



**Cambridge College**

**TITLE III**  
**STRENGTHENING INSTITUTIONS**  
**GRANT**  
**POLICIES AND PROCEDURES MANUAL**

***PROJECT***  
***PATHWAYS TO PERSISTENCE AND SUCCESS***  
***(P2PS)***

Version December 2018

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## INTRODUCTION

In the spring of 2017, Cambridge College (CC) submitted a Title III grant to the US Department of Education. We were informed that although the proposal obtained a perfect score due to lack of available funds our proposal was not funded. However, in October 2018, the College was notified that it has been awarded over \$2 million from the U.S. Department of Education's *Strengthening Institutions Program* (SIP) as additional funds became available.

The purpose of the Title III Strengthening Institutions Program is to provide grants to eligible institutions of higher education to improve their academic programs, institutional management, and fiscal stability in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation.” (34 CFR 607.1)

The project proposed under this Title III grant is titled: “Pathways to Persistence and Success (P2PS)” *P2PS* strives to prepare students to achieve their professional aspirations by redesigning the learning environment from enrollment to degree completion.

This document has been developed to guide Cambridge College through the implementation of the grant. The handbook is designed to ensure compliance with institutional, grant, and Federal regulations and to ensure:

- Resources are used in a manner consistent with CC policies and procedures as well as the policies, and regulations of the U.S. Department of Education.
- Proper stewardship of funds and that expenditures directly related to grant objectives are allowable, allocable, and reasonable;
- Work is performed in compliance with grant application and objectives;
- Adequate records are maintained to demonstrate progress toward project goals;
- Compliance with all statutory and regulatory requirements is met; and
- Personnel knowledge, skills, and abilities are commensurate with their responsibilities.

In all cases, Federal law will supersede the policies and procedures of Cambridge College. This handbook will be updated as needed.

## **GRANT LEGISLATION AND REGULATIONS**

### **PROGRAM LEGISLATION**

- Title III, Part A, Sec. 311-315 of the Higher Education Act (HEA) of 1965, as amended
  - <https://www.law.cornell.edu/uscode/text/20/chapter-28/subchapter-III/part-A>

### **PROGRAM REGULATIONS**

- Title 34 Code of Federal Regulations (CFR) Part 607 – Strengthening Institutions Program
  - <http://www.gpo.gov/fdsys/pkg/CFR-2013-title34-vol3/pdf/CFR-2013-title34-vol3-part607.pdf>
- Title 2 CFR Part 215 – Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations
  - <http://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1-part215.pdf>
- Title 2 CFR Part 220 – Cost Principles for Educational Institutions
  - <http://www.gpo.gov/fdsys/pkg/CFR-2013-title2-vol1/pdf/CFR-2013-title2-vol1-part220.pdf>

### **REQUIREMENTS APPLICABLE TO COLLEGES AND UNIVERSITIES**

- Administrative Requirements--2 CFR 215.
- Cost Principles--2 CFR 220.
- A-133 Single Audits--2 CFR 200.501 (\$750,000 or more in Federal Expenditures).

## **PROGRAM DESCRIPTION AND PURPOSE**

Cambridge College was awarded a Title III Strengthening Institutions grant for the period of October 1, 2018 – September 30, 2023.

P2PS fosters a culture of assessment and continuous improvement through two integrated components—Transforming the Student Experience, and Reforming Curriculum and Instruction—that will collectively improve academic supports and the development of appropriate outcomes assessments and tracking systems that will guide planning, resource allocation, and decision-making. The two main activities of the grant are designed around:

**Transforming the Student Experiences:** Emphasizes a continuum of support through: enhanced enrollment systems that improve orientation and incorporate academic, personal and career assessments leading to a comprehensive First-Year Experience (FYE), which is designed to connect skill-building to learning experiences, personal strengths and career paths. This continuum is supported by early alert and interventions that deliver an expanded suite of timely interventions coordinated by Academic Coaches, through a student services portal to improve communication among students, faculty and staff.

**Reforming Curriculum and Instruction:** Creates a multi-tiered framework of outcomes assessments and instruction to gather meaningful data on how well students are attaining identified knowledge, skills, and attitudes. The framework will improve and inform the coherence of program design, and incorporate high impact practices into the learning experience. Supported by a comprehensive professional development program coordinated through the College's Institute for Faculty Excellence (IFE), the reformed educational experience will prepare Cambridge College graduates for success in today's competitive global economy.

## PROGRAM OBJECTIVES AND ACTIVITY MATRIX

The Title III Activity's 15 measurable objectives are realistic and guide implementation. Each objective is directly related to the fulfillment of the identified Comprehensive Development Plan goals and objectives, as well as the priorities of Title III (Government Performance and Results Act, GPRA), and is connected to performance indicators of capacity and impact measured against specific baseline data as shown for each year in Table 1.

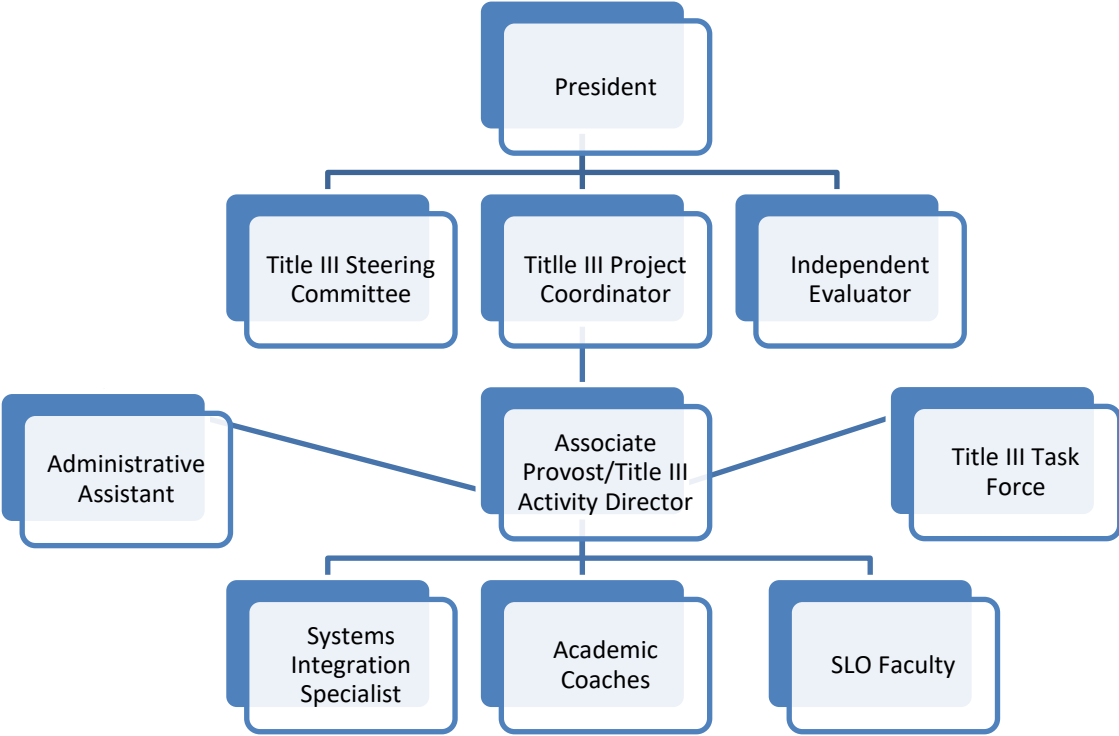
<b>Table 1: Measurable Objectives and Performance Indicators</b>	
<b>Objectives</b>	<b>Performance Indicators</b>
<b>Year One</b>	
<b>1.1</b> Increase student commitment to academic goals from 42% to 47% as measured by College Student Inventory (CSI) by 9/30/19.	<b>1.1a</b> 5 coaches trained and certified. <b>1.1b</b> 250 first-year students receive intensive coaching. <b>1.1c</b> 5% point increase in commitment to academic goals achieved.
<b>1.2</b> Increase student planning for life and career goals from 42% to 47% as measured by CSI by 9/30/19.	<b>1.2a</b> 250 first-year students participate in enhanced assessment process. <b>1.2b</b> 250 first-year students participate in expanded on-boarding process. <b>1.2c</b> 5% point increase in student planning for life and career goals achieved.
<b>Year Two</b>	
<b>2.1</b> Increase student commitment to academic goals from 47% to 52% as measured by CSI by 9/30/20.	<b>2.1a</b> 1 coach trained and certified. <b>2.1b</b> 250 additional first-year students receive intensive coaching. <b>2.1c</b> 250 students confirm and complete degree plans. <b>2.1d</b> 5% point increase in commitment to academic goals achieved.
<b>2.2.</b> Increase student planning for life and career goals from 47% to 52% as measured by CSI by 9/30/20.	<b>2.2a</b> 250 first-year students participate in FYE. <b>2.2b</b> 250 students receive proactive services through enhanced enrollment systems. <b>2.2c</b> 5% point increase in student planning for life and career goals achieved.
<b>2.3</b> Increase fall-to-fall persistence from 56% to 59% through P2PS as	<b>2.3a</b> 500 students tracked and monitored. <b>2.3b</b> 150 interventions achieved.

measured by institutional research data by 9/30/20.	<b>2.3c</b> 3% point increase in fall-to-fall persistence achieved.
<b>Year Three</b>	
<b>3.1</b> Increase fall-to-fall persistence from 59% to 64% through <i>P2PS</i> as measured by institutional research data by 9/30/21.	<p><b>3.1a</b> 275 additional first-year students receive intensive coaching.</p> <p><b>3.1b</b> 300 students participate in early alert.</p> <p><b>3.1c</b> 775 students tracked and monitored.</p> <p><b>3.1d</b> 200 interventions achieved.</p> <p><b>3.1e</b> 5% point increase in fall-to-fall persistence achieved.</p>
<b>3.2</b> Increase the capacity to assess student learning from 0% to 20% in targeted courses as measured by portfolio and rubrics by 9/30/2021.	<p><b>3.2a</b> 15 faculty trained in outcomes assessment.</p> <p><b>3.2b</b> 10 courses infused with enhanced delivery strategies.</p> <p><b>3.2c</b> 20% point increase in targeted courses achieved.</p>
<b>3.3</b> Increase faculty, staff, and students' use of new technology from 0% to 33% as measured by data analytics by 9/2021.	<p><b>3.3a</b> 35 faculty and staff participate in professional development.</p> <p><b>3.3b</b> 50 faculty and 7 staff access and utilize integrated technology systems.</p> <p><b>3.3c</b> 400 students access and utilize integrated technology systems.</p> <p><b>3.3d</b> 33% point increase in use of new technology achieved.</p>
<b>Year Four</b>	
<b>4.1</b> Increase fall-to-fall persistence from 64% to 70% through <i>P2PS</i> as measured by institutional research data by 9/30/22.	<p><b>4.1a</b> 300 additional first-year students participate in <i>P2PS</i> components.</p> <p><b>4.1b</b> 1,075 students tracked and monitored.</p> <p><b>4.1c</b> 325 interventions achieved.</p> <p><b>4.1d</b> 6% point increase in fall-to-fall persistence achieved.</p>
<b>4.2</b> Increase capacity to assess student learning from 20% to 60% in targeted courses as measured by portfolio and rubrics by 9/30/2022.	<p><b>4.2a</b> 15 faculty trained in outcomes assessment.</p> <p><b>4.2b</b> 20 courses infused with enhanced delivery strategies.</p> <p><b>4.2c</b> 40% point increase in targeted courses achieved.</p>
<b>4.3</b> Increase faculty, staff, and students' use of new technology from 33% to	<b>4.3a</b> 35 faculty and staff participate in professional development.



67% as measured by data analytics by 9/30/2022.	<p><b>4.3b</b> 100 faculty and 14 staff access and utilize integrated technology systems.</p> <p><b>4.3c</b> 800 students access and utilize integrated technology systems.</p> <p><b>4.3d</b> 34% point increase in use of new technology achieved.</p>
<b>4.4</b> Increase 4-year graduation rate from 39% to 42% through <i>P2PS</i> by 9/30/2022.	<p><b>4.4a</b> 350 additional first-year students participate in the <i>P2PS</i> Activity.</p> <p><b>4.4b</b> 3% point increase in 4-year graduation rate achieved.</p>
<b>Year Five</b>	
<b>5.1</b> Increase the capacity to assess student learning from 60% to 100% in targeted courses as measured by portfolios and rubrics by 9/30/2023.	<p><b>5.1a</b> 15 faculty trained in outcomes and assessment.</p> <p><b>5.1b</b> 20 courses infused with enhanced delivery strategies.</p> <p><b>5.1b</b> 40% point increase in targeted courses achieved.</p>
<b>5.2</b> Increase faculty, staff, and students' use of new technology from 67% to 100% as measured by data analytics by 9/30/2023.	<p><b>5.2a</b> 45 faculty and staff participate in professional development.</p> <p><b>5.2b</b> 143 faculty and 22 staff access and utilize integrated technology systems.</p> <p><b>5.2c</b> 1,140 students access and utilize integrated technology systems.</p> <p><b>5.2d</b> 33% point increase in use of new technology achieved.</p>
<b>5.3</b> Increase 4-year graduation rate from 42% to 47% through <i>P2PS</i> by 9/30/2023.	<p><b>5.3a</b> 1,400 students participate in the <i>P2PS</i> Activity.</p> <p><b>5.3b</b> 5% point increase in 4-year graduation rate achieved.</p>

**ORGANIZATIONAL CHART**



**PROJECT PERSONNEL**

- Dr. Gilda Gely, Title III Project Coordinator, 617.873.0232
- Dr. Tracy McLaughlin, Title III Activity Director
- Robyn Shahid-Bellot, Title III Systems Integration Specialist
- TBH, Title III Academic Coaches

**Address for all personnel**

Cambridge College, 500 Rutherford Ave., Boston, MA 02129

## ROLES AND RESPONSIBILITIES

Deborah Jackson, **President** of Cambridge College, will assume overall responsibility for the Title III Project and its successful implementation as a transformative opportunity to promote and sustain increased student success.

Dr. Gilda G. Gely, **Title III Project Coordinator**, will report directly to the President and provide updates to the Executive Leadership Council on a monthly basis, with annual updates to the Board of Trustees. As the Coordinator, Dr. Gely (ELC member) will Chair the **Title III Steering Committee**, whose membership will include the Associate Provost/Activity/SLO Director, Vice President for Finance and Administration (ELC member), Vice President for Innovation and Strategic Initiatives (ELC member), Dean of the School of Undergraduate Studies, Dean of Students, Director of the CELT, Director of the Student Success Center, and representative faculty. The Title III Steering Committee will meet monthly.

Dr. Tracy McLaughlin, Associate Provost and Activity/SLO Assessment Director, will assume primary responsibility for the organization, implementation and oversight of the Activity and will chair the Title III Task Force. The **Title III Task Force** is responsible for the day-to-day focus on the project. Working with the Associate Provost/Activity/SLO Director, the Task Force will ensure the successful implementation of all project elements. The Task Force will include the Systems Integration Specialist, Academic Coaches, and project faculty with a charge that includes: a) assessing progress against all key initiatives and the overall Activity; b) communicating the Activity and overall progress to the faculty, students and greater college community; c) addressing impediments to the project's continual success; d) providing ongoing input and suggestions to the Activity/SLO Director; and e) assuring project activities are fully integrated with all core functions and departments of the institution.

## KEY PERSONNEL JOB DESCRIPTIONS

### TITLE III PROJECT COORDINATOR (*30% on Project, 100% institutionally funded*)

The Title III Coordinator, financed by the College, will assume primary responsibility for the organization, implementation and oversight of the Activity including administration and management of all initiatives, expenditures and personnel. The coordinator will meet monthly with the Title III Steering Committee and report directly to the President. (Table 2)

<b>Table 2: Title III Project Coordinator</b>	
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Provide overall project leadership and supervision</li> <li>• Develop and distribute project management guidelines presented in the <i>Cambridge College Title III Policies and Procedures Handbook</i> (see V: Project Management)</li> <li>• Provide oversight of internal &amp; external evaluation processes &amp; annual performance report</li> <li>• Be responsible for the production of all required local and federal reports</li> <li>• Approve all grant expenditures in compliance with federal and college regulations and Title III grant parameters</li> <li>• Coordinate and chair monthly Title III Steering Committee meetings to share progress and solicit input on all project objectives and activities</li> <li>• Serve as the project liaison with the U.S. Department of Education</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Doctorate in education, or related field</li> <li>• Minimum of 5 years successful administrative experience</li> <li>• Superior oral, written, and presentation skills</li> <li>• Commitment to College's core mission of success for all students</li> </ul>

### ASSOCIATE PROVOST/ACTIVITY AND STUDENT LEARNING OUTCOMES (AD/SLO) ASSESSMENT DIRECTOR (*100% on Project, Title III funded, institutionalized*)

The Activity/SLO Assessment Director will assume primary responsibility for the organization, implementation and oversight of the Activity and will chair the Title III Task Force. In addition, this position will provide oversight and management for developing and implementing student learning outcomes assessment practices as well as developing protocols for professional development and training of faculty and staff. (Table 3)

**Table 3: Activity/SLO Assessment Director**

<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Supervise Title III personnel and collaborate with the offices in which they reside.</li> <li>• Integrate student learning outcomes with other college initiatives such as the strategic plan</li> <li>• Direct the integration of SLO activities into the program planning and review process</li> <li>• Collaborate with academic leaders in the development, and implementation of student learning outcomes and assessments at the program and course levels</li> <li>• Promote research pertaining to assessment of student learning outcomes and the use of such data to make improvements in teaching and learning</li> <li>• Develop and provide learning outcomes and assessment training to faculty and staff, assisting them throughout the development and implementation process</li> <li>• Facilitate the integration of outcomes, rubrics and portfolios into <i>Taskstream</i></li> <li>• Maintain a database that documents the progress of student learning outcomes assessment activities and accomplishments across the campus</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Master's degree or higher, PhD preferred</li> <li>• Minimum of 3 years' experience in higher education assessment, with use of qualitative and quantitative methods for assessment</li> <li>• Experience working effectively with faculty</li> <li>• Strong team, oral and written communication skills; significant organization and task management skills required to maintain a portfolio of multiple assessment projects</li> </ul>

**SYSTEMS INTEGRATION SPECIALIST (SIS) (100% on Project, Title III funded, institutionalized)**

The Systems Integration Specialist (SIS) will lead the integration of *Starfish Retention Management System* (EARLY ALERT, CONNECT, DEGREE PLANNER) into the College's virtual student success platform (MyCC), as well as lead overall implementation of all systems and delivery of appropriate training in these technologies for faculty and staff. (Table4)

<b>Table4: Systems Integration Specialist</b>	
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Serve as the module manager for the student's virtual portal, MyCC</li> <li>• Provide explicit support for all technology associated with the design and implementation of the student portal</li> <li>• In coordination with IT, plan for changes, updates, upgrades and subsequent testing, and training for the student's virtual portal</li> <li>• Work with the College's Tech Council to develop and establish technology policies and learning objectives for faculty and project staff as they relate to use of the student portal</li> <li>• Serve as liaison to the Starfish and <i>Taskstream</i> training consultants in the planning and delivery of faculty and staff professional development</li> <li>• Provide ongoing Starfish professional development training to faculty and staff</li> </ul>

<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Bachelor’s degree or higher; Masters preferred</li> <li>• 5 years’ experience in a higher education environment</li> <li>• Strong operating knowledge of relevant technology, including student information systems, learning management systems and methods of operations</li> <li>• Strong working knowledge and familiarity with technology hardware/software, and Internet applications related to teaching and learning</li> </ul>
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The SIS will report to the Activity Director and will be housed in the Office of Innovation & Strategic Initiatives.

**ACADEMIC COACHES (2) (100% time on Project, Title III funded, institutionalized)**

These full-time positions provide individualized guidance and ongoing feedback to undergraduate students and serve as the students’ primary guide in assisting them with navigating through the challenges of being a working adult college student. (Table 5)

<b>Table 5: Academic Coaches</b>	
<b>Responsibilities</b>	<ul style="list-style-type: none"> <li>• Provide advising and academic coaching for a caseload of new and continuing students</li> <li>• Monitor the academic progress of students</li> <li>• Develop personalized action plan tailored to students’ academic and professional goals</li> <li>• Employ strong skills in active listening, interviewing, and individual assessment to provide students with a professional evaluation of their academic support needs</li> <li>• Facilitate student contact with faculty and staff to resolve issues and understand institutional policies</li> <li>• Outreach to high-risk student populations, monitor their progress/follow up as needed</li> <li>• Collect data and maintain records of outreach and meetings with students</li> <li>• Assume teaching responsibilities to assist with academic support programs and services</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Master's degree or higher</li> <li>• 3-5 years’ experience in higher education, with a focus on advising and coaching, or career advising with adult students</li> <li>• Excellent organizational communication, customer service, and interpersonal skills</li> <li>• Demonstrated commitment to a culturally and socio-economically diverse learning environment</li> </ul>

**FACULTY STIPEND POSITIONS FOR SLO AND ASSESSMENT DEVELOPMENT (20) (*contracted, Title III funded, all institutionalized*)**

The project will contract with faculty to develop SLOs and assessments that inform planning, resource allocation, and decision-making. To prepare participating faculty for this task, 20 current faculty across the College's General Education and nine academic programs will participate in a comprehensive professional development program offered through the Institute for Faculty Excellence (IFE) and led by the Activity/SLO Director.

Additional staffing for the Project will include a part-time Administrative Assistant who will report to the Activity/SLO Director, providing essential clerical support.

## IMPLEMENTATION TIMETABLE

Cambridge College will implement *P2PS* over the five-year grant period and strategically phase in the two major components as shown in Table 6. Implementation is structured to allow reasonable time for significant improvements as each year builds on the previous year's progress. The ambitious timetable is attainable and supports the institutionalization of the project's improvements in persistence, engagement and graduation.

Table 6: Implementation Timetable								
Design	Pilot	Implement	Y1	Y2	Y3	Y4	Y5	
<b>Transforming the Student Experience</b>								
Enhanced Enrollment Systems								
Comprehensive First-Year Experience Course, Activities								
Early Alert and Interventions								
Student Services Portal								
<b>Reforming Curriculum and Instruction</b>								
Program/General Education Outcomes Alignment with UG learning Outcomes and Course Mapping								
Cohort 1 Outcomes Assessment (Gen Ed, 1 Academic Program, 10 courses)								
Cohort 2 Outcomes Assessment (4 Academic Programs, 20 courses)								
Cohort 3 Outcomes Assessment (4 Academic Programs, 20 courses)								
Professional Development Portal								

The Implementation Strategies and Timetable (Table7) outlines the specific tasks, participants and methodologies involved, and tangible results to implement the Activity and achieve the project objectives.

Table7: Implementation Strategies and Timetable - Year 1					
Specific Tasks	Participants	Methods	Tangible Outcomes	Timeframe	
Appoint Title III Steering Committee and Task Force	President, Project Coordinator	President appoints key personnel to serve on team.	Steering Committee appointed, oriented, and active	10/18	11/18
Hire Systems Integration Specialist (SIS)	Task Force, Project Coordinator	Develop job description. Recruit, select, orient and appoint.	SIS hired	10/18	12/18
Hire Activity Director/Student Learning Outcomes Director (AD/SLO)	Task Force, Project Coordinator	Develop job description. Recruit, select, orient and appoint.	AD/SLO hired	10/18	12/18
Hire/Train 1 Academic Coach	Task Force, Project	Develop job description. Recruit,	AC hired, ACs trained	10/18	6/19



(AC), Train 5 ACs	Coordinator, AD/SLO	select, orient and appoint.			
Design enhanced assessment, on- boarding processes	AD/SLO, ACs, SIS	Conduct BPR. Review and adjust current policies and procedures; select assessments; select student success platform and develop communication plan; design online options.	Revised assessment, on-boarding ready for pilot; online options developed	10/18	6/19
Design coaching protocol	ACs, AD/SLO, SIS	Research best practices; develop coaching model; integrate student success platform;	Coaching protocol developed and integrated into enhanced enrollment systems	12/18	6/19
Design program outcome alignment with UG learning outcomes, course mapping	SLO Faculty, AD/SLO, Project Coordinator, Dean	Select and install SLO software; develop training protocols; provide professional development on SLO; develop measurable outcomes and assessments	SLO software installed; college-wide training and professional development offered; outcomes assessments codified; course mapping verified	10/18	6/19
Evaluate Year 1	Project Coordinator, AD/SLO, SLO Faculty, Dean External Evaluators	Collect data, administer surveys, conduct focus groups, conduct external evaluation	Year 1 Assessment Report completed	12/18	9/19
<b>Implementation Strategies and Timetable - Year 2</b>					
<b>Specific Tasks</b>	<b>Participants</b>	<b>Methods</b>	<b>Tangible Outcomes</b>	<b>Timeframe</b>	
Hire/Train 1 AC	Task Force Committee, Project Coordinator	Recruit, select, orient and appoint.	Additional AC hired, trained	10/19	12/19
Design First- Year Experience	ACs, AD/SLO, FYE Faculty	Review best practices, adapt FYE, infuse career readiness, incorporate Student Success Platform	FYE adapted, training on technology delivered	10/19	6/20

Design Student Services Portal	ACs, IT, SIS	Develop portal technology and support technologies; identify and link student services.	Technologies tested and installed; portal designed and linkages established	10/19	6/20
Design Professional Development Portal	SLO Faculty, AD/SLO, IT, SIS	Develop portal technology and technology tools, develop virtual professional development and training; develop self-service options	Technologies tested and installed, virtual professional development modules developed; portal developed	10/19	9/20
Design Cohort 1 SLO	AD/SLO, SLO Faculty, Project Coordinator	Develop SLO and enhanced instruction for Gen Ed and one academic program; provide tailored professional development and training	SLO for Gen Ed and academic programs completed; professional development onsite and online delivered	10/19	8/20
Pilot enhanced assessment & on-boarding	AD/SLO, SIS, ACs	Refine processes and procedures and make adjustments; provide continuing training on Student Success Platform	Refined, assessment and on-boarding plan ready for pilot; online options are completed	10/19	6/20
Pilot coaching protocol	AD/SLO, ACs	Pilot coaching model using Student Success Platform	Coaching model refined and online tools incorporated	10/19	9/20
Pilot program outcome alignment with UG learning outcomes, course mapping	SLO Faculty, AD/SLO, Project Coordinator, Dean	Review SLO through governance structures and meetings	SLO are refined and aligned, assessments and course mapping piloted	10/19	12/19
Evaluate Year 2	Project Coordinator, AD/SLO, SLO Faculty, Dean, External Evaluators	Collect data, administer surveys, conduct focus groups, conduct external evaluation	Year 2 Assessment Report completed	12/19	9/20
<b>Implementation Strategies and Timetable - Year 3</b>					
<b>Specific Tasks</b>	<b>Participants</b>	<b>Methods</b>	<b>Tangible Outcomes</b>	<b>Timeframe</b>	

Design Early Alert & Intervention	AD/SLO, ACs, IT, SIS	Develop protocols, provide training, incorporate Student Success Platform	Software tested and installed, alert and intervention protocols developed, training provided	10/20	6/21
Design Cohort 2 SLO	AD/SLO, SLO Faculty, Program Coordinator, Dean	Develop SLO and enhanced instruction for four academic programs; provide tailored professional development and training	SLO for academic program completed; professional development onsite and online delivered	10/20	8/21
Pilot First-Year Experience	FYE Faculty, AD/SLO, ACs, FYE Faculty	Pilot revised FYE, incorporate career readiness components and SLO	FYE adapted, training on technology delivered, SLO incorporated in materials	10/20	8/21
Pilot Student Services Portal	AD/SLO, IT, SIS	Refine portal technology and linkages to services; pilot self-services	Technologies piloted through Student Success Platform	10/20	9/21
Pilot Professional Development Portal	SLO Faculty AD/SLO, IT, SIS	Refine portal technology and technology tools, develop virtual professional development and training, develop faculty interest groups, develop content for webinars	Technologies incorporated into professional development, virtual modules developed, training program established	10/20	9/21
Pilot Cohort 1 SLO	AD/SLO, SLO Faculty	Pilot and refine SLO and enhanced instruction for Gen Ed and one academic program; conduct focus groups and surveys; provide tailored professional development and training	SLO for academic programs completed; professional development onsite and online delivered	10/20	8/21
Implement enhanced assessment, on-boarding	Dean, Project Coordinator, Registrar, Admissions	Refine processes and procedures and make adjustments; BPR completed,	Refined assessment, on-boarding, and pipeline plan are ready for pilot; online	10/20	6/21

	SIS, ACs, FYE Faculty	communication plan developed	options are competed, enhanced enrollment fully implemented		
Implement coaching protocol	ACs, AD/SLO	Implement coaching model using Student Success Platform	Coaching model implemented and online tools incorporated	10/20	9/21
Implement program outcome alignment with UG learning outcomes, course mapping	AD/SLO, SLO Faculty, Project Coordinator, Dean	Incorporate UG learning outcomes within all Gen Ed and program courses; provide continuous professional development through the Professional Development Portal	Gen Ed and programs SLO fully implemented through technology; course mapping fully implemented; assessments compiled and analyzed; repository of best instructional practices established	10/20	6/21
Evaluate Year 3	Project Coordinator, AD/SLO, SLO Faculty, Dean, External Evaluators	Collect data, administer surveys, conduct focus groups, conduct external evaluation	Year 3 Assessment Report completed	12/20	9/21
<b>Implementation Strategies and Timetable - Year 4</b>					
<b>Specific Tasks</b>	<b>Participants</b>	<b>Methods</b>	<b>Tangible Outcomes</b>	<b>Timeframe</b>	
Design Cohort 3 SLO	Activity Director, Faculty Design Team	Develop SLO and enhanced instruction for four academic programs; provide tailored professional development and training	SLO for academic programs completed; professional development onsite and online delivered	10/21	8/22
Pilot Early Alert & Intervention	AD/SLO, ACs, SIS	Refine protocols, provide training, incorporate technology tools	Alert and intervention protocols refined, training provided	10/21	6/22
Pilot Cohort 2 SLO	AD/SLO, SLO Faculty, Program Coordinator, Dean	Pilot and refine SLO and enhanced instruction for four academic programs; conduct focus groups and surveys	SLO for academic programs completed; professional development onsite and online delivered	10/21	8/22

Implement First-Year Experience	FYE Faculty, CAs, AD/SLO, SIS	Infuse FYE with student portal, self-service, and career readiness	FYE fully implemented onsite and online	10/21	8/22
Implement Student Services Portal	AD/SLO, IT, SIS	Incorporate Student Success Platform, coaching technologies	Technologies fully implemented through the student portal, data compiled and analyzed for decision-making	10/21	9/22
Implement Professional Development Portal	AD/SLO, Program Coordinator, Dean, IT, SIS, SLO Faculty	Complete portal technology and technology tools, finalize professional development and training	Professional Development portal fully implemented and incorporated into continuing PD	10/21	9/22
Implement Cohort 1 SLO	AD/SLO, SLO Faculty, Project Coordinator, Dean	Fully implement SLO and enhanced instruction for Gen Ed and one academic programs; conduct focus groups and surveys	SLO for Gen Ed and one academic programs completed; professional development onsite and online delivered; assessments compiled and analyzed; repository of best instructional practices established	10/21	8/22
Evaluate Year 4	Project Coordinator, AD/SLO, Dean, SLO Faculty, External Evaluators	Collect data, administer surveys, conduct focus groups, conduct external evaluation	Year 4 Assessment Report completed	12/21	9/22
<b>Implementation Strategies and Timetable - Year 5</b>					
<b>Specific Tasks</b>	<b>Participants</b>	<b>Methods</b>	<b>Tangible Outcomes</b>	<b>Timeframe</b>	
Pilot Cohort 3 SLO	AD/SLO, SLO Faculty, Program Coordinator, Dean	Pilot and refine SLO and enhanced instruction for four academic programs; conduct focus groups and surveys	SLO for academic programs completed; professional development onsite and online delivered	10/22	8/23
Implement Early Alert & Intervention	AD/SLO, ACs, SIS	Refine protocols, provide training, incorporate technology tools	Alert and intervention protocols refined, training provided	10/22	6/23

Implement Cohort 2 SLO	AD/SLO, SLO Faculty, Project Coordinator, Dean	Fully implement SLO and enhanced instruction for four academic programs; conduct focus groups and surveys	SLO for academic programs completed; professional development onsite and online delivered; assessments compiled and analyzed; repository of best instructional practices established;	10/22	8/23
Institutionalize Title III Activity	President, Project Coordinator, Steering Committee	Incorporate activity in college planning and budgeting processes	Project costs included in operational budget	10/22	9/23
Evaluate Year 5	Project Coordinator, Activity Director, External Evaluators	Collect data, administer surveys, conduct focus groups, conduct external evaluation	Year 5 Assessment Report completed	12/22	9/23

## **PERSONNEL PROCEDURES**

### **RECRUITMENT**

Any Title III grant position will be subject to all College practices, procedures and guidelines for recruitment and employment. All hiring recommendations, including supportive documentation, must be submitted for review by Human Resources before an employment offer can be extended to the selected candidate. All official offers of employment for the College are made by Human Resources, after the review and approval of the College President. Employment offers are contingent upon receipt of the credentials required for the position by the Human Resources Department. Offers of employment with the College will only be extended to candidates with eligibility to work for any employer in the United States.

### **PERFORMANCE EVALUATIONS**

All regular full-time and part-time employees should receive an annual, written performance review following the end of the academic/fiscal year. The performance review process is an opportunity for an employee and supervisor to discuss the employee's performance over the past year by reviewing the employee's job responsibilities, and performance of assigned tasks as they relate to the objectives of the department, work unit and/or College in general. The process is also intended to assist the supervisor and employee in planning and setting professional and personal goals for the coming year including the tools and resources needed to assist the employee in meeting the responsibilities of his/her position.

An employee is entitled to submit a written response to any information contained in his/her performance review. The performance review and the employee's response both become a permanent part of the employee's personnel file which is maintained by the Office of Human Resources.

### **CHANGES IN KEY PERSONNEL**

Changes in Key Project Personnel will be submitted in writing to the U.S. Department of Education for approval and will only be effective when official notification is received from the Program Officer.

### **EMPLOYEE HANDBOOK**

Cambridge College's Employee Handbook is available on the web and includes specific policies and procedures in the areas of discrimination, harassment and ADA policies, employee development, employee relations, general administration policies, time away from work, leave of absence, separation in the workplace, status and pay, safety in the workplace, and links to other college policies. Title III employees are subject to all the policies and procedures included in that handbook and should consult it for any questions.

## EVALUATION AND REPORTING PROCEDURES

Ongoing reporting and evaluation of the P2PS grant project will help to ensure that progress toward the goals and objectives of the project is occurring and funds are being managed in a fiscally responsible manner.

### STAFF MEETINGS

The Title III P2PS personnel will have weekly staff meeting to review the progress of the grant. Minutes will be kept and logged for all meetings.

### TIME AND EFFORT DOCUMENTATION [FORM ATTACHED]

As a condition of receiving the Title III award, certain key personnel are identified and committed to providing a specific percentage of work time to this grant initiative. In addition, there are other College members, although not specifically identified in the grant, who are critical to achieving grant objectives. To ensure compliance with the federal requirements regarding personnel commitment and accountability, documentation of time and effort will be required from the following key individuals:

#### **In-Kind:**

<b>Title:</b>	<b>Percentage Time/Effort</b>
Title III Coordinator	30%

#### **Grant Funded:**

<b>Title</b>	<b>Percentage Time/Effort</b>
Title III Activity Director	100%
Systems Integration Specialist	100%
Academic Coaches (2)	100%

P2PS staff members are required to complete a Time & Effort Report twice a month. This report describes the major project tasks and document the percentage of time spent on those tasks. The process for Time and Effort reporting is as follows:

1. On the 16<sup>th</sup> and the last day of each month key personnel will complete the Time and Effort report along with the institutional electronic time sheet.
2. The originals will be submitted to the Title III Activity Director for review and signature.
3. The Title III Coordinator will review and approve all original reports and retain in the Title III File on file.

All personnel will also complete the institutional electronic time sheet. Electronic time sheets are completed either weekly or bi-monthly (the 16<sup>th</sup> and the last day of the month). Supervisors approve the time sheets electronically.

Further information on compensation for personnel services may be found in **2 CFR 220 J.10**.



## **QUARTERLY REPORTS [FORM ATTACHED]**

Quarterly Reports will be provided to the Project Coordinator and External Evaluator. Reports are due on the first day of January, May, and September of each grant year. The report will include the following:

- Progress toward annual goals and objectives, including evidence
- A summary of any problems
- A timeline for completion of quarterly activities
- Recommendations for any needed changes
- Justification for any incomplete activities
- Quarterly budget reports on expenditures and remaining funds.

## **INTERIM REPORT**

The Interim Report is the first reporting requirement to the US Department of Education and will document the first six months of the grant. This report is typically due April 30<sup>th</sup>.

## **ANNUAL PROGRESS REPORTS**

As required by the U.S. Department of Education (DOE), annual Progress Reports will be completed following both preparation and submission guidelines as provided by DOE. The annual report will include narrative and financial status. This report must be submitted within 90 calendar days of the conclusion of the grant year (usually by December 31). The performance report will be compiled from the Monthly Progress Reports and Quarterly Executive Summaries; the Business Office will prepare the annual expenditure report. The report should include a summary of accomplishments and a progress report on the goals and objectives for the established term. Prior to submission, this report will be reviewed by the External Evaluator.

## **FINAL PERFORMANCE REPORT**

The Final Performance Report is due within 90 days of the expiration of the grant.

## **REPORTING PROGRAM PERFORMANCE**

Performance reports generally must contain the following:

- A comparison of actual accomplishments with the goals and objectives established for the period
- Reasons why established goals were not met, if appropriate
- Other pertinent information, including, when appropriate, analysis and explanation of cost overruns or high unit costs

## **UPDATES TO CAMPUS**

The Activity Coordinator will be responsible for making periodic reports to Cabinet, Faculty/Staff, and the Board of Trustees through campus publications, relevant committee meetings, and social media to assure broad institutionalization of the Title III achievements.

**EXTERNAL EVALUATION**

Cambridge College has designed a detailed, impact-oriented evaluation plan for the proposed Title III SIP Activity that includes formative and summative evidence of outcomes (Table 7) cumulatively across the five-year project timeline. The overall goals of the evaluation plan include: a) assessing accomplishments over time relative to stated objectives and performance indicators established within the CDP; b) measuring the effectiveness of accomplishments relative to annual Activity objectives and performance indicators; c) aligning project outcomes with GPRA priorities; and d) determining the impact of the project on the College’s attainment of long-term stability and self-sufficiency.

Multiple data sources linked directly to Activity initiatives will include quantitative and qualitative measures, as well as process, product, and impact indicators. The Title III Project Coordinator will supervise implementation of the Evaluation Plan, with the Activity/SLO Director collecting and assisting in the assessment of data. The Activity/SLO Director and Task Force will complete a quarterly formative assessment respectful of the proposed Activity implementation timeline. An annual summative evaluation of impact conducted jointly between Title III leadership and an independent evaluator will assess the Activity’s achievements for the year and the effects on the key problems articulated within the Comprehensive Development Plan.

Table 7: Formative and Summative Evaluation Questions	
Are major Activity objectives being implemented successfully?	What major problems within the CDP are being addressed by key initiatives?
Are planned implementation strategies successful for key initiatives?	What has been the institutional impact of the implementation of the Activity?
Have problems and challenges to progress been identified in a timely manner and correction facilitated expediently?	What evidence supports a characterization of the institutional impact of the Activity?
To what extent are institutional resources supporting the Activity’s implementation?	How has the expenditure of grant funds contributed to institutional impact?

Process, Product and Impact Data Elements: The overall Activity evaluation process will focus on: a) Process—the implementation strategies; b) Product—the deliverables resulting from implementation; and c) Impact—the effect on the intended outcome. Data elements include, though are not limited to, those items listed on Table 8.

Table 8: Process, Product and Impact Data Elements
<p><b>Process:</b> Implementation documents for all key initiatives including hiring timelines and outcomes; Steering Committee, faculty teams, and other meeting minutes documenting the development process for each component; software installation and integration procedures; website development strategies; faculty, staff, and student communication plans and process reviews; incidences of professional development and training; and accounting records.</p>

Product: Enhanced enrollment system (orientation, First-Year Experience (FYE), assessment battery, and student success plans; Early Alerts and interventions; student portal; reformed curriculum and instruction for General Education and 9 degree programs; learning outcomes and key assessments for 50 courses; and robust professional development

Impact: Increases in the College Student Inventory data (CSI) on commitment and planning; systemic data analytics in new technologies; and achievement, persistence, and graduation data in Jenzabar.

As with the overall evaluation plan, data collection and analysis will proceed in accordance with the Evaluation Plan (Table 35) and will be overseen by the Title III Coordinator with the assistance of the Activity/SLO Director.

Data will be collected throughout the process and mined from the CSI, ETS Navigator, ETS HEIghten assessments, Jenzabar, Starfish, Taskstream, Early Alert and surveys administered by the Office of Research, Planning and Effectiveness. Regular analyses will be conducted to compare data collected with the specified baselines, all of which will be stored in a Title III database. Throughout the implementation process, additional investigations of impact will be conducted in collaboration with the Vice President for Innovation & Strategic Initiatives and the Director of Research, Planning & Effectiveness to assist in refining project development and implementation, with a final study examining the impact of each initiative on the completion goal to facilitate institutionalization.

The results of the evaluation process will be discussed with all key stakeholders to maximize the use of data on the development and implementation of improvements in project delivery and realized impact. Annual Performance Reports will summarize the results of these deliberations, the resulting recommendations, and their implementation.

Independent Evaluator: To assure both maximal project impact and impartial, objective evaluation of project components, an independent evaluator will assist with implementing the Evaluation Plan. The evaluator will concentrate on four critical areas: a) the extent to which Activity objectives are being achieved; b) the contribution of implementation strategies to the achievement of objectives; c) the degree to which the Activity is being institutionalized; and d) the College's progress toward self-sufficiency. Following an annual site visit in which all key Activity staff participates, the evaluator will prepare a cumulative report detailing accomplishments and recommending corrective actions as appropriate. The report will inform the Annual Performance Report prepared by the Title III Project Coordinator for the U.S. Department of Education and the regional Program Officer.

Cambridge College has selected Dr. Katherine German, Vice President, and Dr. Philip Sbaratta, Senior Associate, both of the Development Institute, Inc., as the project's independent evaluators. Dr. German and Dr. Sbaratta have extensive faculty and administrative experience in higher education, with expertise in the design, implementation, management, and evaluation of Title III projects for over 30 years.

The evaluation plan documented in Table 9 identifies baseline and target criteria, data elements, collection, and analysis procedures with timelines for annual and five-year objectives, related goals, and GPRA measures.

Table 9: Project Evaluation Plan Aligned with Five-Year Goals & Objectives & Annual Objectives

Objectives	Baseline Indicators	Criteria	Data Elements	Data Collection Procedures	Data Analysis Procedures	Timeline
Goal 1: Increase commitment to academic and career goals through individualized coaching and timely support services.						
CDP 1.1 Increase student commitment to academic goals AO: 1.1, 2.1	42%	≥52%	Perceived Level of Commitment	College Student Inventory	Scalar Comparison vs. Baseline	2019 2020
CDP 1.2 Increase student planning for life and career goals AO: 1.2, 2.2	42%	≥52%	Perceived Level of Planning for Life and Career Goals	College Student Inventory	Scalar Comparison vs. Baseline	2019 2020
Goal 2: Increase capacity to assess student learning through the integration of new technology, and professional development that results in outcomes assessments, and a reformed undergraduate curriculum.						
CDP 2.1 Increase the capacity to assess student learning from 0% to 100% in targeted courses as measured by portfolio and rubrics by 9/2022 AO:3.2, 4.2, 5.1	0%	100%	Level and extent of capacity to assess student learning	Taskstream	Composite Comparison vs. Baseline	2021 2023
CDP 2.2 Increase faculty, staff, students use of new technology AO: 3.3, 4.3, 5.2	0%	100%	Level and extent of individual access of <i>Taskstream</i> , Starfish and Portals	Systemic Data Analytics	Composite Comparison vs. Baseline	2021 2023
Goal 3: Increase progress to degree completion through the synergy of improved support, outcomes, and instruction embed in Pathways to Persistence and Success.						
CDP 3.1 Increase fall-to-fall persistence AO: 2.3, 3.1, 4.1	56%	≥70%	Fall-to-Fall enrollment data (Cohort analysis)	Jenzabar query by Year and Cohort	Annualized Cohort Comparison vs. Baseline	2020 2022
CDP 3.2 Increase the 4-year graduation rate AO: .4, 5.3	39%	≥47%	Year-to-Year graduation data (Cohort analysis)	Jenzabar query by Year and Cohort	Composite Cohort Comparison vs. Baseline	2022 2023
Research Inquiry: What are the key contributors to improved achievement, persistence & retention?						
Key: CDP designates a 5-year objective, and AO designates a related incremental annual objective.						

## **BUDGET AND ADMINISTRATION PROCEDURES**

To fulfill the College's fiduciary responsibilities, the P2PS grant funds will be managed in accordance with the College's internal control policies and procedures.

The College is committed to:

1. Monitor and expend Title III grant funds in accordance with the approved budget plan and achieve the expected outcomes.
2. Ensure that all critical stakeholders have access to timely, accurate information and reports for responsible decision-making.
3. Monitor and manage the Title III grant funds in compliance with federal fiscal and accounting requirements established in the Education Department's General Administrative Regulations (EDGAR) and in accordance with College policies.
4. Maintain adequate financial records and complete documentation for all grant supported activities.
5. Maintain control and accountability for grant funded property (i.e. equipment, software, etc.).
6. Provide any designated representative of the U.S. Department of Education and/or Comptroller General of the United States direct access to records for auditing purposes.
7. Adhere to the allowable cost principles.
8. To comply with all College and State required processes and procedures.

The Title III Project Coordinator and Cambridge College's Business office are charged with ensuring consistency between Title III budget records and the College's recordkeeping system. Budget files are maintained in both offices. The Activity Director and the business office maintain a close working relationship and meet regularly to review the budget, discuss institutional and DOE policy changes, and ensure compliance with Project mandates and expectations.

## **BUDGET MANAGEMENT AND RECORD KEEPING**

The Title III Coordinator will work together with the CFO, Title III Activity Director and the Title III Steering Committee to ensure effective budget management and monitoring. The budget management process is as follows:

1. The Title III grant includes a detailed budget approved by the Department of Education. The Title III Coordinator will review budget expenditures on a monthly basis. The Title III Coordinator, in consultation with the Title III Activity Director and the CFO, must approve all budget proposals and/or recommendations for changes
2. The approved budget(s) will be maintained in the Office of the Title III Coordinator and the Business Office.
3. The Business Office will produce an expenditure report showing budgeted amounts, expenditures and commitments to date, and remaining balances, and provide reports to the Title III Coordinator on a monthly basis.

4. The Title III Coordinator and the CFO will be responsible for ensuring that all budget reports for submission to the U.S. Department of Education are submitted.
5. The CFO will be responsible for draw down of federal funds, accounting and transaction processing, as well as financial reporting and auditing requirements.

Title III expenditures will be proposed by the Title III Activity Director and will be reviewed and approved by the Title III Coordinator prior to the obligation of any funds. Upon approval, the Coordinator will authorize the appropriate documents and forward them to the Business Office for transaction processing. The College's Business Office will provide budget guidance and attend Steering Committee meetings, as needed.

#### **MONTHLY BUDGET RECONCILIATION**

Each month, the Title III expenditure records will be provided by the Business Office to the Title III Project Director to be reconciled against the Title III Office records. Once reconciled, these will then be compared with a monthly G5 drawdown report.

#### **RECORDS**

The College is required to keep records of the source, kind, and amount of matching funds. The records must be kept for a minimum of five years after the conclusion of the grant period. A report on the state and progress of the endowment fund will be included in the Annual Grant Performance Report.

#### **BUDGET TRANSFERS**

No prior approval is required for many budget transfers. Those that do require prior approval include

- Changes in project scope or objectives
- Changes in a key personnel specified in the award document
- The absence for more than 3 months or a 25% reduction in time of the approved project director
- The need for additional Federal funds
- The transfer of funds allotted for training allowances to other categories
- Transfer or contracting out of any work

#### **PROCUREMENT PROCESS/PURCHASES**

All purchases using Title III funds:

- Must be made consistent with Cambridge College policies
- Must meet provisions of the project budget allowances
- Must be approved by the Title III Activity Director and Project Coordinator

For the purpose of the grant, a purchase will only be allowable if it is demonstrated that it contributes to the project objectives. All purchases will be approved first by the Title III Project Director. In all cases, the procurement standards outlined in 34 CFR 200.317-200.325 must be followed.

[https://www.ecfr.gov/cgi-bin/text-idx?SID=b667f53e1c5ca1611fad984b9ea5abd3&mc=true&node=sg2.1.200\\_1316.sg3&rgn=div7](https://www.ecfr.gov/cgi-bin/text-idx?SID=b667f53e1c5ca1611fad984b9ea5abd3&mc=true&node=sg2.1.200_1316.sg3&rgn=div7)

## SUPPLIES, EQUIPMENT AND INVENTORY

Equipment records will be kept for all equipment valued at \$1,000 or more purchased under the grant, and an inventory will be conducted once a year. All equipment will be dispersed through the Title III Office so proper inventory and record keeping can occur for all pieces of equipment.

Upon acquisition of equipment, the Equipment Inventory Record [**SEPARATE FORM ATTACHED**] will be completed. In addition, the inventory record will be updated each year during the annual inventory. An updated copy of the Equipment Inventory Record will be available at all times.

All supply and equipment requests must be directly related to the objectives of the Title III project. Standard college procedures will be followed for purchasing, ordering, and remitting payment to vendors. The Accounts Payable Office will maintain original documentation and receipts. Copies of all purchase orders will be kept on file.

Procedures for equipment inventory will follow 34 CFR 200.313. [https://www.ecfr.gov/cgi-bin/text-idx?SID=b667f53e1c5ca1611fad984b9ea5abd3&mc=true&node=se2.1.200\\_1313&rgn=div8](https://www.ecfr.gov/cgi-bin/text-idx?SID=b667f53e1c5ca1611fad984b9ea5abd3&mc=true&node=se2.1.200_1313&rgn=div8)

- General guidelines
  - Equipment—per unit cost of \$5,000 or more.
  - Supplies—per unit cost less than \$5,000.
  - Recipients shall provide effective control over and accountability for all funds, property, and other assets. Recipients shall adequately safeguard all assets and assure that they are used solely for authorized purposes.
- 2 CFR 215.34 states that records related to Equipment purchased with grant funds must include (among other requirements):
  - Description of the equipment
  - Manufacturer's serial number/any identification number
  - Source of the equipment, including award number
  - Acquisition date or date received, and cost
  - Location and condition of the equipment
- Other requirements: Please review **2 CFR 215.34** for all regulations regarding equipment.
  - At least once every two years a **physical inventory** of the equipment is performed. [**FORM ATTACHED**]
  - Adequate safeguards are in place to prevent loss, damage or theft of the equipment.
  - Equipment maintenance procedures are ensured.

NOTE: The regulations for equipment are also applicable to any technological devices purchased, even if they are under the \$5,000 threshold.

  - For example: Laptops, iPads, Projectors, etc.

**TITLE III ACCOUNT NUMBERS**

<u>Account</u>	<u>Description</u>		
	<b>TOTAL REVENUE</b>	600405	Equip Lease & Maintenance
		600409	Computer Hardware
		600410	Computer Maintenance
500001	Core Faculty	600426	Computer Leases
500002	Senior Instructors	600427	Computer Software
500003	Adjunct Instructors	600428	Software Licenses
500004	Academic Support	600404	Equipment Purchase
500014	Disability Support	600425	ADA Equipment & Services
500005	Administrative Salary	600411	Depreciation - Equipment
500010	Staff Wages	600414	Depreciation - Computer Equip
500011	Staff Wages - Overtime	600446	Depreciation - Website
500015	Temporary Wages		<b>Equipment and Technology Related</b>
500016	Temporary Services		
500100	Benefits - FICA ER Share		
500101	Benefits - 403b/457	600101	Materials & Supplies
500102	Benefits - Health and Dental	600102	Instructional Material
500103	Benefits - Unemployment		<b>Materials &amp; Supplies</b>
500104	Benefits - Life & ADD		
500105	Benefits- Professional Devel	500025	Consultants
500106	Benefits- Tuition Waivers	600220	Training
500107	Benefits- Parking Benefit	600512	Audit Fees
500145	Benefits offset	600525	Licenses, permits & fees
	<b>Personnel</b>	600910	Indirect Costs
		600990	Indirect Cost Recovery
600201	Meetings & Workshops		<b>General &amp; Administrative</b>
600205	Travel – Federal		
600207	Meal (travel Related) - Federal	404012	Federal Grants Revenue
600210	Meals- Federal	404014	State Grants
	<b>Travel &amp; Meetings</b>	404009	Non Govt Grants
		400208	Gain/Loss on Disp
600103	Outside Services	400215	Unrealized loss - insurance policy
600104	Books & Subscriptions	400209	Invest Alloc from Restr
600105	Copying and Duplicating	407100	Special Event Revenue
600109	Library Costs	407110	Special Event Direct Exp
600110	Professional Memberships		<b>Change in Unrestricted Net Assets - Non-Operating</b>
600111	Mailing Lists		
600301	Printing		
600303	Postage & Shipping		
600304	Overnight Shipping		
600445	Website		
	<b>Outside Services</b>		





## **PERSONNEL AND FRINGE**

The Project Coordinator is an institutional position that will dedicate 30% of the time/effort to the P2PS. The Activity Director, Systems Integration Specialist and academic coaches positions are Title III grant funded and will be gradually institutionalized.

## **SALARIES AND SALARY CHANGES**

As with all grant funded positions at the College, Title III positions will be classified in accordance with existing personnel categories and salaries set commensurate with College pay scales. However, unlike institutionally funded positions any salary increases negotiated with faculty and staff are only applicable to grant employees if funds are available within the grant to support the increase or if the College decides to support such increases with institutional funds. Salary changes are subject to review in accordance with existing College policy.

Contracted Services Acquisition of consultant services must follow the guidelines provided by the Business Office.

## **FACULTY/STAFF STIPEND PAYMENTS**

Stipend payments for course redesign to full or part-time College faculty/staff will be handled through a Contract for Project Services. The Title III Activity Director, in consultation with the Title III Project Coordinator, will determine the scope of work to be completed and compensation, including due dates of redesign elements. Payment will occur via a check request, upon approval of the Title III Coordinator.

## **TRAVEL PROCEDURES**

All travel paid with Title III funds must be directly related to the goals and objectives of the P2PS project, reasonable and necessary to move the College toward achieving the goals and objectives of the program. Travel must be approved in advance by the Project Coordinator or Activity Director. All travel should follow CC policies and procedures. Further, all use of grant funds for travel must supplement current travel resources and not be used to replace existing funds or travel opportunities. No reservations should be obtained without approval from the Title III Office. Title III funds may not be used to purchase alcoholic beverages or entertainment 34 CFR 200.423 ([https://www.ecfr.gov/cgi-bin/text-idx?SID=1038a5aa5330192f6f1304a7a5c7fdf2&mc=true&node=se2.1.200\\_1423&rgn=div8](https://www.ecfr.gov/cgi-bin/text-idx?SID=1038a5aa5330192f6f1304a7a5c7fdf2&mc=true&node=se2.1.200_1423&rgn=div8)). There is no reimbursement for unapproved travel or conference attendance. Standard CC travel policy will be followed to include completion of CC Travel Expense Report, Mileage Expense Report and Travel Advance Form (if needed). Appropriate receipts must accompany the reimbursement form (check request form).

Upon return from travel, a Travel Report [**FORM ATTACHED**] must be submitted to the Title III Office that includes the purpose of travel; a summary of the conference/workshop (listing the most valuable three to five items learned while attending the conference/workshop.); a description of how the conference/workshop contributes to the Title III objectives and how the information/skills gained through attendance at the conference/workshop will be utilized to create positive change and strengthen Cambridge College; and if applicable, an overview of follow-up or next steps that should occur on campus as a direct result of the travel.

Failure to properly follow the travel policies and procedures will result in an individual no longer being eligible for further travel funding.

## **FINANCIAL MANAGEMENT**

The Business Office of Cambridge College will oversee the management and accounting for all Title III grant funds. Federal law requires complete accounting of all resources related to the grant activities. The general financial management of the grant will follow the Cambridge College Financial Procedures where applicable.

### **STANDARDS FOR FINANCIAL MANAGEMENT SYSTEMS**

Five major parts of a financial transaction:

1. Identify the transaction or other recognizable event (must be for grant related functions).
2. Prepare the transactions “source document”, e.g., purchase order or invoice.
  - a. Is there enough or adequate information?
  - b. Have the necessary signatures been acquired?
  - c. Are the costs allowable and reasonable?
3. Analyze and classify the transaction (what account and budget line) and determine if the cost is allocable.
4. Record the transaction in the appropriate journal.
5. Post the general journal entries to the ledger accounts.

### **REGULATIONS FOR STANDARDS FOR FINANCIAL MANAGEMENT SYSTEMS**

1. 2 CFR 215.21 states that financial management systems shall provide:
  - Accurate, current, and complete disclosure of the financial results of each federally-sponsored project in accordance with the reporting requirements established in 215.52.
  - Records that adequately identify the source and application of funds for federally-sponsored activities.
  - These include:
    - Authorizations
    - Obligations
    - Balances
2. 2 CFR 215.21
  - Effective control over and accountability for all funds, property and other assets. Recipients shall adequately safeguard all assets and assure that they are used solely for authorized purposes.
  - Comparison of outlays with budget amounts for each award.
  - *Written procedures* to minimize the time elapsing between the transfer of funds and the issuance or redemption of checks, warrants, or payments by other means for program purposes (three-day rule).

3. 2 CFR 215.21

- Written procedures for determining whether or not a cost is reasonable, allocable, and allowable in accordance with Federal cost principles and the terms and conditions of the award.
- Accounting records including cost accounting records that are *supported by source documentation*.

Note: In the case of a fiscal review, it would be expected that the ‘Chart of Accounts’ listing all of the accounts in the General Ledger be produced.

**DRAWDOWN**

All payments to the College from the grant will be processed through G5. **The College has elected to utilize a reimbursement method of payment.**

**AUDIT**

A-133 Single Audits

- A single audit is an audit which includes both the entity’s financial statements and the Federal awards, and is conducted in accordance with generally accepted government auditing standards.
- Per **2 CFR 200.501**, non-Federal entities that expend \$750,000 or more a year in Federal awards must undergo a single audit.
- Audits must be performed annually unless required by specific state constitution and statues to undergo audits less frequently (in which case biennial single audits may be permissible).

**ALLOWABLE**

The OMB Circulars include:

**A-21(EDUCATIONAL INSTITUTIONS), WHICH HAS BEEN RELOCATED TO [2 CFR 220](#)**

Costs are considered allowable if it can be demonstrated that the cost is (1) necessary and reasonable, (2) allocable, (3) given consistent treatment through application of generally accepted accounting principles, and (4) conforms with any limitations or exclusions set forth in the Federal Cost Principles or the Grant Award Notification (OMB Circular A-21). Additionally, a list of unallowable activities will be utilized to ensure expenditures meet Federal regulations. The following link explains the allowable cost and limitations §607.30 ([https://www.ecfr.gov/cgi-bin/text-idx?SID=0f794c2fbdc40997c15223cbb229ba14&mc=true&node=pt34.3.607&rgn=div5#se34.3.607\\_130](https://www.ecfr.gov/cgi-bin/text-idx?SID=0f794c2fbdc40997c15223cbb229ba14&mc=true&node=pt34.3.607&rgn=div5#se34.3.607_130))

(a) *Allowable costs*. Except as provided in paragraphs (b) and (c) of this section, a grantee may expend grant funds for activities that are related to carrying out the allowable activities included in its approved application.

(b) *Supplement and not supplant.* Grant funds shall be used so that they supplement and, to the extent practical, increase the funds that would otherwise be available for the activities to be carried out under the grant and in no case supplant those funds.

(c) *Limitations on allowable costs.* A grantee may not use an indirect cost rate to determine allowable costs under its grant.

(Authority: 20 U.S.C. 1057-1059 and 1066)

#### **UNALLOWABLE**

The following activities are unallowable per [34 CFR 607.10.9 https://www.gpo.gov/fdsys/pkg/CFR-2018-title34-vol3/pdf/CFR-2018-title34-vol3-sec607-10.pdf](https://www.gpo.gov/fdsys/pkg/CFR-2018-title34-vol3/pdf/CFR-2018-title34-vol3-sec607-10.pdf)

1. Activities that are not included in the grantee's approved application.
2. Activities that are inconsistent with any State plan for higher education that is applicable to the institution, including, but not limited to, a State plan for desegregation of higher education.
3. Activities or services that relate to sectarian instruction or religious worship.
4. Activities provided by a school or department of divinity. For the purpose of this provision, a "school or department of divinity" means an institution, or a department of an institution, whose program is specifically for the education of students to prepare them to become ministers of religion or to enter into some other religious vocation or to prepare them to teach theological subjects.
5. Developing or improving non-degree or non-credit courses other than basic skills development courses.
6. Developing or improving community-based or community services programs, unless the program provides academic-related experiences or academic credit toward a degree for degree students, or unless it is an outreach program that encourages Indian elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.
7. Purchase of standard office equipment, such as furniture, file cabinets, bookcases, typewriters, or word processors.
8. Payment of any portion of the salary of a president, vice president, or equivalent officer who has college-wide administrative authority and responsibility at an institution to fill a position under the grant such as project coordinator or activity director.
9. Costs of organized fund-raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred solely to raise capital or obtain contributions.
10. Costs of student recruitment such as advertisements, literature, and college fairs.
11. Services to high school students, unless they are part of a program to encourage Indian students to develop the academic skills and the interest to pursue postsecondary education.
12. Instruction in the institution's standard courses as indicated in the institution's catalog.
13. Costs for health and fitness programs, transportation, and day care services.
14. Student activities such as entertainment, cultural, or social enrichment programs, publications, social clubs, or associations.
15. Activities that are operational in nature rather than developmental in nature.

## **TIME EXTENSIONS**

A one-time extension of the project period for up to one year may occur without prior approval. Written notification that includes supporting reasons for the extension and an updated expiration date of the grant must be submitted to the Program Officer no later than 10 days before the end of the project period. The extension cannot be for the sole purpose of exhausting unexpended funds, cannot require the need for additional funds, and cannot change the scope or objectives of the project.

## **PROGRAMMATIC CHANGES AND BUDGET REVISIONS**

Funded recipients are required to report deviations from budget and program plans and request U.S. Department of Education prior approvals for budget and program plan revisions in accordance with the following:

1. Change in the scope or the objective of the project or program.
2. Change in a key personnel specified in the application or award document.
3. The absence of more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director or principal investigator.
4. Need for additional Federal funding; or
5. Transfer of funds allotted for training allowances (direct payment to trainees) to other categories of expense.

To request a programmatic change or budget revision, a budget revision/justification letter must be provided by the Title III Project Coordinator, along with the signature of the College President, and submitted to the US Department of Education for final approval.

## **EXPANDED AUTHORITIES**

- Prior approval requests may be waived, allowing recipients to:
  - Incur pre-award costs 90 days prior to the award (or more than 90 days with prior approval)
  - A one-time extension of the expiration date of the award of up to 12 months unless:
    - Terms and conditions prevent extension
    - Extension requires additional Federal Funds
    - Extension involves change in approved objectives or scope
- For a one-time no-cost extension, it is necessary to notify the program officer in writing (along with supporting reasons) at least 10 days before the expiration date of the award.
  - May not be exercised just for the purpose of using unobligated funds.
  - Carry forward unobligated balances to subsequent funding periods 2 CFR 215.26(e)(3)
- The program office may require the following: A written explanation, a description of how the unexpended funds will be used in the next budget period, and a list of previous activities not completed.

Please note that use of carryover funds to enhance an existing activity may require you and your program officer to work together to revise the objectives associated with those activities (i.e.--With increased

funding, can the students/faculty served be augmented? Can an objective be added about the additional system functionality?)

- Budget Transfers: Transfers of funds among direct cost categories are allowable unless the transfer requires specific prior approval (2 CFR 215.25).

# FORMS



Office of Title III  
 Strengthening Institutions Grant  
 Project: Pathways to Persistence and Success (P2PS)

# Equipment Inventory Form

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

This form is to be **updated as equipment is acquired** and must be verified **yearly**. The T3 handbook includes details of what needs to be logged in as part of this inventory.

Description Manufacturer Cost Condition (new or used)	Model # & Serial # and internal ID# if applicable	Date acquired	Cost	Location	Condition New/Used at time of acquisition and update yearly	Notes	Other items as required by regulations

Completed by: \_\_\_\_\_

**Office of Title III  
Strengthening Institutions Grant  
Project: Pathways to Persistence and Success (P2PS)**

# Time and Effort Report

Instructions: This report is to be completed by all Title III personnel on a monthly basis. Submit this completed form to the Title III Office by the 1st and 16<sup>th</sup> of each month.

Name \_\_\_\_\_ Position \_\_\_\_\_

Period \_\_\_\_\_ Year \_\_\_\_\_

Major Tasks Performed	% of time

Time away from work (if applicable)	% of time
Vacation	
Sick Leave	
Holiday	
Bereavement	
Jury Duty	
Personal Day	
Other (specify)	

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Activity Director Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Activity Coordinator Signature

\_\_\_\_\_  
Date

Office of Title III

Strengthening Institutions Grant

Project: Pathways to Persistence and Success (P2PS)

# Quarterly Progress Report

Instructions: This report is to be completed by all Title III personnel on a monthly basis. Submit this completed form to the Title III Office by the 1st of January, May, and September.

Name \_\_\_\_\_ Position \_\_\_\_\_

Period \_\_\_\_\_ Year \_\_\_\_\_

1. Summarize progress to achieve the annual goals and objectives of P2PS. What evidence is being collected to document achievement of objectives? Please list and provide copies as available.
2. Summarize any problems which you are experiencing in meeting the objectives of P2PS.
3. Include a timeline for completion of quarterly activities.
4. Recommend any needed changes in the project strategies.
5. Will you achieve the approved objectives by the end of this grant year? If not, please provide an explanation. Justify any incomplete activities.
6. For Activity Director only: Summarize budget expenditures and remaining funds.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**Office of Title III  
Strengthening Institutions Grant  
Project: Pathways to Persistence and Success (P2PS)**

# Travel Report

Instructions: This report is to be completed and submitted to the Title III Office within 5 days post travel. Expense report must be attached.

Name \_\_\_\_\_ Position \_\_\_\_\_

Date of Travel \_\_\_\_\_ Destination \_\_\_\_\_

Title of Activity/Conference \_\_\_\_\_

Describe: purpose of travel, summary of conference/workshop/activity, the three to five most valuable items learned, overview of how it contributes to the Title III activity objectives, how the information or skills gained will be used to create change and strengthen the institution and next steps.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title III Activity Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title III Activity Coordinator

\_\_\_\_\_  
Date