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1 INTRODUCTION

This document was developed by the Office of Sponsored Programs to familiarize essential staff with the University of Houston-Clear Lake (UHCL) and to provide information about key policies and procedures affecting the administration of the U.S. Department of Education Title III Part A: Strengthening Institutions Programs.

1.1 Project Purpose

The Title III Part A Strengthening Institutions Program (SIP) provides discretionary grants to improve and strengthen the institution’s academic quality, institutional management, and fiscal stability so institutions of higher education can become self-sufficient and expand their capacity to serve low-income students.

The University of Houston-Clear Lake’s project is specifically designed to establish strong retention and graduation rates for first-time students and to improve retention and graduation rates among all UHCL students, particularly those who are high-need.

1.2 Institutional Background

The University of Houston-Clear Lake (UHCL) is an independent, public institution located in the southeast metropolitan region of Houston, Texas. UHCL was founded as an upper-level institution in 1974 to serve the educational needs of the high technology community surrounding NASA’s Johnson Space Center. UHCL was part of the bi-level education model of the 1970’s, where upper-level institutions (those admitting junior, senior and graduate students) complemented the services offered by community colleges. This upper-level model is being phased out across the country due to demographic shifts, changing student characteristics, and diminishing state support. Recognizing the pressing needs in our local community, UHCL is now undergoing expansion into a four-year institution and will admit freshman and sophomores beginning in Fall of 2014.

As a comprehensive university, the University of Houston-Clear Lake serves a diverse group of students. UHCL enrolls over 8,100 students in 39 Bachelors, 45 Masters and one doctoral degree program in four schools: Science and Computer Engineering, Education, Business, and Human Sciences and Humanities.

Faculty Characteristics: UHCL has 226 full-time faculty and 306 adjuncts and instructors. Over 90% of faculty hold a Ph.D. Of the faculty, 63% are white, 5% are African-American, 6% are Hispanic, 8% are Asian, and 53% are female.

Student Characteristics: Currently, 8,100 are enrolled with approximately 40% in the graduate programs. Presently, 38% of UHCL undergraduates are racial/ethnic minorities (29% Hispanic and 9% African American), 34% are first-generation, and 30% are low-income. Approximately 80% of UHCL undergraduate students transfer from one of eleven area community colleges. UHCL students are non-traditional: the average age of undergraduate students is 29 and approximately 56% are part-time students (taking fewer than 12 credit hours).

Service Region: UHCL serves many communities which are high minority and low-income. The city of Pasadena, which borders UHCL, is 62% Hispanic, 9% African American and nearly 20% of its population lives below the poverty level. Only 13% of the population have a bachelor’s degree.
1.3 Needs Analysis

The University of Houston - Clear Lake’s plan for expansion is a necessity given the needs of the rapidly growing population of the Gulf Coast region around Houston. UHCL’s expansion into a four-year institution is designed to carry out the university’s vision to provide increased educational access to our local community. As the demographics of our local community drastically change, we recognize our need to build programs, services, support, and infrastructure to effectively serve all students.

The goals, objectives, and activities of this Title II grant were designed to remedy the institutional weaknesses described below.

Academic Quality

1. Overall retention and graduation rates lower than comparable institutions
2. High-Needs students have lower retention and graduation rates
3. Low student engagement: Only 9% of UHCL students completed a culminating senior experience compared with 33% of students nationwide. As UHCL transitions from an upper-level institution to a full four-year university serving all students, a new infrastructure is needed to ensure that students make connections with campus.
4. Inadequate infrastructure to help students transition: First year students are currently not required to complete a degree plan. Many students do not seek advising, and therefore fail to have the supporting infrastructure from faculty and staff to graduate. Currently, there is no required orientation or first-year experience for students to prepare them for increased expectations. Only 8 academic advisors serve over 4900 undergraduate and 3200 graduate students. An early-alert system is in beginning stages.
5. Faculty not consistently trained on how to advise, mentor and engage students.

Institutional Management

1. Data collection inadequate: Very little data/information is available or collected regularly concerning high-need students’ in-class performance to inform institutional management, planning and administration of areas to evaluate for improvement and development. Assessment is done separately by three different divisions.
2. Surging enrollment lacks support: Increasing enrollment and planned expansion to admit freshmen and sophomores is severely straining the effectiveness of the UHCL Student Success Center to help incoming underserved, low-income students in the areas of under-preparation such as reading, writing and mathematics. Due to the lack of data, the decision-making process of reallocating scarce funds is not effective in enhancing programs and services such as mentorship, tutoring, and campus communities.

Fiscal Stability

1. UHCL historically has been too dependent on new enrollment for growth and only recently has developed programs focused on retention and graduation.
2. Over half of UHCL students are part-time, having lower retention and graduation rates.
3. State budget cuts and tuition caps have severely hampered university growth and delayed expansion.
4. Expansion into a four-year university will initially diminish university reserves.
2 PROJECT GOALS AND OBJECTIVES

This five-year project focuses on building foundational skills for college success, enhancing critical thinking skills, and engaging students through the vehicle of a first-year experience, as well as building an infrastructure for support and assessment. The program will engage first-time and transfer students (those with less than 60 hours), focusing especially on high-needs students.

2.1 Institutional Goals

Two major activities will be implemented to achieve the goals of this project.

Activity 1: Develop Transition Programs to connect transfer as well as first-time students with UHCL. The related strategies are a First Year Experience (FYE) and Faculty Development.

Activity 2: “Close the loop” in student data tracking, management, and interpretation throughout UHCL by establishing an early-alert system for continual assessment of student success and timely feedback leading to intervention.

2.1.1 Academic Programs

APG1: Increase student engagement with the university.

APG2: Establish strong retention rates for first-time students and increase retention rates for transfer students, particularly those who are high-need.

APG3: Establish strong graduation rates for first-time students and increase graduation for transfer students, particularly those who are high-need.

2.1.2 Institutional Management

IMG1: Develop Culture of Evidence for continual, coherent assessment of student success and timely feedback for intervention.

2.1.3 Fiscal Stability

FSG1: Improve financial stability by providing infrastructure to increase student engagement and retention, leading to an increase in number of students ultimately graduating.

2.2 Measurable Objectives

The project objectives are listed under their corresponding goal.

2.2.1 Academic Programs Goal APG1: Increase student engagement with the university.

Objective AP1.1: Increase student engagement as measured by the responses to the NSSE questions regarding academic and intellectual experiences to match the responses of similar Carnegie-class institutions by Fall 2018.
**Objective AP1.2:** Increase student engagement as measured by the responses to the NSSE questions regarding enriching educational experiences to match the responses of similar Carnegie-class institutions by Fall 2018.

**Baseline Data:** For AP1.1, National Survey of Student Engagement (NSSE) scores, specifically scores on items 1h, 1o, 1p, and 1s for the NSSE administered in 2012. For AP1.2, NSSE scores, specifically on items 7a, 7d, and 7h for the NSSE administered in 2012 (see Table 3 in grant proposal, p.6).

**Specific Tasks:**
1. Transition Programs will be developed and institutionalized (as an Office of Transition Programs, with permanent university staff).
2. Transition Programs will offer a First Year Experience (with First-Time and Transfer tracks) that will include Learning Communities, First Year Seminars, and Transition Enhancement Weekends. These elements of the FYE will be developed by faculty mentors, with the assistance of peer mentors and tutors.
3. Students who take part in the FYE will receive advising, a plan of study development, career counseling, faculty and peer mentoring, and tutoring in areas of academic need.
4. Transition Programs will also offer faculty development in the areas of advising and mentoring first-time and transfer students, particularly high-need students.

**Tangible Results:** A fully functioning Transition Programs Office with staff including a Coordinator, Learning Specialist and Administrative Assistant will be institutionalized and will run the First Year Experience, which will become available to all incoming students. Peer mentor and tutor positions will be institutionalized within the Office of Student Services.

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**2.2.2 Academic Programs Goal APG2:** Establish strong retention rates for first-time students and increase retention rates for transfer students, particularly those who are high-need.

**Objective AP2.1:** Achieve a first to second year retention rate of 75% for first-time high-need students by Fall 2018.

**Objective AP2.2:** Achieve a first to second year retention rate of 80% for first-time non-high-need students by Fall 2018.

**Objective AP2.3:** Increase the annual first to second year retention rate for transfer high-need students by 7% by Fall 2018.

**Objective AP2.4:** Increase the annual first to second year retention rate for transfer non-high need students by 3% by Fall 2018.

**Baseline Data:** Since UHCL has not had freshmen, we will compare with Fall 2012 retention rates of comparable Carnegie class universities as well as Texas universities. Data for transfer students will be compared to Fall 2012 first to second year retention rate for all transfer students.

**Specific Tasks:**
1. Develop and institutionalize Transition Programs as described for Objective AP1.1 and AP1.2.
2. The University will fund (with a startup grant from the Houston Endowment Inc.) a centralized Testing Center and an Academic Advising Office that will offer intrusive advising.
Tangible Results: At the end of Title III support, the Transition Programs Office will be institutionalized and with the Academic Advising Office and Testing Center will offer complementary services to increase student success.

2.2.3 **Academic Programs Goal APG3:** Establish strong graduation rates for first-time students and increase graduation for transfer students, particularly those who are high-need.

**Objective AP3.1:** Achieve a 6-year graduation rate for first-time of 60% for high-need students by Fall 2018.

**Objective AP3.2:** Achieve a 6-year graduation rate of 70% for first-time non-high-need students by Fall 2018.

**Objective AP3.3:** Increase the 4-year graduation rate for transfer high-need students by 5% by Fall 2018.

**Objective AP3.4:** Increase the 4-year graduation rate or transfer non-high need students by 3% by Fall 2018.

**Baseline Data:** Since UHCL has not had freshmen, the goal will be to exceed the state average rate. The 6 year graduation rate for 2006 cohort for all Texas universities for first-time, full-time students is 51% according to the Texas Higher Education Coordinating Board. Currently at UHCL, the 4-year graduation rate for those full-time entering as juniors is 72%.

**Specific Tasks:**
1. Develop and institutionalize Transition Programs as described for Objective AP1.1 and AP1.2.
2. The University will fund (with a startup grant from the Houston Endowment Inc.) a centralized Testing Center and an Academic Advising Office that will offer intrusive advising.

Tangible Results: At the end of the grant period, the Transition Programs Office will be institutionalized and, with the Academic Advising Office and Testing Center, will offer complementary services to increase student success (measured by retention and graduation).

2.2.4 **Institutional Management Goal IMG1:** Develop culture of evidence for continual, coherent assessment of student success and timely feedback for intervention.

**Objective IMG1.2:** By Fall 2018, an early-alert system will be established and at least 80% of students will receive mid-semester reports and, if needed, referrals for student support services.

**Objective IMG1.3:** By Spring of 2019, 100% of faculty and advising staff are trained on the early-alert system.
Objective IMG1.3: By Spring of 2019, 90% of faculty will have used and made a referral using the early-alert system.

Baseline Data: The elements of an early alert system are in place, but are driven by the faculty, who can voluntarily send a mid-semester report to a student via Blackboard and contact student services. Less than 20% of faculty are sending mid-semester reports.

Specific Tasks: An Assessment Specialist will develop an assessment system for student success and will pilot the system with students who participate in the FYE, through their time at UHCL. During the grant period, assessment processes will be expanded to have the ability to include all students at UHCL. The assessment system, which will be part of an early-alert intervention system, will be built using PeopleSoft, already available on campus, and the Map-Works system, to be provided initially through this grant. Once the assessment system for student success is established, it will be institutionalized in the Office of Planning and Assessment.

Tangible Results: By the end of the grant period, a fully functioning, institutionalized assessment system of student success will be established that will include an early alert system to address student difficulties in a timely fashion.

2.2.5 Fiscal Stability Goal FSG1: Improve financial stability by providing infrastructure to increase student engagement and retention, leading to an increase in number of students ultimately graduating.

Objective FSG1.1: By Fall 2018, through a successful implementation of these Title III activities and other activities related to university expansion, increase enrollment by at least 1000 undergraduate students (25% enrollment growth).

Objective FSG1.2: By Fall 2018, increase number of students attending full-time by 10%.

Baseline Data: Undergraduate university enrollment was 4,972 in Fall, 2012 (Office of Planning and Assessment).

Specific Activities/Tasks: see goals AP1-3, IMG1 above

Tangible Results: A successful Title III project will strengthen the institution and provide programs which will attract students and retain and graduate them, increasing fiscal stability.
### 2.3 Performance Indicators for Activities

#### 2.3.1 Activity 1: Develop Transition Programs to connect transfer as well as first-time students with UHCL.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Yearly Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>APG1-3 IMG1 FSG1</td>
<td>1.1 Increase early identification of at-risk students.</td>
<td>By Fall 2014, establish system for mid-semester reports and referrals to advisors and student services. By Fall 2015, 50% of students will receive mid-semester reports and referrals. This number will increase 10% each year until 80% is reached by Fall 2018. Student participation in early-alert system will be monitored by the Office of Planning and Assessment.</td>
</tr>
<tr>
<td>APG1-3 FSG1</td>
<td>1.2 Increase number of students participating in a first-year experience (learning communities and seminars).</td>
<td>By Fall 2014: 100 freshmen and 100 transfer students will take part in 8 Learning Communities/First Year Seminars. By Fall 2015: 200 freshmen and 200 transfer students will take part in 16 Learning Communities/First Year Seminars. By Fall 2016: 300 freshmen and 300 transfer students will take part in 24 Learning Communities/First Year Seminars. By Fall 2017: 400 freshmen and 400 transfer students will take part in 32 Learning Communities/First Year Seminars. By Fall 2018: 500 freshmen and 500 transfer students will take part in 40 Learning Communities/First Year Seminars. By Fall 2018: 80% of total incoming class will take part in the first-year experience and 100% of incoming high-needs students will take part in the first-year experience.</td>
</tr>
<tr>
<td>APG1-3 FSG1</td>
<td>1.3 Increase number of students participating in an orientation.</td>
<td>Currently, orientation is not mandatory. By Fall 2014, 80% of incoming class will take part in orientation. Percentage will increase 5% each year until Fall 2018 when 100% of incoming class will take part in mandatory orientation.</td>
</tr>
<tr>
<td>Goals</td>
<td>Objectives</td>
<td>Yearly Performance Indicators</td>
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</tr>
<tr>
<td>APG1-3 FSG1</td>
<td>1.5 Increase number of students proficient in basic college skills.</td>
<td>By Spring 2015, 65% of students taking 1-credit First Year Seminars will receive a grade C or above. Percentage will increase 5% each year until by Spring 2019, 85% of students taking 1-credit First Year Seminars will receive a grade C or above. Grades for First Year Seminars will be based on a test of college skills covered in seminar and 2 portfolios completed by students on academic and career goals (portfolios graded by rubrics).</td>
</tr>
<tr>
<td>APG1-3 FSG1</td>
<td>1.6 Increase number of students discussing career plans with advisor or faculty mentor</td>
<td>Review of career plans will be a mandatory part of advising. By Fall 2014, 80% of incoming class will see advisors. Percentage will increase 5% each year until by Fall 2018, 100% of incoming class will see advisors and develop a career plan.</td>
</tr>
<tr>
<td>APG1-3 FSG1</td>
<td>1.7 Increase number of faculty participating in professional development.</td>
<td>By Spring 2015, 40% of UHCL faculty will have taken part in at least one professional development activity for effective advising and also pedagogy related to the first-year student. Percentage will increase 10% each year until by Spring 2019, 80% of UHCL faculty will have taken part in at least one professional development activity.</td>
</tr>
<tr>
<td>APG1-3 IMG1 FSG1</td>
<td>1.8 Increase student satisfaction with support services.</td>
<td>Student Service survey: Every student who is referred to and accesses a student service will be asked to fill out a short survey to rate whether the student service met their needs on a 1-5 Likert scale. By Spring 2015, 70% of students will respond with “Agree” or “Strongly Agree.” Percentage will increase 5% each year until by Spring 2019, 90% of students respond with “Agree” or “Strongly Agree.”</td>
</tr>
<tr>
<td>APG1-3 IMG1 FSG1</td>
<td>1.9 Increase retention rate, especially of high-needs students.</td>
<td>Establish a strong first-to- second year retention rate of 75% for high-needs and 80% for non-high-needs first-time students. Retention rates will increase 1% each year until objectives AP2.1 – AP2.4 are met.</td>
</tr>
</tbody>
</table>
1.10 Increase graduation rate, especially of high-needs students. Establish a 6-year graduation rate of 60% for high-needs and 70% for non-high-needs first-time students. Graduation rates will increase 1% each year until objectives AP3.1 – AP3.4 are met.

2.3.2 **Activity 2:** “Close the loop” in student data tracking, management, and interpretation throughout UHCL by establishing an early-alert system for the continual assessment of student success and timely feedback leading to intervention.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Yearly Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>APG1-3 IMG1 FSG1</td>
<td>2.1 Increase number of students enrolled in an early alert system, including mid-semester reports.</td>
<td>By Fall 2014, establish the system for mid-semester reports and referrals to advisors and student services. By Fall 2015, 50% of students will receive mid-semester reports and referrals. This number will increase 10% each year until 80% by Fall 2018. Student participation in early-alert system will be monitored by the Office of Planning and Assessment.</td>
</tr>
<tr>
<td>APG1-3 IMG1 FSG1</td>
<td>2.2 Increase faculty and staff access to timely student information</td>
<td>Currently, only 10% of faculty are using mid-semester reporting. By Spring of 2015, 60% of faculty and staff will be trained on early-alert system. Number will increase 10% each year until by Spring of 2019, 100% of faculty and advising staff are trained on system.</td>
</tr>
<tr>
<td>APG1-3 IMG1 FSG1</td>
<td>2.3 Increase number of faculty who use early alert system to take action.</td>
<td>Currently, only 10% of faculty are using mid-semester reporting. By Spring of 2015, 50% of faculty will have used mid-semester reporting. Number will increase 10% each year until by Spring of 2019, 90% of faculty will have used and made a referral using the system.</td>
</tr>
</tbody>
</table>
2.4 Implementation Timeline

Please see the Title III grant narrative, pages 23-30 for specific implementation strategies. Below is the timeline for completing tasks related to the aforementioned goals and objectives. More detailed information regarding these tasks can be found in the grant narrative, pages 31-33.

<table>
<thead>
<tr>
<th>Completion Date</th>
<th>Year 1 Tasks 10/1/2013-9/30/2014</th>
<th>Assigned to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September-October 2013</td>
<td>Handbook produced and distributed, website brought online</td>
<td>Implementation Committee Office of the Provost Office of the President</td>
</tr>
<tr>
<td>September-November 2013</td>
<td>Positions advertised and staff hired</td>
<td>Implementation Committee Office of Human Resources</td>
</tr>
<tr>
<td>October 2013-September 2014</td>
<td>Staff, and peer mentor and tutor monthly training</td>
<td>Implementation Committee Project Coordinator Student Success Center Human Resources</td>
</tr>
<tr>
<td>December 2013-November 2014</td>
<td>Faculty Professional Development</td>
<td>Implementation Committee Project Coordinator Learning Specialist External consultants</td>
</tr>
<tr>
<td>January 2014</td>
<td>Review of current data tracking procedures and systems on campus to determine needed parameters for new, centralized system.</td>
<td>TII Implementation Committee Assessment Specialist Office of Programming and Assessment (OPA) Information Technology</td>
</tr>
<tr>
<td>February 2014</td>
<td>Open Advising Center</td>
<td>Office of Student Services Project Staff</td>
</tr>
<tr>
<td>March 2014</td>
<td>Open Testing Center, begin student testing, recording and analysis of student results. Give NSSE to seniors for baseline.</td>
<td>Project Staff Testing Center</td>
</tr>
<tr>
<td>March 2014-August 2014</td>
<td>Ongoing Orientation events-Transition Enhancement Weekends</td>
<td>Office of Student Services Project Staff</td>
</tr>
<tr>
<td>May 2014</td>
<td>Proposals for new Learning Communities and Seminars due.</td>
<td>Faculty</td>
</tr>
<tr>
<td>May 2014</td>
<td>Implementation of centralized student data system in the Office of Planning and Assessment</td>
<td>Assessment Specialist OPA</td>
</tr>
<tr>
<td>May 2014</td>
<td>Use of system to report data at department, school and university level.</td>
<td>Assessment Specialist OPA</td>
</tr>
<tr>
<td>June 2014</td>
<td>Title III Procedure and Staff Review</td>
<td>TII Implementation Committee</td>
</tr>
<tr>
<td>Completion Date</td>
<td>Years 2-5 Tasks</td>
<td>Assigned to:</td>
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<td>-----------------------</td>
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<td>--------------------------------------------------</td>
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<tr>
<td>Yearly Events:</td>
<td>Staff, and peer mentor and tutor training</td>
<td>Project Coordinator/Staff</td>
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<tr>
<td>November</td>
<td></td>
<td>Student Success Center</td>
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<tr>
<td>January</td>
<td></td>
<td>Human Resources</td>
</tr>
<tr>
<td>March</td>
<td></td>
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<tr>
<td>June</td>
<td></td>
<td></td>
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<tr>
<td>Ongoing</td>
<td>Faculty Professional Development</td>
<td>Project Coordinator, Learning Specialist, Learning Specialist, External consultants</td>
</tr>
<tr>
<td>Ongoing, prior to the start of each semester</td>
<td>Incoming students assigned advisors</td>
<td>Project Staff Academic Advising Center</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Student testing and analysis of results</td>
<td>Project Staff</td>
</tr>
<tr>
<td>March</td>
<td>NSSE to Freshmen and Seniors</td>
<td>Testing Center</td>
</tr>
<tr>
<td>April</td>
<td>Cornell Critical Thinking Exam</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>ETS Proficiency Profile</td>
<td></td>
</tr>
<tr>
<td>December &amp; May</td>
<td>Graduating Student Survey</td>
<td></td>
</tr>
<tr>
<td>June, yearly</td>
<td>Title III Procedure and Staff Review</td>
<td>TIII Implementation Committee</td>
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3 PROJECT ADMINISTRATION AND PERSONNEL

3.1 Organizational Chart
### 3.2 Roles of Key Personnel

<table>
<thead>
<tr>
<th>Positions</th>
<th>Time on Project</th>
<th>Description of Duties</th>
</tr>
</thead>
</table>
| Dr. Glen A Houston  
*(previous Dr. Carl Stockton)*  
Interim Provost  
Title III Project Director | 5% | Directs all areas of project implementation. Supervises project Coordinator. Serves as the representative of the UHCL program to the Department of Education. |
| Dr. Darlene Biggers  
AVP Student Services  
Title III Project Co-Director | 10% | Will coordinate use of resources of *Student Services* for successful implementation of the First Year Experience and student data system. |
| Open  
*(previous Dr. Mrinal Mugdh)*  
AVP Academic Affairs  
Title III Project Co-Director | 10% | Will coordinate use of resources of *Academic Affairs* for successful implementation of the First Year Experience and student data system. |
| Tim Richardson  
Dir. Student Success Center  
Title III Project supporting staff | 5% | Will assist in overseeing Learning Specialist & will coordinate services of Student Success Center. |
| Pat Cuchens  
*(previous Kevin Barlow)*  
Dir. Office of Assessment & Planning  
Title III Project supporting staff | 5% | Will assist in overseeing the work of the Assessment Specialist on Activity 2. Brings knowledge of university data management systems. |
| Daniella DeLaRue  
*(previous Rachel McNeil)*  
Title III Program Coordinator  
*Position will institutionalized in Transition Programs* | 100%  
75% Activity 1  
25% Activity 2 | Day-to-day management of program and supervision of other staff. Provides direct services to students. Assists Provost (Project Director) to assure that grant operations are in compliance with EDGAR, including submitting timely programmatic and financial reports. Maintains knowledge of Title III policies. |
| Meryl Bazaman  
Learning Specialist  
*Position will institutionalized in Transition Programs* | 100%,  
Activity 1 | Organizes and works with providing student services outlined in proposal and also providing professional development to faculty. Will supervise tutors /mentors. |
| Karen Elliott  
Assessment Specialist  
*Position will be institutionalized in the Office of Assessment and Planning.* | 100%,  
Activity 2 | Will build the proposed assessment system and maintain relevant data of student participants in the First Year Experience. |
| External Evaluator  
Ruffalo Noel Levitz LLC | 1 annual visit  
Unlimited phone consultations | Will provide yearly retention-orientated evaluations of the Title III project. Will provide feedback for project improvements. |
| Iris Martinez  
Administrative Assistant  
*Position will institutionalized in Transition Programs* | 100% | Will provide the day-to-day assistance with all program activities, maintain student records, collect data, and maintain budget and requisitions. |
| Tutors  
Will be institutionalized in Office of Student Services. | As needed, limited to 19.5 hours per week per tutor | Will provide assistance to students in academic areas. One will be assigned for each new learning community. |
| Mentors  
Will be institutionalized in Office of Student Services. | As needed, time will vary | Provide assistance to students in personal and academic areas. One will be assigned to each new learning community. |
3.3 Human Resources Policies and Procedures
A comprehensive list of employment policies for the University of Houston - Clear Lake can be found online at http://prtl.uhcl.edu/portal/page/portal/HR/POLICIES_PROCEDURES

3.4 Changes in Key Personnel
Any changes in key personnel related to this grant award must be reported to the Office of Sponsored Programs as soon as possible. Key personnel include professional staff holding responsibility for achieving the objectives and activities for this project.

3.5 Time and Effort Reports
OMB Circular A-21 requires time and effort reports for all employees paid with Title III grant funds. An example of a report can be found in Appendix A.
4 PROJECT MANAGEMENT

4.1 Project Management Plan

The Title III project will be carried out in accordance with the administrative policies and the regulations established by the U.S. Department of Education (EDGAR) and the Strengthening Institutions program, as well as policies of the University of Houston System. The Office of Sponsored Programs (OSP) has been designated by the University of Houston Board of Regents as the campus’ institutional representative in these matters. As such, OSP serves as the intermediary between the agency and the Project Director and for the purposes of award negotiation, changes in the project budget, modifications to the award, date extensions, and other matters. In addition, OSP has the responsibility of filing required fiscal reports and ensuring compliance with agency and state regulations and guidelines.

This project will be directed by Dr. Carl Stockton, who is the Provost and Chief Academic Officer, reporting directly to the university president. The co-directors report to the Provost. This relationship allows for extensive collaboration between student services and academic affairs. The Provost will directly supervise the Project Coordinator, who will be responsible for the daily operation of the program. Provost Stockton’s role as Title III project director assures that project activities will be coordinated and managed at the highest administrative level and in accordance with the university’s long range planning goals of the college.

A Title III Implementation Committee was formed and chaired by the Provost. The committee is comprised of project staff and will meet monthly to keep all project staff updated on activities, issues, and accomplishments. The committee will ensure the following responsibilities are accomplished by the project staff:

- Developing and distributing a Title III Handbook;
- Monitoring the project’s progress towards meeting objectives;
- Centralizing and securing records of project meetings, activities and outcomes, evaluations, and assessment data; and
- Producing monthly and quarterly progress reports.

4.2 Department of Education Contacts

Education Program Contact
Nalini Lamba-Nieves
Phone: (202) 502-7562
Email: Nalini.Lamba-Nieves@ed.gov

Education Payment Hotline
G5 Payee Helpdesk
Phone: (888) 336-8930
Email: Edcaps.user@ed.gov
4.3 Project Facts

Institution’s Legal Name: University of Houston - Clear Lake
Address: 2700 Bay Area Blvd., Houston, TX 77058
IRS Employer Identification Number (EIN): 74-6001399
Cognizant Federal Government Audit Agency: U.S. Dept. of Health and Human Services
Dun & Bradstreet (DUNS) Number: 039674916
Congressional District: TX-036
CAGE Number: OPM24
Grant Award Number: P031A130146
Program Title: Higher Education-Institutional Aid
CFDA No.: 84.031A
Project Title: Transition Programs and Early-Alert for Transfer and First-Time Students at the University of Houston-Clear Lake
Performance Period: 10/01/2013 – 09/30/2018
Award Amount per Year:
Year 1: $339,550
Year 2: $366,198
Year 3: $397,110
Year 4: $341,628
Year 5: $292,448

4.4 Directory for Internal Collaborations

Career Services  SSCB 3.109  (281) 283-2590
Offers a variety of career related programs including: counseling and assessments, mock interviews, cover letter and resume assistance, job fairs, and workshops.

Counseling Services  SSCB 3.103  (281) 283-2580
Provides counseling services free of charge to currently enrolled UHCL students.

Dean of Students  SSCB 1.201  (281) 283-2567
Serves as the central hub for student related issues.

Disability Services  SSCB 1.301  (281) 283-2648
Ensures that all students have access to all programs and activities offered by the university.
Health Services  
SSCB 1.301  (281) 283-2626  
Provides services to all enrolled UHCL students, faculty, and staff with a current ID card.

Intercultural Student Services  
SSCB 1.203  (281) 283-2575  
Offers programming and outreach to help new students transition to college and adjust to college.

Math Center  
Bayou 2127  (281) 283-2460  
Provides tutoring for mathematics and statistic courses.

Student Assistance Center  
SSCB 1.102  (281) 283-2722  
Provides assistance with registration, E-services, transcripts, student ID card validation, graduation information, and academic records.

Student Success Center  
SSCB 3.101  (281) 283-2643  
Currently provides peer tutoring and supplemental instruction for all UHCL students.

Student Life  
SSCB 1.204  (281) 283-2560  
Provides services, programming, and leadership training for students.

Writing Center  
SSCB 2.105  (281) 283-2910  
Provides tutors to help with all stages of the writing process, except editing or proofreading.

Academic Advising Center  
Bayou 1408  (281) 283-3087  
Provides academic advising for students with 0-45 credits and consult with students withdrawing from the university with 0-60 credits.

Office of the Provost  
Bayou 2525  (281) 283-3000  
Provides leadership for teaching, research, and service in addition to the administrative, student and information services within academics.

Human Resources  
Bayou 2537  (281) 283-2160
5 TITLE III LEGISLATION AND REGULATIONS

5.1 Title III Legislation

This Title III grant functions under the authority of Title III, Part A, Sec. 311 of the Higher Education Act (HEA) of 1965 as amended and 20 U.S. Code 1057-1059B.

5.2 Regulations

This Title III grant is regulated by Title 34 Part 607 and the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 82, 85, 86, 97, 98, and 99. These regulations can be found online at: http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html

This Title III grant is regulated by Title 34 Part 607 and the Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74 – Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations (page 102)

Part 75 – Direct Grant Programs (page 133)

Part 76 – State-Administered Programs (page 163)

Part 77 – Definitions that Apply to Department (page 196)

Part 79 – Intergovernmental Review of Department of Education Programs and Activities (page 198)

Part 80 – Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments (page 202)

Part 81 – General Education Provisions Act Enforcement (page 231)

Part 82 – New Restrictions on Lobbying (page 244)

Part 84 – Government Wide Requirements for Drug-Free Workplace (Financial Assistance) (page 256)

Part 85 – Government Wide Debarment and Suspension (Non Procurement) *

* [Part 85 REMOVED—Relocated to 2 CFR 3485; see other applicable grant regulations]

Part 86 – Drug and Alcohol Abuse Prevention (page 262)

Part 97 – Protection of Human Subjects (page 270)

Part 98 – Student Rights in Research, Experimental Programs, and Testing (page 285)

Part 99 – Family Educational Rights and Privacy (page 287)

5.3 OMB Circular A-21

The Office of Management and Budget (OMB) Circular A-21 establishes the principles for determining costs that are applicable to grants, contracts, and other agreements between the federal government and educational institutions. The circular can be found online at: http://www.whitehouse.gov/omb/circulars_default.
5.4 Expanded Authority Amendment

Pre-Award Costs [74.25 (e) (1) and 75.263]
- No prior approval is required for pre-award costs incurred up to 90 days before the budget period begins
- Includes both new and non-competing continuation awards
- Applicant should have reasonable expectation it will receive an ED grant
- Expenditures are incurred at applicant's own risk
- ED funds are not available for drawdown until the budget period begins
- Cannot be used to pay for cost over-runs from previous year
- Prior approval is required for pre-award costs incurred more than 90 days before start of the budget period

Time Extensions [74.25 (e) (2) and 75.261]
- One-time extension of the project period for up to one year without prior approval
- Grantee sends written notification of planned extension to assigned ED program officer no later than 10 days before end of project period. Notice includes supporting reasons for extension and revised expiration date
- Cannot be merely for the purpose of exhausting unexpended funds
- Cannot change the scope or objectives of the project

Budget Transfers [74.25 and 75.264]
- Provisions in 34 CFR 74.25 regarding budget transfers apply to all types of grantees
- No prior approval is required for many budget transfers
- Check applicable OMB Cost Principle Circulars for specific expenditures requiring prior approval
- Changes that still require prior approval:
  - Project scope or objectives
  - Key person specified in the award document
  - Absence for more than 3 months or a 25% reduction in time of the approved project director (Part 74 grantees only)
  - For research projects, project director or principal investigator (Part 80 grantees only)
  - Need for additional Federal funds
  - Transfer of funds allotted for training allowances to other categories
  - Transfer of contracting of any work (doesn’t apply to supplies, material, equipment, or general support services)

Carryover [74.25 (e) (3) and 75.253 (c) (1)]
- Unexpended funds are carried over from one budget period to the next without prior approval
- Program Office may require a written statement describing how unexpended funds will be used at the time of funding decision. New funds may be reduced under certain circumstances
• Unexpended funds may be used for any allowable cost that falls within the approved project scope
• Not just for finishing uncompleted activities from the previous period

5.5 Reporting Prime Awardee Executive Compensation Data

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public’s access to Federal government information. To this end, FFATA requires that executive compensation data be reported for all new Federal grants funded at $25,000 or more with an award date on or after October 1, 2010. As such, grants awarded by the U.S. Department of Education are required to report executive compensation data as addressed in this grant award term:

a. Reporting Total Compensation of Recipient Executives:

1. Applicability and what to report. You must report total compensation for each of your five most highly compensated executives for the preceding completed fiscal year, if—
   i. the total Federal funding authorized to date under this award is $25,000 or more;
   ii. in the preceding fiscal year, you received--
      (A) 80 percent or more of your annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
      (B) $25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); and
   iii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Security and Exchange Commission total compensation filings at http://www.sec.gov/answers/execomp.htm.)

2. Where and when to report. You must report executive total compensation described in paragraph b.1. of this award term as part of your System for Award Management (SAM) registration profile at http://www.sam.gov.
   A. If this is the first award you have received that is subject to the reporting requirements in paragraph b.1., you must report by the end of the month following the month in which this award is made, and on each anniversary of this award.
   B. If you have already received an award this year that is subject to the reporting requirements in paragraph b.1., you must report executive compensation on the anniversary of the first award you received that was subject to the reporting requirement in paragraph b.1. of this condition.

b. Definitions. For purposes of this award term:

1. Entity means all of the following, as defined in 2 CFR part 25:
i. A Governmental organization, which is a State, local government, or Indian tribe;
ii. A foreign public entity;
iii. A domestic or foreign nonprofit organization;
iv. A domestic or foreign for-profit organization;
v. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.

2. Executive means officers, managing partners, or any other employees in management positions.

3. Total compensation means the cash and noncash dollar value earned by the executive during the recipient's or subrecipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402(c)(2)):
   i. Salary and bonus.
   ii. Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.
   iii. Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.
   iv. Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.
   v. Above-market earnings on deferred compensation which is not tax-qualified.
   vi. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds $10,000.

5.6 Disclosing Federal Funding in Public Announcements

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds included in this Act, including but not limited to State and local governments and recipients of Federal research grants, shall clearly state —

1) the percentage of the total costs of the program or project which will be financed with Federal money;
2) the dollar amount of Federal funds for the project or program; and
3) percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Sections 1101(a)(4), 1105, and 1106 of Division F, Title I, of Public Law 113-6, Consolidated and Further Continuing Appropriations Act, 2013, which incorporates by reference the requirements set out in
Section 505 of Division F, Title V, of Public Law 112-74, Consolidated Appropriations Act, 2012.

5.7 Trafficking in Persons

The Department of Education adopts the requirements in the Code of Federal Regulations at 2 CFR 175 and incorporates those requirements into this grant through this condition. The grant condition specified in 2 CFR 175.15(b) is incorporated into this grant with the following changes. Paragraphs a.2.ii.B and b.2.ii. are revised to read as follows:

"a.2.ii.B. Imputed to you or the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85."

"b.2.ii. Imputed to the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85."

Under this condition, the Secretary may terminate this grant without penalty for any violation of these provisions by the grantee, its employees, or its sub recipients.

5.8 Prohibition of Text Messaging and Emailing while Driving

Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.
6  FINANCIAL MANAGEMENT

6.1 Fiscal Monitoring

The U.S. Department of Education expects that the Title III grant be administered in accordance with generally accepted business practices to maintain proper stewardship of taxpayer dollars. The Project Director is responsible for ensuring that funds spent from this grant are done so in accordance with all agency, state, and University regulations.

To assist with financial compliance, the Office of Sponsored Programs (OSP) monitors the monthly and quarterly fiscal activities for this grant. OSP facilitates drawdowns, conducts financial reconciliations, and submits financial reports to the Department of Education as required. These activities ensure compliance with the federal regulations applicable to this grant:

- CFR PART 74, 75, 77, 79, 82, 85, 86, 97, 98, and 99
- EDGAR, as applicable
- 2 CFR, as applicable

Certain expenditures must be reviewed and approved by the Office of Sponsored Programs before they are processed. This includes:

- Payments to individuals or small businesses as consultants and external services
- Petty cash requests
- Purchase vouchers
- Approval forms to employ consultants before services are rendered.

Federal Fiscal Year: The federal fiscal year begins October 1 and ends September 30.
UHCL Fiscal Year: The university fiscal year begins September 1 and ends August 31.

Any exception to a regulation granted by the sponsoring agency must be done so in writing and submitted to the Office of Sponsored Programs for future reference.

6.2 Financial Reports

The US Department of Education program officer for this grant program determines when reports must be submitted, either quarterly, semi-annually, or annually. Financial reports give the department an update on the financial status of the project. Generally, the Office of Sponsored Programs completes all financial reporting functions for grant-funded activities.

Quarterly Financial Reports: Due within 45 days after reporting periods ending on December 31, March 31, June 30, and September 30
Semi-annual Financial Reports: Due within 45 days after reporting periods ending on: March 31 and September 30
Annual Financial Reports: Due within 45 days after reporting period ending on September 30.
### 6.3 Federal Grant Budget

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Fifth Year</th>
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<tbody>
<tr>
<td>Program Coordinator</td>
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<td>$55,620</td>
<td>$42,966</td>
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<td>$37,339</td>
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<td>$13,204</td>
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<td><strong>Total Personnel</strong></td>
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<td>$825</td>
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<tr>
<td>Assessment Specialist</td>
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<td>$12,084</td>
<td>$7,001</td>
<td>$3,205</td>
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<td>Administrative Assistant</td>
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<td>$6,000</td>
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<tr>
<td>Faculty Stipends TE</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
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<td>Peer Mentors</td>
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<td><strong>Total Fringe Benefits</strong></td>
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<td><strong>Total Travel</strong></td>
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<td>Noel Levitz Evaluator</td>
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<td><strong>Total Other</strong></td>
<td>$3,500</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total Project Costs</strong></td>
<td>$339,550</td>
<td>$366,198</td>
<td>$397,110</td>
<td>$341,628</td>
<td>$292,448</td>
</tr>
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</table>
6.4 UHCL Cost Share (Years 3-5)

<table>
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<tr>
<th>Budget Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td>0%</td>
<td>25%</td>
<td>50%</td>
<td>75%</td>
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<td>$14,780</td>
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<tr>
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<td>-</td>
<td>$14,780</td>
<td>$28,844</td>
<td>$42,089</td>
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<tr>
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<td>-</td>
<td>$8,128</td>
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</tr>
<tr>
<td>Assessment Specialist</td>
<td>-</td>
<td>-</td>
<td>$3,695</td>
<td>$7,211</td>
<td>$10,522</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>-</td>
<td>-</td>
<td>$2,032</td>
<td>$3,966</td>
<td>$5,447</td>
</tr>
<tr>
<td><strong>Total Fringe Benefits</strong></td>
<td>-</td>
<td>-</td>
<td>$13,674</td>
<td>$26,686</td>
<td>$38,599</td>
</tr>
<tr>
<td><strong>Total Project Costs</strong></td>
<td>-</td>
<td>-</td>
<td>$68,371</td>
<td>$133,430</td>
<td>$192,995</td>
</tr>
</tbody>
</table>

6.5 Budget Explanation

**Staff Salaries**—UHCL operational funds will pay for these positions 25% in year 3, 50% in year 4, 75% in year 5, and 100% after the grant expires.

**Peer Mentors and Tutors**—the grant will pay for these services beginning in year 2. The budget allows for 8 peer mentors working 12 hours per week for the academic year (30 weeks) and 8 hours per week for the summer (10 weeks) at $12 per hour. The budget allows for 8 student tutors working 18 hours per week for the academic year and 10 hours per week for the summer at $12 per hour.

**Fringe Benefits**—the budget allows 25% of salary for staff and 9.25% for student workers.

**Travel**—the budget allows for 2 staff to attend a conference or meeting related to learning communities or first year experiences.

**Equipment**—the budget provides no allocation for equipment.

**Supplies**—the budget was intended to pay for:

- ETS Proficiency Profile Test at $13.79 per student. The estimated numbers of incoming students each year are 1500 (year 1), 1800 (year 2), 1900 (year 3), 2100 (year 4), and 2400 (year 5).
- NSSE Test at $3,665 per year (estimate for 20% of student body taking it)
- Cornell Critical Thinking Test at $1,800 for 400 students) per year
- MAP-Works software license will be purchased yearly to develop comprehensive tracking and reporting of student success parameters. The quoted cost is $8,000 per year, plus $1 for each student enrolled.
• Library Resources for each new learning community will cost $3,000 each for 8 per year to provide one periodical subscription and books to support the learning communities/seminar.

• General Project Supplies include computers, printers, copy machine and scanners. Estimates for general office supplies in year 1 total $6,620:
  o Postage $1,000
  o Printing $1,700
  o Mentor and tutor training materials $1,000
  o Educational programming $500
  o Educational resource materials $800
  o Learning and career assessment tools $620
  o Other general supplies $1,000.

• Eight IPads were budgeted at $499 each. These will be kept by the Title III program and loaned to peer mentors and tutors to use with the first year students, either in engagement activities or tutoring.

Contractual—the grant covers the cost of hiring Noel Levitz to serve as an external evaluator for the program. There are additional funds to cover speaker fees for experts to conduct seminars related to the first year experience.

Other—funds were included in year 1 to cover training for MAP-Works.

6.6 Payments from the Department of Education

($74.22, 80.21)

The Department pays grantees in advance of their expenditures if the grantee

• Demonstrates a willingness and ability to minimize the time between the transfer of funds to the grantee and the disbursement of the funds by the grantee;

• Grantees repay to the Federal government interest earned on advances; and

• Grantees subject to Part 74 deposit grant funds in interest-bearing accounts (grantees subject to part 80 are encouraged to also deposit grant funds in interest bearing accounts).

In general, grantees should make payment requests frequently, only for small amounts sufficient to meet the cash needs of the immediate future.

Grantees need to be aware that, by law, Federal funds are available for grantees to draw down for only a limited period of time, after which the funds revert to the U.S. Treasury. In some cases grantees have requested funds too late for the Department to be able to pay the grantees for legitimate costs incurred during their project periods. The Department urges financial managers to regularly monitor requests for payment under their grants to assure that Federal funds are drawn from the ED G5 Payment System at the time those funds are needed for payments to vendors and employees.

For any cash that you draw from your Department of Education grant account, you must:

• Draw down only as much cash as is necessary to meet the immediate needs of the grant project;

• Keep to the minimum the time between drawing down the funds and paying them out for grant activities; and
• Return to the Government the interest earned on grant funds deposited in interest-bearing bank accounts except for a small amount of interest earned each year that your entity is allowed to keep to reimburse itself for administrative expenses).

In order to meet these requirements, you are urged to:

• Take into account the need to coordinate the timing of drawdowns with prior internal clearances (e.g., by boards, directors, or other officials) when projecting immediate cash needs so that funds drawn down from ED do not stay in a bank account for extended periods of time while waiting for approval;
• Monitor the fiscal activity (drawdowns and payments) under your grant on a continuous basis;
• Plan carefully for cash flow in your grant project during the budget period and review project cash requirements before each drawdown; and
• Pay out grant funds for project activities as soon as it is practical to do so after receiving cash from the Department.

The Department monitors cash drawdown activity for all grants on a weekly basis. For the purposes of drawdown monitoring, the Department will contact grantees who have drawn down 50% or more of the grant in the first quarter, 80% or more in the second quarter, and/or 100% of the cash in the third quarter of the budget period. However, even amounts less than these thresholds could still represent excessive drawdowns for your particular grant activities in any particular quarter. Grantees determined to have drawn down excessive cash will be required to return the excess funds to the Department, along with any associated earned interest, until such time as the money is legitimately needed to pay for grant activities. If you need assistance with returning funds and interest, please contact ED’s G5/GAPS Payee Hotline by calling 1-888-336-8930.

Grantees that do not follow Federal cash management requirements and/or consistently appear on the Department’s reports of excessive drawdowns could be:

• Designated "high-risk" grantees [EDGAR 74.14, 80.12], which could mean being placed on a "cash reimbursement" payment method (i.e., a grantee would experience the inconvenience of having to pay for grant activities with its own money and waiting to be reimbursed by the Department afterwards);
• Subject to further corrective action;
• Denied selection for funding on future ED grant applications [EDGAR 75.21 7(d)(3)(ii)]; and/or
• Debarred or suspended from receiving future Federal awards from any executive agency of the Federal government.

6.7 Personnel Pay

(§§74.27, 75.511-75.519 and §80.22)

The rules in Part 75 cover issues such as paying consultants with grant funds, waiving the requirement for a full-time project director, making changes in key project staff, and prohibiting dual compensation of staff. General rules governing reimbursement of salaries and compensation for staff working on grant projects are addressed in the cost principles located in Title 2 of the Code of Federal Regulations (2 CFR). In all cases, payments of any type to personnel must be supported by complete and accurate records of employee
time and effort. For employees who work on multiple functions or separately funded programs or projects, the grantee must also maintain time distribution records to support the allocation of employee salaries among each function and separately funded program or project.

All employees must be paid according to University guidelines. The same rules apply to grant-funded positions as any other University employee.

The University of Houston Accounts Payable department requires that all individuals and businesses receiving a non-payroll payment (reimbursements, stipends, awards, etc.) be set up in the PeopleSoft Financial System with a vendor identification number. To set up a vendor ID, complete and fax the required forms to UH Main Campus Accounts Payable at (713) 743-0521. For security reasons these forms must be faxed, not emailed. A copy of these forms can be found in Appendix A and online in the Accounts Payable Forms at: http://prtl.uhcl.edu/portal/page/portal/PROPAY/Procurement_Payables/Accounts_Payable.

### 6.8 Procurement Standards

($§74.40-48, §80.36)

Under §80.36, States are required to follow the procurement rules the States have established for purchases funded by non-Federal sources. Under parts 74 and 80, when procuring goods and services for a grant purpose, all other grantees may follow their own procurement procedures, but only to the extent that those procedures meet the minimum requirements for procurement specified in the regulations. These requirements include written competition procedures and codes of conduct for grantee staff, as well as requirements for cost and price analysis, record-keeping and contractor compliance with certain Federal laws and regulations. These regulations also require grantees to include certain conditions in contracts and subcontracts, as mandated by the regulations and statutes.

This grant is subject to University rules concerning Ledger 5 (Research Administration) funds. The general University purchasing guidelines are as follows:

On-Campus Vendor—Campus printing services, Central Stores, Facilities Management & Construction (FMC), or University Computing & Telecommunications (UCT) must be used if an item or service is available from those sources.

State Contracts—State contracts should be used when possible. For more information, contact the Purchasing Department.

<table>
<thead>
<tr>
<th>Purchase Amount</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 - $500</td>
<td>The department may order directly from vendor and submit a payment voucher with an original vendor invoice.</td>
</tr>
<tr>
<td>$500 - $7,500</td>
<td>The department must recommend a vendor for the item to be purchased. No bidding required for the Purchasing Department.</td>
</tr>
<tr>
<td>$7,501 - $24,999</td>
<td>The department must recommend a vendor for the item to be purchased. The Purchasing Department will solicit at least 3 phone bids with a minimum of two Historically Underutilized Businesses (HUBs).</td>
</tr>
<tr>
<td>$25,000 or more</td>
<td>The department must recommend a vendor for the item being purchased. The Purchasing Department will post a solicitation for 14 days to obtain at least 3 formal bids with a minimum of two HUBs.</td>
</tr>
</tbody>
</table>
6.9 Equipment and Supplies

Purchase Vouchers v. Purchase Orders

Per University guidelines, any goods or services totaling more than $1,000 require a purchase order. A purchase voucher may be used for items totaling $1,000 or less. The guidelines for purchase vouchers are as follow:

- Memberships, subscriptions and registration fees are processed regardless of the dollar amount.
- Any computer related item or equipment must be approved prior to making a purchase.
- State sales tax is not reimbursable prior to making a purchase; please obtain a tax exempt certificate from Purchasing.
- Reimbursement is limited to payments made by cash, personal debit or credit cards or personal checks. Gift cards or store credit cannot be reimbursed.
- Gift card request forms must be signed prior to purchasing a gift card.
- Awards, plaques, trophies must list names of recipients.
- Comments portion of voucher needs to include Who, What, When, Where, Why and benefit to UHCL or business purpose. Membership and subscriptions payments must include beginning and ending dates.
- Prompt pay law - Invoices received by department must be date stamped upon arrival. This is related to the prompt pay law and is important in determining when interest should be accrued for late payments.
- Mount all receipts or other attachments on an 8 ½ x 11 paper with tape, carefully taping all sides without taping over printed information. When paying for multiple receipts, please attach calculator tape to assist with auditing of the voucher.
- All reimbursements require original receipts or other proof of payment, i.e., cancelled check, credit card or bank statement. Be sure to black out any sensitive information. Sensitive information cannot be uploaded in PeopleSoft.
- Please allow 10 business days before calling Accounts Payable to follow up on a payment.

6.10 Contractual Services

If a non-employee is performing a service for the program, a signed contract needs to be in place before the service is rendered. Please consult with the Office of Sponsored Programs to obtain the appropriate contract form for this grant award.

Also note that the University of Houston Accounts Payable department requires all individuals and businesses receiving a non-payroll payment (reimbursements, stipends, awards, etc.) be set up in the PeopleSoft Financial System with a vendor identification number. To set up a vendor ID, complete and fax the required forms to UH Main Campus Accounts Payable at (713) 743-0521. For security reasons these forms must be faxed, not emailed. A copy of these forms can be found in Appendix A and online in the Accounts Payable Forms at: http://prtl.uhcl.edu/portal/page/portal/PROPAY/Procurement_Payables/Accounts_Payable.
6.11 Travel

The University’s travel policy applies to this grant. In the event the Department of Education’s travel regulations are more restrictive, then those regulations should be followed. Any exception to a regulation granted by the sponsoring agency must be done so in writing and submitted to the Office of Sponsored Programs for future reference.

All travelers expecting a reimbursement must first set up a vendor identification number. Once a vendor identification number has been established, the traveler must submit a travel authorization form. Travel authorization forms provide an estimate of travel expenses and must be approved by both the immediate supervisor and department business coordinator prior to the start of a trip. The Travel Department will send confirmation of the approved travel authorization form prior to the start of the trip.

The department business coordinator maintains the department’s restrictions on allowable travel expenses. Generally allowable travel expenses include:

- **Airfare**—the traveler can elect to have air travel arranged and prepaid by the Travel Department or make their own reservations and be reimbursed.

- **Mileage**—the current reimbursement rate is $0.56 per mile. The traveler should submit an estimate of mileage from MapQuest.com along with the form.

- **Hotels**—lodging expenses incurred on business travel within the per diem rate are allowable. For in-state travel, a State Tax Exception certificate may be needed to receive tax exemption at hotels. If the hotel charges local, city, or occupancy taxes, those expenses may be reimbursed. The traveler may elect to receive a prepaid credit card to cover the cost of a hotel.

- **Meals**—Meals incurred on overnight business travel within the per diem rate are allowable expenses. Snacks and non-alcoholic beverages should be included with one of the meals rather than counted as a miscellaneous or incidental expense. Refer to the U.S. General Services Administration website to find the per diem rate for the city to which you are traveling. [http://www.gsa.gov/portal/category/21287](http://www.gsa.gov/portal/category/21287)

- **Incidental items**—this includes business phone calls and ground travel such as cab fare (not snacks and beverages).

The following items are not eligible for reimbursement:

- Meals for non-overnight travel
- Pay TV and video rentals
- Personal entertainment such as attending a professional sports event
- Personal phone calls
- Health club fees
- Domestic car rental collision and damage waiver (CDW) insurance
- Personal injury (PI) insurance coverage.
- Hotel taxes paid within the state of Texas
After travel has occurred, the traveler has up to 60 days to submit a travel reimbursement form. The original receipt is generally required for the following types of expenses:

- Lodging expenses
- Ground transportation (travel by mass transit, taxi, etc.)
- Incidental expenses (parking, tolls, etc.)
- Meal receipts are not required by all departments; check with the business coordinator for the current department policy.

A copy of all travel forms can be found in Appendix A and online at www.uhcl.edu/travel, under the Travel Documents section. Any questions related to travel should be directed to the Travel Department at TravelOffice@uhcl.edu or Ext. 2270.

### 6.12 Carryover

[74.25 (e) (3) and 75.253 (c) (1)]

- Unexpended funds are carried over from one budget period to the next without prior approval.
- The Program Officer may require a written statement describing how unexpended funds will be used at the time of funding decision. New funds may be reduced under certain circumstances.
- Unexpended funds may be used for any allowable cost that falls within the approved project scope.
- Carryover is not to be used just for finishing uncompleted activities from the previous period.

### 6.13 Closeout Procedures

The Office of Sponsored Programs facilitates the closeout process for grant awards. The project director is typically contacted several months before the expiration of a grant to start the process. All major expenditures need to be completed well in advance of the expiration date to avoid audit flags. All records for the project must be retained for a minimum of three years after the final report has been accepted. Project Directors are advised to maintain their records for at least four fiscal years after the close of a project.

### 6.14 Audit Requirements

(§74.26, §80.26)

The Single Audit Act requires that grantees obtain a non-Federal audit of their expenditures under their Federal grants if the grantee expends more than $500,000 in Federal funds in one fiscal year. OMB Circular A-133 contains the requirements imposed on grantees for audits done in connection with the law. The full text of the most recent version of the circular can be found at: http://www.whitehouse.gov/omb/circulars/a133/a133.html

The Department recommends hiring auditors who have specific experience in auditing Federal awards under the circular and the Compliance Supplement.
## 7 GRANT EVALUATION AND REPORTING

### 7.1 Evaluation Plan

**Evaluation Plan for Activity 1:** Develop Transition Programs to connect transfer as well as first-time students with UHCL. The related strategies are a First Year Experience (FYE) and Faculty Development.

<table>
<thead>
<tr>
<th>Activity Objective</th>
<th>Data Elements</th>
<th>Baseline/Metrics/ Evidence of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Increase early identification of at-risk students</td>
<td>ETS Proficiency Profile test results, course grades, mid-semester reports, student services records</td>
<td>Number of students receiving mid-semester reports and referrals. This number will increase 10% each year.</td>
</tr>
<tr>
<td>1.2-1.3 Increase number of students participating in a first-year experience</td>
<td>Enrollment and documentation of student attendance in LCs, enrollment, completion of FYS. Pre- and post-surveys in FYS and orientation.</td>
<td>Yearly increase until 80% of total incoming class and 100% of incoming high-need students will take part in the first-year experience.</td>
</tr>
<tr>
<td>1.4,1.6 Increase number of students seeing advisors on a regular basis and developing career plans</td>
<td>Advisor log books, student career plans on file with Career and Counseling Services, FYS student portfolios, NSSE results.</td>
<td>Currently, advising is not mandatory. By Fall 2014, 80% of incoming class will see advisors and percentage will increase 5% each year.</td>
</tr>
<tr>
<td>1.5 Increase number of students proficient in basic college skills.</td>
<td>First Year Seminar Course Grades, FYS student portfolios (graded by rubric).</td>
<td>By Spring 2015, 65% of students taking FYS will receive a grade C or above. Percentage will increase 5% each year.</td>
</tr>
<tr>
<td>1.7 Increase number of faculty/staff participating in professional development.</td>
<td>Faculty attendance records and pre and post-tests in workshops, seminars/online coursework. Training schedule developed and delivered to faculty/staff; assessments administered after each training</td>
<td>By Spring 2015, 40% of UHCL faculty will have taken part in at least one professional development activity. Percentage will increase 10% each year.</td>
</tr>
<tr>
<td>1.8 Increase student satisfaction with support services.</td>
<td>Student Service survey: Every student who is referred to and accesses a student service will be asked to fill out a short survey to rate whether the student service met their needs on a 1-5 Likert scale.</td>
<td>By Spring 2015 70% of students will respond with “Agree” or “Strongly Agree.” Percentage will increase 5% each year.</td>
</tr>
<tr>
<td>1.9 Increase retention rate, especially of high-needs students.</td>
<td>Student data from Office of Planning and Assessment</td>
<td>Retention rates will increase 1% each year until CDP objectives AP2.1 – AP2.4 met.</td>
</tr>
<tr>
<td>1.10 Increase graduation rate, especially of high-needs students.</td>
<td>Student data from Office of Planning and Assessment</td>
<td>Through activities of this Title III, establish 6-year graduation rates of 60% for high-needs and 70% for non-high-needs first-time students. Retention rates will increase 1% each year until objectives AP3.1 – AP3.4 met.</td>
</tr>
</tbody>
</table>
Evaluation Plan for Activity 2: “Close the loop” in student data tracking, management, and interpretation throughout UHCL by establishing an early-alert system for continual assessment of student success and timely feedback leading to intervention.

<table>
<thead>
<tr>
<th>Activity Objective</th>
<th>Data Elements</th>
<th>Baseline/Metrics/ Evidence of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Increase number of students enrolled in an early alert system, including mid-semester reports.</td>
<td>Mid-semester reports, student services records</td>
<td>Number of students receiving mid-semester reports and needed referrals. By Fall 2015, 50% of students will receive mid-semester reports and referrals. This number will increase 10% each year.</td>
</tr>
<tr>
<td>2.2 Increase faculty and staff access to timely student information</td>
<td>Faculty attendance records and pre- and post-tests in workshops, seminars, or online coursework. Training schedule developed and delivered to faculty/staff; assessments administered after each training</td>
<td>Number of faculty are using mid-semester reporting. By Spring of 2015, 60% of faculty and staff will be trained on early-alert system. Number will increase 10% each year.</td>
</tr>
<tr>
<td>2.3 Increase number of faculty who use early alert system to take action.</td>
<td>Advisor log books, student career plans on file with CCS, FYS student portfolios, NSSE</td>
<td>Currently, only 10% of faculty use mid-semester reporting. By Spring of 2015, 50% of faculty will have used mid-semester reporting. Number will increase 10% each year.</td>
</tr>
</tbody>
</table>

### 7.2 Data Analysis Procedures

<table>
<thead>
<tr>
<th>Process</th>
<th>Persons Involved</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff meetings will include regular updates on progress toward meeting project objectives and evaluations of the effectiveness of specific strategies.</td>
<td>Assessment Coordinator</td>
<td>Weekly</td>
</tr>
<tr>
<td>Review progress with Project Director and faculty toward meeting project objectives and strategize needed improvements.</td>
<td>Assessment Coordinator</td>
<td>Monthly</td>
</tr>
<tr>
<td>Overall program review</td>
<td>Project Director And Co-Directors</td>
<td>Monthly, Mid-year and Year-end</td>
</tr>
<tr>
<td>External Program Review</td>
<td>External Evaluator</td>
<td>Quarterly, Year-end</td>
</tr>
</tbody>
</table>
7.3 **External Evaluator**

Noel Levitz LLC, higher education consultants, will serve as the external evaluator for this project. Noel-Levitz is experienced in offering objective, retention-oriented evaluations of Title III and Title V projects before, during, and/or after implementation. They bring a solid understanding of the federal requirements and extensive experience in student success programming. Vice President for Retention Consulting, Timothy D. Culver, leads Noel-Levitz’s retention consulting division and evaluates Title III and Title V projects. UHCL has worked extensively with Noel Levitz in the planning for expansion into a four year university.

7.4 **Federal Reporting Requirements**

The US Department of Education program officer for this grant program determines when reports must be submitted, either quarterly, annually, or semi-annually. The Project Director is responsible for submitting these reports in a timely fashion. Below is a typical deadline schedule for US DOE grant reports.

**Quarterly Performance Reports**
Due 30 days after the end of each quarter.

**Semi-annual Performance Reports**
Due 30 days after the end of each 6-month period

**Quarterly Financial Reports**
Due within 45 days after reporting periods ending on December 31, March 31, June 30, and September 30

**Semi-annual Financial Reports**
Due within 45 days after reporting periods ending on March 31 and September 30

**Annual Financial Reports**
Due within 45 days after reporting period ending on September 30.
8 APPENDIX A – FORMS

8.1 Time and Effort Report Form

[Form image]

PLEASE RETURN ORIGINAL TO OFFICE OF SPONSORED PROGRAMS, BOX 44, BAYOU 2301.
### 8.2 Vendor ID Request Forms

A copy of these forms can be found in Appendix A and online in the Accounts Payable Forms section at [http://prtl.uhcl.edu/portal/page/portal/PROPAY/Procurement_Payables/Accounts_Payable](http://prtl.uhcl.edu/portal/page/portal/PROPAY/Procurement_Payables/Accounts_Payable).

**University of Houston System**  
**Vendor Setup Coversheet – U.S. Individual (Including Residential Alien Individual)**

<table>
<thead>
<tr>
<th>Name:</th>
<th>____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone #:</td>
<td>____________________________</td>
</tr>
<tr>
<td>Email:</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

**Vendor Classification (select one):**

- [ ] UHS Employee (circle one: UH  UHCL  UHD  UHSA  UHV  Other _____)  
  (EmpID: ________________)
- [ ] Other State of Texas Employee (Agency Number __________)
- [ ] UHS Board of Regents
- [ ] UHS Student (circle one: UH  UHCL  UHD  UHSA  UHV  Other _____)
- [ ] UHS Student and also Employee (circle one: UH  UHCL  UHD  UHSA  UHV  Other _____)
- [ ] Prospective Employee
- [ ] Other (explain: ____________________________)

**UH System person to notify when vendor setup is complete (optional): ____________________________ Email Address**

Complete and fax this coversheet, a W-9 form, and a Direct Deposit Authorization form to Vendor ID (Fax # 713-743-0521). A Direct Deposit Authorization form is not required for UHS employees, since UHS employees should complete the direct deposit information via P.A.S.S.
University of Houston System
Vendor Setup Coversheet – U.S. Business/Organization

Business Name: ________________________________

Contact Person: ________________________________

Phone #: ________________________________

Email: ________________________________

Fax #: ________________________________

If this is a corporation, select one:

☐ Professional Corporation (anywhere in US)
☐ Corporation (US - Texas)
☐ Corporation (US - Outside of Texas)

If this is a partnership other than Limited Partnership, complete the following:

Partner Name: ________________________________ SSN: ________________________________
Partner Name: ________________________________ SSN: ________________________________

The above partner's information is required by the Texas Comptroller.

UH System person to notify when vendor setup is complete (optional): ________________________________

Email Address: ________________________________

Complete and fax this coversheet, a W-9 form, and a Direct Deposit Authorization form to Vendor ID
(Fax # 713-743-0521).

Business/Organization Vendor Setup Form
W-9
Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

Name (as shown on your income tax return)

Business name/disregarded entity name, if different from above

Check appropriate box for federal tax classification:

☐ Individual/sole proprietor
☐ C Corporation
☐ S Corporation
☐ Partnership
☐ Trust/estate
☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership)
☐ Other (see instructions)

Exemptions (see instructions):
☐ Exempt payee code (if any)
☐ Exemption from FATCA reporting code (if any)

Address (number, street, and apt. or suite no.)

City, state, and ZIP code

Taxpayer Identification Number (TIN)

Social security number

Employer identification number

Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding; or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest and dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below), and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here

Signature of U.S. person

Date

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. This IRS has created a page or IRS.gov for information about Form W-9. It will be posted on that page.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, payments made to you in settlement of payment card and third-party network transactions, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as U.S. person, you allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from FATCA reporting is correct.

Note. If you are a U.S. person and a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

• An individual who is a U.S. citizen or U.S. resident alien,
• A partnership, corporation, company, or association created or organized in the United States, or
• An estate (other than a foreign estate), or
• A domestic trust (as defined in Regulation section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax under section 1446 on any foreign partner's share of effectively connected taxable income from such business. Further, in certain cases where a Form W-9 has not been received, the rules under section 1446 require a partnership to presume that a partner is a foreign person, and pay the section 1446 withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid section 1446 withholding on your share of partnership income.

Cat. No. 10231X

Form W-9 (Nov. 2013)
8.3 Travel Authorization Form

A copy of this form can be found online at www.uhcl.edu/travel, under the Travel Documents section. Any questions related to travel should be directed to the Travel Department at TravelOffice@uhcl.edu or Ext. 2270.
TRAVEL AUTHORIZATION FORM

| Estimated Expenses | Hotel (or Other) | Travel and Per Diem | UHCL Payable
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Airport (or Rail)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lodging (Including local taxes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals, etc. (arranged, not covered)</td>
<td></td>
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<td></td>
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<tr>
<td>Meals, etc. (arranged, not covered)</td>
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<tr>
<td>Rental Car</td>
<td></td>
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</tr>
<tr>
<td>Parking (including taxes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference Registration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Travel Insurance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Encumbent Expenditures $5,000
Grand Total $10,000

- Check here for approved excess lodging
- Check here if all purchases are pre-approved

Travel Office Use

Traveler First Name: [Name]
M.I.: [Initial]
Last: [Surname]

Department:

Traveler’s email:

Dates of Travel:

If any dates will be spent primarily on non-business activities, specify these here:

1. Note: If 50% or more of the days are primarily personal or business, traveler will not be reimbursed for domestic travel to/from destination.

Purpose of Trip:

Benefits to UHCL:

- Check here for approved excess lodging
- Check here if all purchases are pre-approved

A Travel Expense Report from Travel is mandatory. All expenses must be submitted within 90 days of trip termination, after which there will be no longer processed.

SIGNATURE:

I have read and understand the UHCL Travel Guidelines, available at: www.uhcl.edu/travel

Traveler: [Name]
Supervisor: [Name]
Business Coordinator: [Name]
Dean/Department Head: [Name]
Office of Sponsored Programs: [Name]
President/Vice President: [Name]

Email copies: [Email]

Last Revised: 08/01/2014
8.4 Travel Expense Report

A copy of this form can be found online at www.uhcl.edu/travel, under the Travel Documents section.
# 9 APPENDIX B – GRANT PROPOSAL

Transition Programs and Early-Alert
for Transfer and First-Time Students at the University of Houston-Clear Lake

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