested \$2,041,407 over 60month grant cycle.

**Significant Line Item Descriptions**

**Personnel/Administrative**

*\$73,596(year 1); \$73,948(year 2); \$74,307 (year3), \$74,673 (year 4), \$75,046 (year 5)*

Staff and administrative costs represent 21% of the total budget annually. The Primary Investigator (PI/PD) will serve as the Project Director (PI/PD) of the *PRIMERO-CAMP* program, working collaboratively with the following additional personnel: Co-PI the Director of APSU Hispanic Cultural Center, Karina Taufi; Senior Personnel, Dr. Charmaine Lowe; the *PRIMERO-*

*CAMP* Coordinator, and two Program Graduate Assistants will commit to the grant in the following manner:

*Principal Investigator — Erin Lynch-Alexander, Ed.D.* Dr. Lynch-Alexander will devote 70 days time (.40FTE) during each fiscal year of the grant, through funded course-release at \$6,000 per fiscal year, with \$3,000 per semester designated for an adjunct faculty member. As Principal Investigator, she will oversee grant management, aid in recruitment of program participants, implementation and evaluation activities, support in mentoring students, advise cohorts, serve as the project liaison between APSU and Office of Elementary and Secondary Education of the U.S. Department of Education, maintain the data derived from this project, maintain fiscal paperwork for reporting, and serve on an Advisory Board to make evaluative decisions regarding program implementation. These duties are documented in the program objectives and time loading chart (project narrative p. 15; Appendix B).

*Co-Principal Investigator –Karina Taufi.* Ms. Taufi will devote 60 days time (.30FTE) at 25% extra compensation of full-time salary during the entire fiscal year. This will equate to three equally dispersed allotments of \$3,167 in Fall, Spring, and Summer of year 1; \$3,230 in Fall, Spring, and Summer of year 2; \$3,295 in Fall, Spring, and Summer of year 3; \$3,360 in Fall, Spring, and Summer of year 4; and \$3,428 in Fall, Spring and Summer of year 5; totaling \$49,438 over the 60month cycle of the grant. As Co-Principal Investigator, she will facilitate supportive roles in grant management, serve as university supervisor to the *PRIMERO-CAMP* Coordinator, serve as a bilingual communicator, aid in recruitment and selection of program participants, implementation and development of student support series, evaluation activities,

mentor students, advise cohorts, analyze data derived from this project, and serve on an Advisory Board to make evaluative decisions regarding program implementation. These duties are documented in the program objectives and time loading chart (project narrative p. 15; Appendix B).

*Senior Personnel–Charmaine Lowe, Ed.D.* Dr. Lowe will devote 30 days time (.15FTE) during each fiscal year of the grant, at an extra compensation rate of 10% of full-time salary during the entire fiscal year. This will equate to three equally dispersed allotments of \$1,765 in Fall, Spring, and Summer of year 1; \$1,801 in Fall, Spring, and Summer of year 2; \$1,837 in Fall, Spring, and Summer of year 3; \$1,873 in Fall, Spring, and Summer of year 4; and \$1,911 Fall, Spring and Summer of year 5; totaling \$27,561 over the 60month cycle of the grant. As Senior Personnel, she will facilitate supportive roles in program evaluation and development, serve as a bilingual communicator, aid in recruitment and selection of program participants, serve as workshop facilitator for implementation and development of student-engagement workshops, evaluation activities, mentor students, advise cohorts, analyze qualitative data derived from this project, and serve on an Advisory Board to make evaluative decisions regarding program implementation. These duties are documented in the program objectives and time loading chart (project narrative p. 15; Appendix B).

*PRIMERO-CAMP Coordinator* – PCC will devote 40hrs/week during the fiscal year at a full time salary of \$35,000 totaling \$175,000 over the 60month cycle of the grant. As Program Coordinator, they will facilitate a leading role in supporting families pre-, during- enrollment, serve as a bilingual communicator, coordinate academic support needs for program participants

in conjunction with the campus Academic Support Center, coordinate social activities for program participants, and serve as liaison between faith-based service partners to provide social supports for program participants. In addition to serving on Advisory Board to make evaluative decisions regarding implementation and evaluation activities, the PCC will monitor with the PI and Co-PI financial expenditures within the itemized guidelines of the proposal and will track the student participants during their engagement over the 60months. These duties are documented in the program objectives and time loading chart (project narrative p. 40; Appendix B).

*Program Graduate Assistant*– PGA will devote 20hrs/week during the academic year at an annual rate of \$15,000. As PGA, they will facilitate supportive role for the grant staff to include but not limited to the PI, Co-PI, Senior Personnel, and PCC. This supportive role will include but is not limited to: Perform a variety of administrative tasks including preparation of Power Point presentations, data entry and analysis, web site development, collating materials, and clerical tasks; assists with the editing and preparation of documents, collection of data, demonstrates respect toward and cooperation with the supervising PCC; but performs other duties as assigned by grant staff. These duties are documented in the program objectives and time loading chart (project narrative p. 40; Appendix H).

### **Student Support**

*\$269,000(year); \$280,000 (year 2-3); \$279,000 (year 3); \$278,500 (year 5)*

Student Support funding represents an average 65% of the total budget. Student support extends beyond traditional tuition, but also includes the necessary elements to transition to the

collegiate culture, to include: tuition, meal plan, book stipend, Summer Bridges programming, support for professional organization membership fees as they participate in field specific organizations, technology support, and support for student attendance to conferences.

***PRIMERO-CAMP Year 1 Student Supports (20students/per year):*** \$1,008,000 over the total grant (\$272,000 annually) is requested for program participants who are designated first year students. Support will provide direct contributions toward tuition, room and board, books and supplies, and meal plans.

**Tuition Assistance.** A designation of \$2,500 per student for Fall and Spring enrollment, and \$1,000 per student for two terms of Summer enrollment is requested for tuition.

**Room and Board Assistance.** An allotment of \$2,500 per student per semester for room and board is requested.

**Books.** An allocation of \$250 per semester per student is requested for cost of books (\$10,000 Years 1-5).

**Meal plans.** An allocation of \$500 per semester per participant toward Meal Plans (\$20,000 Years 1; \$32,000 year 2-5) is requested.

**Technology Supports.** An allocation of \$500 per students per year (\$10,000) is requested for technology purchases for students to include necessary materials that will promote access for courses which frequently use Desire2Learn online learning management system with the provision of laptops, or software purchases required courses that may not be provided for free through the University Technology Help Desk, like online portfolios required in the College of Education.

**Summer Bridges Program.** An allocation of \$10,000 is requested for students to participate

in a 3hour course during the summer before enrollment, and on-campus housing to aid in transition similar to the Upward Bound model where students begin collegiate enculturation prior to start of the Fall semester.

**PRIMERO-CAMP Year 2-5 Follow up Supports as per 20 U.S.C. 1070d-2(c) not to exceed 10% of total funds (20students/per year: \$18,500)**

**Student Travel.** An allocation of \$4,000 a year is requested to support students in active engagement in the attendance to professional conferences that typically not accessible by first generation college students, or underrepresented minority groups in general.

**Professional Memberships.** \$2,500 per year for student professional organization memberships such as Tennessee Educators Association, Association of Latino Professionals in Finance and Accounting, or Society of Hispanic Professional Engineers, that will aid in their development of professional communities, and contribute to their engagement in field specific initiatives external to the university.

**Books.** An allocation of \$125 per year per student is requested for cost of books (\$2,500 Years 2-5).

**Meal plans.** An allocation of \$300 per semester per participant toward Meal Plans (\$12,000 Years 2-5) is requested.

**PRIMERO-CAMP** Program Participant's Health Insurance: Is non-applicable to this proposal

### Fringe Benefits

*\$23,915 (years 1-5)*

Calculated fringe benefits represent 6% of the total budget. The fringe benefits for grant personnel are 23% per individual salary allotment. The five year calculations are below:

<u>Position</u>	<u>Computation (y<sub>1</sub>-y<sub>5</sub>)</u>	<u>Cost</u>
Primary Investigator		
Employer's FICA & Medicare	\$30,000 x 7.65%	\$2,295
Health Insurance –	\$0	
Life Insurance	\$50 x 5yrs	\$250
401K Match	\$600 x 5yrs	\$3,000
Retirement	\$30,000 x 15.03%	\$4,509
Co-PI		
Employer's FICA & Medicare	\$49,438 x 7.65%	\$3,782
Health Insurance-	\$0	
Life Insurance	\$50 x 5yrs	\$250
401K Match	\$600 x 5yrs	\$3,000
Retirement	\$49,438 x 10%	\$4,944

## Senior Personnel

Employer's FICA & Medicare	\$27,561 x 7.65%	\$3,434
Health Insurance-	\$0	
Life Insurance	\$50 x 5yrs	\$250
401K Match	\$600 x 5yrs	\$3,000
Retirement	\$27,561 x 15.03%	\$1,517

## Program Coordinator

Employer's FICA & Medicare	\$175,000 x 7.65%	\$13,388
Health Insurance (flat dollar)	\$16,800 x 5years	\$50,400
Life Insurance	\$50 x 5 years	\$250
401K Match	\$600 x 5years	\$3,000
Retirement	\$175,000 x 9%	\$15,750

## Clerical Support

Employer's FICA & Medicare	\$14,571 x 7.65%	\$1,115
Health Insurance (flat dollar)	0	0
Life Insurance	\$50 x 5 years	\$250
401K Match	\$600 x 5years	\$3,000
Retirement	\$14,571 x 15.03%	\$2,190

**TOTAL: 119,575**

### Indirect Costs

*\$10,645(year 1); \$10,682 (year 2); \$10,720 (year 3); \$10,759 (year 4); \$10,798(year 5)*

Indirect costs are set by the federal limitations on these categories at 8%.

### Travel

*\$11,550(year1-5)*

Travel funding represents an average 3% of the total budget which includes conference travel for PI/Co-PI for dissemination of *PRIMERO-CAMP* model for other IHE, advanced professional development for grant personnel to increase grant facilitation effectiveness, and travel reimbursements for faith-based counselor providing services to *PRIMERO-CAMP* participants.

Anticipated conferences include but are not limited to: attendance to annual Project Director's meetings, Hispanic Association of Colleges and Universities (HACU), NASPA: Student Affairs Administrators in Higher Education, and National Conference on Race and Ethnicity in Higher Education (NCORE). A total of \$10,000 is requested for PI/Co-PI or Program Director and PGAs to attend the aforementioned conferences which will include three days of hotel and per diem in respective cities, conference registration and airfare.

### Equipment & Supplies

*\$7,000 (years 1-5)*

Evaluative Supplies: \$5,000 is requested for Pathway Planners software licensing that

will be coupled with Degree Compass program at APSU to help students select course of study and degree programs rooted in their aptitude and interest levels. Pathway Planners will provide additional support for collegiate enculturation, \$700 is requested for laptop for the coordinator and PGAs, to be maintained with grant supplies, \$300 is requested for software updates or purchases of applications for program evaluation. \$1,000 is requested for office supplies to include printing costs, postage costs, etc.

### **Other Direct Costs**

*\$4,550 (Years 1-5)*

Other Direct Costs include ancillary costs for recruiting students: \$350 has been allocated for the cost of materials to be used for recruiting students such as the cost of posters, applications, etc.

Website: \$1200 is requested to cover the cost of website development and maintenance in as that the University is currently considering transitioning to another open source content management system.

Annual Advisory Board Meeting: \$3,000 is requested for annual Advisory board member meeting for on-going program evaluation to include but not limited to the following members:

PI: Dr. Erin Lynch-Alexander

Co-PI: Karina Taufi

Senior Personnel: Dr. Charmaine Lowe

*PRIMERO-CAMP* Coordinator: TBD

Director of Academic Support Center: Martin Golson

Faith-Based Partner Lead: Representative from faith-based community

APSU Student Affairs Designee: TBD

Military Student Center Director: Jasmine Linares

APSU Faculty Member: Dr. Don Luck

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Erin		Lynch	

Address:

Street1:	601 College Street
Street2:	P.O. Box 4545
City:	Clarksville
County:	Montgomery
State:	TN: Tennessee
Zip Code:	37044-0001
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
931-221-7536	

Email Address:

lynche@apsu.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

Austin Peay State University

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	73,596.00	73,948.00	74,307.00	74,673.00	75,046.00	371,570.00
2. Fringe Benefits	23,915.00	23,915.00	23,915.00	23,915.00	23,915.00	119,575.00
3. Travel	11,500.00	11,500.00	11,500.00	11,500.00	11,500.00	57,500.00
4. Equipment	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	30,000.00
5. Supplies	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	5,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	4,550.00	4,550.00	4,550.00	4,550.00	4,550.00	22,750.00
9. Total Direct Costs (lines 1-8)	120,561.00	120,913.00	121,272.00	121,638.00	122,011.00	606,395.00
10. Indirect Costs*	9,645.00	9,673.00	9,702.00	9,731.00	9,761.00	48,512.00
11. Training Stipends	269,000.00	280,000.00	280,000.00	279,000.00	278,500.00	1,386,500.00
12. Total Costs (lines 9-11)	399,206.00	410,586.00	410,974.00	410,369.00	410,272.00	2,041,407.00

**\*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: 07/01/2012 To: 06/30/2016 (mm/dd/yyyy)

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

The Indirect Cost Rate is 40.00%.

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

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

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

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

PR/Award # S149A160034

Name of Institution/Organization Austin Peay State University	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