

GRANT MANAGEMENT AND BUDGET MANAGEMENT

Andres Muro, PhD
Director, HEP & CAMP
El Paso Community College
(915) 831-4161
amuro5@epcc.edu

Noel Rodriguez
Director CAMP
University of Texas Rio Grande
Valley
(956) 882-7872
noel.rodriguez@utrgv.edu

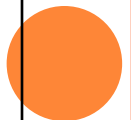


LOGIC MODEL/MANAGEMENT PLAN CAMP

Logic Model CAMP				
Inputs	Outputs			
EPCC Expertise with HEP for 15 Years. Theoretical Foundation, Dewey, Freire, Greene, Five Step Model, STEP Model.	Objectives	Persons responsible	Milestones	Timetable
	Conduct recruitment	Principal Investigator(PI), Partners, Project Director Educational Promotoras,	No less than 40 qualifying participants are identified	June-August 2016
Funding from US Department of Education In-kind Contribution from EPCC	Provide orientation and transition	Director, Counselor, Transitional specialist, Instructional manager	No less than 40 participants complete a 40 hour orientation and transition course and enroll in college	June-August 2016
	Provide computer training	Computer instructor	No less than 40 participants receive 55 hours of computer instruction	Ongoing
	Provide tutoring	Director, Instructional manager, Tutors	Participants receive, at least 4 hours of tutoring weekly	Ongoing
	Provide support services	EPCC counseling, CAMP staff, partners	Student barriers are identified and students receive assistance with counseling, transportation, health care, day care, housing, legal, domestic trauma as needed	Ongoing
	Provide financial support	EPCC financial aid office, CAMP staff	No less than 40 students receive financial aid	June-August 2016
	Offer academic and cultural enrichment	Creative writing Instructor, tutors	10 hours of creative writing instruction are offered and students publish a creative writing journal	Ongoing, journal published by May 2017
	Offer career counseling	EPCC Career Center, Workforce Development Board	40 students complete a career assessment and identify a potential career	Aug-Dec 2016

LOGIC MODEL/MANAGEMENT PLAN HEP

Logic Model HEP				
Inputs	Outputs			
<p>EPCC Expertise with HEP for 15 Years.</p> <p>Theoretical Foundation, Dewey, Freire, Greene, Five Step Model, STEP Model.</p> <p>Funding from US Department of Education</p> <p>In-kind Contribution from EPCC</p>	Objectives	Persons responsible	Milestones	Timetable
	Conduct recruitment	Principal Investigator(PI), Partners, Recruiters, Educational Promotoras,	No less than 100 qualifying participants are identified	Ongoing
	Provide instruction	PI, Instructional Manager, Educators, EPCC Testing Center	No less than 100 participants receive 150 hours of instruction and 80% earn a GED certificate	Instruction ongoing June 2017, 80% earn GED
	Transition to college or employment	Educators, EPCC, Career Center, Workforce Board	No less than 80% of GED recipients transition to college or upgrade employment	June 2017
	Provide support services	Recruiters, Educational Promotoras, EPCC Counselors, Partners, Health Educator	Student barriers are identified and students receive assistance with counseling, transportation, health care, day care, housing, legal, domestic trauma as needed	Ongoing
	Offer science based health education	Health Educator	10 hours of health education w/ an emphasis in science and math are offered to 100 participants	Ongoing
	Offer academic enrichment	Creative writing Instructor	10 hours of creative writing instruction are offered and students published a creative writing journal	Ongoing June 2017, journal is published



BUDGET ALLOWABLE ACTIVITIES

- Direct services (ideally, 70% or more)
 - Instruction
 - Counseling
 - Recruitment
 - Instructional supplies
 - Testing fees
 - Student Stipends
 - Student transportation
 - Student day care
- Indirect services (30% or less)
 - Administration
 - Office supplies
 - Travel
 - Indirect cost
 - Association and other memberships
 - Hospitality
 - Office equipment



BUDGET RESTRICTIONS

- Student Training stipends
 - The amount allocated for students stipends cannot be reduced without prior approval, but can be increased
- Indirect cost
 - This amount cannot exceed 8% of the total budget and is determined by your institution's rate agreement.
 - Your institution may decide to keep less than 8% for indirect cost, but no more.
 - The less indirect cost that your institution keeps, the more funding that you will have for your program services



PROGRAM'S EXPANDED AUTHORITY

- A program has “Expanded Authority” to move funds among budget categories without approval from OME. However, the money must be used to accomplish proposed objectives.
 - A program may move \$1,000 in the travel category to the instructional supplies category to buy more books for the students. Later a program may move \$5,000 from the equipment category to salaries to pay for another teacher.
- A program cannot move money out of the student stipend allocation without prior authorization from the OME, but can add funds to the stipend category



SAMPLE CIRCUMSTANCES IN WHICH IT MAY BE APPROPRIATE TO MOVE MONEY INTO A BUDGET CATEGORY

- Hire another teacher to meet student demands
- Hire another recruiter because of low recruitment
- Take staff to conference so that they can be better prepared
- Increase in stipends because of cost of living increases
- Purchase more books for students
- Purchase more computers
- Purchase additional instructional supplies
- Purchase additional office supplies
 - Remember your institution has Expanded Authority to move up to funds among categories to accomplish the proposed objectives



EXAMINING AN IMAGINARY BUDGET

Category	Annual Allocation	Monthly expenditure March 2008
1. Personnel	\$213,000	\$17,750
2. Fringe Benefits	40,000	\$3,333
3. Travel	\$15,000	\$1,600
4. Equipment	\$10,000	\$850
5. Supplies	\$20,000	\$883
6. Contractual	\$2,000	\$2,000
7. Construction	Not allowed	Not allowed
8. Other (testing/graduation)	\$20,000	\$2,000
9. Total Direct Costs (lines 1-8)	\$320,000	\$28,416
10. Indirect Costs*	\$25,600	\$2,133
11. Training Stipends	\$50,000	\$2,000
12. Total Costs (lines 9-11)	\$395,600	\$32,549



THINGS TO CONSIDER

- Budgets will look different from institution to institution, but will ultimately contain the same essential elements
- Someone in your institution is the assigned accountant for your HEP/CAMP budget, you need to be in close contact and in good terms with that person
- That person will withdraw money from the USDE ideally on an as need basis
- You should always know the reason money is being spent out of your budget



REASONS FOR SPENDING MORE ON A GIVEN MONTH

- You know that you will spend less on other months
- You are taking staff to a conference
- All your students are testing at once
- You are buying your instructional equipment and supplies for the year
- You get billed in a lump sum for expenditures from previous months (this should not happen)



REASONS TO SPEND LESS ON A GIVEN MONTH

- It is a holiday season and there are no classes
- It is summer and many of your students are away on vacation, at the pizza, in Mexico, etc
- Some expenditures have not hit the books yet
- Your college has not charged the Indirect Cost to the account
- You spent more on previous months or you will spend more in future months



WHAT IF YOU ARE OVERSPENDING?

- You need to figure the category where you are spending more and curtail those expenditures, or allocate more funds into that category



WHAT IF YOU ARE UNDERSPENDING?

- You need to figure where you are spending less money and increase the expenditure
 - Are you recruiting enough students?
 - Are they doing well in the classes?
 - Are your teachers well prepared?
 - Do your students have enough school supplies?
 - Do they have access to computers?
 - Do you need to go to a conference to stay up with the field?
 - All these are good reasons to consider to spend additional money if you are underspending. Remember that if a category has money that you are not spending and you need money in a different category your institution can move funds among categories



A FEW FINAL COMMENTS

- If you spend over your budget your institution will not like it and the OME won't give you more money
- If you spend under your budget you may create problems for a lot of people
 - You will have to write memos and letters explaining
 - You may get less money the following year
 - People in OME and above will have extra work justifying why you didn't spend all your money
 - The Secretary may decide to give less money to OME since programs are not spending it
 - So spend all your money accomplishing your objectives
 - But remember, you cannot spend money on things that are not related to your objectives
 - If you are uncertain about your expenditures please call your program officer or another HEP/CAMP director for assistance and advise

