Strategies to Enhance New Student Engagement (SENSE): A Comprehensive Initiative to Improve Equity and Student Outcomes at CVCC

Title III Project
Administration Manual

Title III Project Director:
Dr. Sherri Taylor
Dean of Students and Campus Services

February 2021

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I.   GENERAL PROJECT INFORMATION

The following general information is for Chattahoochee Valley Community College's Title III project. The five-year grant was awarded in October 2020.

A.	**PR/Award #**	P031A200090
B.	**Project Title**	Strategies to Enhance New Student Engagement (SENSE): A Comprehensive Initiative to Improve Equity and Student Outcomes at CVCC
C.	**Recipient Information**	Chattahoochee Valley Community College 2602 College Drive Phenix City, AL 36869
D.	**Contact Person**	Dr. Sherri Taylor Dean of Students and Campus Services 334-291-4928
E.	**Performance Reporting Period**	October 1, 2020 – September 30, 2025
F.	**Grant Award**	$1,820,925
G.	**Program Officer**	Yolande C. Badarou 202-219-7118 yolande.badarou@ed.gov
H.	**G5 Grants Management System – Help Desk**	8:00 a.m. – 6:00 p.m. Eastern Time, M-F, except Federal holidays Phone: 888-336-8930 Email: edcaps.user@ed.gov

II. PURPOSE

Chattahoochee Valley Community College (CVCC) has been awarded a Title III Strengthening Institutions grant by the U. S. Department of Education. The College now has the responsibility of implementing the project and conducting the grant activity consistent with College policies and procedures and Federal programmatic and fiscal regulations and guidelines applicable to the Title Strengthening Institutions program.

This manual will provide Title III staff and College administrators and staff with general guidance for implementing and conducting the project. This manual is not a substitute for institutional policies and procedures, or Federal legislation, regulations, and guidance related to the Strengthening Institutions Program. Although this manual is based upon information that is current as of October 1, 2020, and includes information adapted or excerpted from U. S. Department of Education and other federal sources, institutional policies and procedures and Federal legislation, regulations, and guidance are subject to change. Title III staff are therefore cautioned to check current institutional policies and procedures and Federal laws, regulations, and guidance prior to making any decisions or taking actions that would be governed by those policies, procedures, laws or regulations.

III. PROJECT OVERVIEW

CVCC has designed it Project **SENSE** with an overarching goal to increase student success, persistence, and graduation rates through a comprehensive framework featuring Success Coaches, enhanced First-Year Experience, and support services for the highest-risk students (SENSE cohort students) plus tutoring enhancements, increased career pathways focus, and early alert services to produce gains among all students. **SENSE** will pursue this goal through three objectives:

- Objective 1: Expand and enhance academic programs to meet the needs of underprepared students to promote enrollment, retention, completion and/or transfer

- Objective 2: Expand and enhance student services to engage students and increase enrollment, retention, completion and/or transfer

- Objective 3: Expand professional development to support enhancements in student services and reinforce active engagement of faculty and staff

SENSE will be assessed via measurable performance indicators aligned with the project goal and three objectives. Some key outcomes to achieve by the end of funding period are:

- Among SENSE cohort students, 75% of freshmen will be retained fall to fall, 65% will complete 30+ credit hours over first year of study and 80% will earn a degree/certificate in 3 years.

- Among all first-time, full-time (FTFT) students, fall-to-spring retention will increase from 70% to 80% and fall-to-fall retention will increase from 48% to 60%.

- Success rates will increase in remedial math from 36% to 50% and in remedial English from 62% to 72%.

■ Enrollment college-wide will increase from 1,568 to 1,900 during the grant, and the percent of students with an internship or similar activity will increase from 1% to 8%.

Achievement of the three objectives, and through them, achievement of the project goal, will be measured by Performance Indicators related to each objective. These Performance Indicators are detailed in Appendix A: Title III Objectives and CDP & GPRA Performance Measures.

The approved proposal also sets forth the Key Participants, Methods to be employed, Results to be achieved, and the Timeline for achieving these results. These are detailed in Appendix B, Implementation Strategy and Timeline. Appendix B should be used as a guide in developing more detailed plans for project implementation. Should changes in implementation occur, the College should make the appropriate changes in Appendix B so it represents the College's current implementation plan.

IV. ADMINISTRATION

The project should be administered in accordance with institutional policies and procedures and Federal program and fiscal regulations applicable to the Title III Strengthening Institutions Program (SIP). There may be instances in which both should be applied to meet both institutional and Federal requirements. For example, a change in Project Director requires Program Officer approval, but also may require one or more levels of institutional approval. In this case, both institutional and Federal requirements should be followed. In cases where Program Officer approval may not be required (*e.g.,* transfer of funds among budget categories under certain conditions, though notification and a rationale may need to be transmitted), but institutional approval is required, institutional policy and procedure should be followed.

In cases where there is a choice between an institutional policy or procedure and Federal regulation, the more restrictive should be applied. For example, Federal approval is not required prior to purchasing approved project supplies; however, institutional policies and procedures may require one or more levels of approval.

In some cases, there may be a perceived conflict between institutional policies and procedures and Federal regulations, where acting on either would violate the other. In these cases, the Project Director should communicate with, or arrange for communications between, the appropriate institutional and Federal officials regarding resolution of the perceived conflict. The Project Director also may contact the Federal Program officer for guidance.

Institutional Policies and Procedures

A full description of institutional policies and procedures and the HR Manual may be accessed on the College Intranet by Title III staff.

The institutional policies and procedures that will be used most frequently by Title III staff in conducting the project may be found in the College Catalog and Student Handbook, Human Resources Manual, and the College Policy Manual.

Federal Requirements

There are a number of Federal regulations that must be followed in administering the grant. These include, but may not be limited to:

- Grant Award Notification (GAN), which incorporates the approved proposal as well as a number of Federal Regulations and Directives. The Project Director has a copy of the GAN.

- Legislation, regulations, and guidance, many of which may be accessed through the Laws, Regs, and Guidance page of the Title III Strengthening Institutions Web Site.
  - Legislation:
    - Title III, Part A, Sec. 311-315 of the Higher Education Act (HEA) of 1965, as amended, accessible at 20 U.S.C. 1057-1059b
  - Regulations:
    - Title 34, Part 607 (34 CFR 607) accessible at Title 34 Part 607
    - Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 82, 85, 86, 97, 98, and 99
    - Title 2 of the Code of Federal Regulations Part 200 (2 CFR 200) provides "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" and establishes requirements for Federal awards made to non-Federal entities. The Department of Education has adopted the Office of Management and Budget (OMB) Guidance in 2 CFR part 200, except for 2 CFR 200.102(a) and 2 CFR 200.207(a). Thus, this part gives regulatory effect to the OMB guidance and supplements the guidance as needed for the Department.
    - Part 200. Sub-part E of 2 CFR (2 CFR 200 Sub-part E) provides Cost Principles for Federal Awards.
    - Title 2 CFR Part 215 (2 CFR 215) provides Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Nonprofit Organizations (Circular A-110).
    - Title 2 CFR Part 220 (2 CFR Part 220) – Cost Principles for Educational Institutions (OMB Circular A-21)
  - Award Terms and Conditions
    - See Terms and Conditions in Section 10 of the Grant Award Notice, especially the conditions for continued funding.
  - Administrative Information
    - See Grant Award Attachments 1, 2, 3, 6, 8, 9, 11, 12, 13, 14, Attachment B Enclosure 3, Enclosure 1, Enclosure 2, Enclosure 4, and Enclosure 5.

- o Guidance:
  - ▪ [Grantmaking at ED](#): Answers to Questions about the Discretionary Grants Process.

A compendium of many of the rules and regulations for the Title III grant can be accessed through the [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#) .

Administrative Authority for Conduct of the Project

The approved Title III proposal assigns authority to direct, oversee, and monitor the project to the Project Director, who reports directly to the College President. The Project Director, with the assistance of the Title III Oversight Committee appointed by the College's President, will ensure the development and implementation of the Title III Activity. The Title III Organizational Chart is included as [Appendix C](#).

Allowable and Unallowable Activities

A listing of allowable and unallowable activities and expenditures is located in [34 CFR 607.10](#). In addition, Enclosure 3 of the Grant Award Notice contains information related to expenditures of grant funds for conferences and meetings.

Grantee Changes to an Approved Project

[34 CFR 75](#) allows the grantee to make specified changes to its approved proposal without prior approval of the Program Officer, subject to conditions as stated in various sections of [34 CFR 75](#). Prior to exercising any of these changes, it is recommended that the Project Director thoroughly review the relevant regulations to ensure that any conditions for the change are met prior to making the change. Note that these are not "blanket approvals," and other conditions as stated in [34 CFR 74.25](#) may apply and also should be reviewed prior to taking any of the actions noted below. The Program Officer should be notified, in writing with supporting rationale, of these and any other substantive changes, regardless of whether or not prior approval is required. If in doubt about whether prior approval is required, the Program officer should be consulted.

Changes that can be made by the grantee under [34 CFR 75](#) without prior authorization include:

- Expending funds that have not been obligated at the end of a budget period during the subsequent budget period subject to the conditions of [34 CFR 75.253(d)(1)](#).

- Extension of a project for up to 12 months, subject to certain specified conditions, including prior notification ([34 CFR 75.261](#)). The College should contact the Program Officer for approval prior to making plans for an extension. The College may be required to provide a description of how the unexpended funds will be used in the next budget period and a list of previous activities not completed. If the project is extended, the two-year wait-out period before another Title III grant can be awarded will begin at the end of the extension year.

- Obligation of funds chargeable to the grant prior to the award of the grant (OMB Circular A-110.25(e)(1)). This is done at the institution's own risk and not recommended. Should the College wish to obligate funds chargeable to the grant (up to 90 days prior to the award of the grant), the College should contact the Program Officer for approval prior to making the obligation.

- Transfer of funds among budget categories, subject to the conditions of 34 CFR 75.264. See the section below for possible restrictions on the transfer of funds among budget categories. Among the restrictions is 34 CFR Part 80.30(c)(ii) which limits transfers among direct cost categories when the cumulative amount of the transfers are expected to exceed ten percent of the current total approved budget (annual budget).

Changes Requiring Program Officer Approval

Some changes require Program Officer approval, as stipulated in 34 CFR 74.25. These changes include, but are not limited to:

- Change in the scope or the objective of the project or program (even if there is no associated budget revision requiring prior written approval).

- Changes in key personnel specified in the application.

- The absence for more than three months, or a 25% reduction in time devoted to the project, by the approved Project Director. For example, for a Project Director devoting 50% time to the project, a 25% reduction would equate to spending 37.5% time devoted to the project.

- The need for additional Federal funding.

- Transfer of funds among direct cost categories when the Federal share of the project exceeds $100,000 and the cumulative amount of the transfers exceeds or is expected to exceed 10 percent of the total budget for the budget period (usually a year). Contact the Program Officer for guidance.

- Extension of a project for up to 12 months, subject to certain specified conditions, including prior notification (34 CFR 75.261). The College should contact the Program Officer for approval prior to making plans for an extension. Note that if the project is extended, any wait-out period before another grant can be awarded will begin at the end of the extension year.

- The subaward, transfer or contracting out of any work under an award. This provision does not apply to the purchase of supplies, material, equipment, or general support services.

Fiscal Management

The project should be fiscally managed in accordance with Generally Accepted Accounting Procedures (or other generally recognized accounting principles), institutional policies and procedures, OMB Circular A-21, and other applicable Federal regulations. See Attachment 6 and Enclosures 1, 2, 4, and 5 in the Grant Award Notice for additional information about

financial management of the grant. The Project Director, along with any others as required by institutional policy, should approve all grant expenditures. Generally speaking, except in the case of major purchases (such as for equipment or start-up expenditures), the percentage of funds spent at any point in the grant year should be roughly equivalent to the percentage of the grant year that has elapsed (*e.g.,* after 50% of the grant year has elapsed, approximately 50% of the grant funds should have been spent). Some general principles that should be followed include:

- Ensure that grant funds do not supplant the expenditure of institutional funds that, absent the grant, would be paid for those functions, services, instruction, or personnel. Supplanting institutional funds may result in the supplanting grant funds having to be returned to the granting agency.

- Establish a separate account for the project and do not co-mingle project funds with other institutional or grant funds.

- Ensure that project funds are expended in line with the approved budget, or any budgetary adjustments as approved internally or by the Federal Program Officer.

- Reconcile project financial records with institutional financial records on a monthly basis.

- Ensure that expenditures made with grant funds are charged to the grant to ensure that institutional funds are not unduly spent. This also will prevent the need for transfers at the end of the grant year.

- Take steps to ensure that annual grant fund expenditures are as close as possible to the annual approved grant budget amount to avoid or minimize carryover balances.

- Keep organized, detailed records of all project-related expenditures, including quotations, bids, purchase orders, packing slips, invoices, and other related documentation. This documentation may be required or helpful in the event of an audit.

- Ensure that all equipment purchased with Title III funds is inventoried and tagged in accordance with institutional policy and procedures. Records for equipment should be kept that include a description of the equipment, manufacturer's serial number/any identification number, source of the equipment, including award number, acquisition date or date received, cost, and location and condition of the equipment.

- Ensure that complete financial records are available for audit, Department of Education site visits, and external evaluations.

- For currently employed staff, a portion of whose compensation (both salary and fringe benefits) will be paid by grant funds, appropriate adjustments in institutional and grant accounts need to be made. Similar adjustments need to be made for employees whose compensation will be assumed incrementally during the grant period. These adjustments need to be made on an annual basis if the percentage of time devoted to the project changes.

- Include audit of grant funds as part of the regular institutional audit.

Equipment
- Ensure that all equipment purchased with Title III funds is inventoried and tagged in accordance with institutional policy and procedures.

- Equipment should be inventoried every two years.

- Records for equipment should be kept that include a description of the equipment, manufacturer's serial number/any identification number, source of the equipment, including award number, acquisition date or date received, cost, and location and condition of the equipment.

- The regulations for equipment are also applicable to any technological devices purchased, even if they are under the $5,000 threshold, *e.g*., laptops, iPads, projectors and other technology devoices.

Draw-downs:
Draw-downs are made through the G5 system. PTB recommends drawing down funds to reimburse authorized expenditures for grant activities, as this avoids having to meet the requirements for advance payments and eliminates any requirement to return to the federal government any interest earned on the advanced funds. See Attachment 1 in the Grant Award Notice for information about draw-downs.

Should the College wish to draw down funds in advance of expending funds for grant activities, federal regulations permit this under certain conditions, including, but not limited to:

- Draw down only those funds necessary to meet the immediate needs and obligations of the grant project.

- Depositing advances in interest-bearing accounts whenever possible.

- Keep to a minimum the time between drawing down the funds and paying them out for grant activities.

- Returning to the Government the interest earned on grant funds deposited in interest-bearing bank accounts in accordance with federal regulations. As specified in EDGAR Part 74.22 a small amount of interest may be retained by the institution for administrative expenses. See specific regulations for payment in EDGAR Part 74.22.

Staffing

Project staffing includes both currently employed personnel, as well as those who will be hired with grant funds. New staff should be hired in accordance with institutional policies and procedures and consistent with allocated grant funds. Position descriptions should contain, at a minimum, those qualifications, duties, and responsibilities included as part of the approved proposal (See Appendix D, Key Project Personnel). Unless otherwise determined by the institution, new employees hired with grant funds should be informed that their positions are dependent upon grant funding.

Employment, duties, and responsibilities following the end of grant funding should be clarified for current staff funded by the grant, or new staff who will continue following the end of the grant. Key staff funded by the grant, their qualifications, and position responsibilities in regard to the grant are included in Appendix D, Key Project Personnel.

Recordkeeping

A grantee should have in place a viable recordkeeping system that includes:

- A copy of the approved proposal;
- A copy of the most recently approved budget for the project;
- Current and prior Grant Award Notices;
- Copies of any grant-related memoranda, letters, or other official correspondence, including but not be limited to:
  - Fiscal Guidance.
  - Policies/Procedures.
  - Training.
  - Communications.
  - Supplies.
  - Travel.
- Copies of all performance reports submitted to the Department of Education ;
- Copies of surveys or needs assessments;
- Forms used to monitor project activities;
- Inventory of all equipment purchased or leased;
- Project evaluation plan, including timelines and measurement instruments;
- Annual third-part evaluations;
- Project timelines indicating completed activities and projected completion dates;
- Recent audit reports by the Department of Education or state agencies, if applicable;
- Site visit reports; and
- Time and effort records.

Time and Effort Reporting

Time and effort reports should be completed for all staff paid with Title III funds. Report forms should include the employee's name and title and provide for listing the hours or percentage of time and work undertaken in support of the Title III project. Reports should be signed by the employee and the employee's supervisor and completed monthly, unless more frequent reporting is required by the institution. Although Title III does not require institutional matching, it is recommended that time and effort reports be kept for any institutionally-compensated personnel for whom the grant proposal indicated a specific percentage of time that would be devoted to the project.

Institutional forms may be used, provided they allow for the recording of the reporting elements referenced above, or a form may be specifically designed and used to support the Title III project. A sample form is included as Appendix E.

V.   MONITORING

Internal Monitoring

The Project Director, with the assistance of the Title III Oversight Committee, should regularly monitor project progress using an expanded implementation timeline developed from the Implementation Strategy and Timetable in Appendix B. Should progress lag behind expectations, steps should be taken to identify the impediments and take corrective action in accordance with institutional policies and procedures.

Title III staff should meet regularly, as stated in the approved proposal, to review objectives, monitor progress toward those objectives, and identify problems. Problems and issues that cannot be addressed and resolved at the Title III staff level should be brought forward by the Project Director to the Title III Oversight Committee, appropriate institutional administrator, or the President for resolution in a timely manner to ensure steady progress toward achievement of the project's goal and objectives.

Federal Monitoring

The Department of Education monitors grant projects on an ongoing basis to assess whether the grantee is carrying out the project as proposed and meeting all legal, programmatic, and technical requirements. Another goal is to focus on performance results and to guide grantees to meeting performance measures and successful completion of their projects.

Site Visits

Title III Program staff conduct monitoring site visits with some grantees. The Department selects projects for site visits based on a number of factors aimed at managing the risk to the grant funds. Some projects are selected to include a representative sampling of grantees and projects across the program. Other projects are selected based on risk factors, such as the size of the grant or information about the performance. The Department might select projects on a multi-year cycle that allows the program staff to visit many of the grantees at least once during the performance period.

If selected for a site visit, the College should view it as an opportunity for staff members from the Department and College Title III project staff members to get to know one another better and learn more about and improve the project. A site visit will allow the College to present information to the Department staff about the project in greater depth and detail. Prior to a site visit, Department staff will provide guidance on preparing for the visit.

VI.   REPORTING

Internal Reporting

It is recommended that reporting be based on the following report schedule, unless otherwise set forth in the approved proposal:

- *Weekly:* Staff meetings to focus on updating staff and addressing issues that affect progress toward goals and objectives.

- *Monthly*: Progress Reports should be submitted to the Project Director or Project Coordinator by individuals responsible for program implementation.

- *Monthly*: The Project Director or Project Coordinator will work with the communications department to electronically distribute a monthly Title III activities and programs newsletter to the College community.

- *Monthly*: The Project Director or Project Coordinator should meet with the CFO or his/her representative to reconcile project financial records with College records.

- *Quarterly*: The Title III Oversight Committee will meet with the Title III Team to review a quarterly report compiled by the Director.

- *Periodically*: The Director will share reports with key administrators and faculty leadership through institutional committee structures.

- *Periodically*: The President will include progress reports to the Board of Trustees.

Federal Reporting

Performance Reports generally must contain a comparison of actual accomplishments with the goals and objectives established for the period, reasons why established goals were not met, if appropriate, and other pertinent information including, when appropriate, analysis, and explanation of cost overruns or high unit costs.

Annual Performance Reports (APR)

Recipients of multi-year discretionary grants must submit an annual performance report for each year funding has been approved in order to receive a continuation award. The annual performance report should demonstrate whether substantial progress has been made toward meeting the project objectives and the program performance measures.

Annual performance reports are documented on the Grant Performance Report, ED Form 524B, or other approved reporting forms and submitted to the Department of Education. Individual program offices also may require additional forms and/or more frequent reporting. Annual performance reports are typically due 90 days after the end of each grant year.

As the Title III program is a multi-year discretionary grant program, an Annual Performance Report (APR) is required. The APR is available to grantees October 1 of each calendar year and closes 90 days thereafter. To access an APR blank form and instructions, go to the HEPIS Web Portal and click on the Blank Forms and Instructions link at the bottom of the

page. The APR is extensive and detailed and requests narrative responses, data, and financial statistics. It is recommended that the template for this report be reviewed in detail, and that institutional processes be set up to collect the required data and information as each project year progresses. Preparing in advance for this report will ensure that all information is available and can be submitted in a timely manner.

<u>Interim Performance Report</u>

During the first year of the project, the grantee will be required to submit an interim performance report. This occurs only during the first year of the project and usually is due in the spring of the first project year. The report asks the grantee to report on the substantial progress made in achieving the projects objectives and metrics. It is not expected that objectives will have been reached or metrics met at that point. The Department of Education reviews the interim report, and upon confirmation of substantial progress, awards continuation funding for the second year of the project. access an IPR blank form and instructions, go to the HEPIS Web Portal and click on the Blank Forms and Instructions link at the bottom of the page.

<u>Final Performance Reports</u>

Grantees are responsible for preparing a final performance report after the project has ended. The Department of Education requires that all grantees send this final report to the program contact within 90 days after the end of the project period.

Additional information about Financial and Performance Reporting is included in Attachment 2 and Attachment B of the Grant Award Notice.

VII.   EVALUATION

Internal Evaluation

The Title III Oversight Committee, appointed by the College's President, should meet quarterly with the Title III Team to ensure the project upholds the institution's mission and goals, advances toward project goals and objectives in a cost-effective manner, and institutionalizes the project-seeded activities as planned.

External Evaluation

An external evaluation of the project will be conducted annually by Paul T. Bucci PhD LLC in collaboration with the Project Team to assess project progress and impact and recommend program improvements. A formal report will be prepared and submitted to the Project Director by December 15 of each year.

VIII.   AUDITS

Institutions of higher education are subject to the audit requirements contained in the Single Audit Act Amendments of 1996 (31 U.S.C. 7501–7507) and revised OMB Circular A–133,

''Audits of States, Local Governments, and Non-Profit Organizations'' (EDGAR 74.26). The Project Director should consult early in the grant period with the institution's Chief Financial Officer regarding audit requirements.

An audit of the project should be performed in conjunction with the institution's regularly-scheduled audit. In addition, it is recommended that the institution's Internal Auditor conduct an informal audit midway through the first year of the project to identify any procedural changes that may be needed to ensure project integrity and prepare for APR reporting and the formal audit. Additional information on audits can be found beginning at 2 CFR 200.500 and Attachment 3 of the Grant Award Notice.

IX.   RECORDS RETENTION

Grant program and financial records must be retained for at least three years from the date of the submission of the final project report. If any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 3-year period, the records must be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular 3-year period, whichever is later. 2 CFR 200.333 and EDGAR 74.53 provide additional information on records retention requirements.

Should state or institutional policies and regulations mandate a longer retention period, those policies or regulations should be followed.

APPENDICES

Appendix A: Title III Objectives and CDP & GPRA Performance Measures

Appendix A: Title III Objectives and CDP & GPRA Performance Measures						
Objectives, Institutional Goals, and Weaknesses/ Problems Addressed	**Performance Indicators (Change from Fall 2019 to Fall 2024, unless otherwise stated)**	**Yr 1 19-20**	**Yr 2 20-21**	**Yr 3 21-22**	**Yr 4 22-23**	**Yr 5 23-24**
Objective 1.0: Expand and enhance academic programs to meet the needs of SENSE students to promote enrollment, retention, completion and/or transfer, or **employment**	1.1 To increase from 0 to 320 the number of high-risk students entering the SENSE First-Year Experience Program with financial literacy and access to a professional advisor (Success Coach)	40	100	160	240	320
Institutional Goals: • Establish a student success program that successfully guides and supports students through the educational pipeline • Provide supportive teaching and learning environment with an array of support services	1.2 To increase from 0 to 80 the number of high-risk students entering each summer a Boot Camp including cohort-style English and math developmental courses with additional supports	40	60	60	80	80
	1.3 75% of SENSE (FTFT) students will be retained fall to fall	NA	NA	60%	65%	75%
Weaknesses/Problems Addressed: Low completion/graduation rates Low success rates in remedial math and English	1.4 To increase from 0 to 65% the share of SENSE students who complete 30+ credit hours over 1st year of study	NA	50%	55%	60%	65%
	1.5 80% of SENSE (FTFT) students will earn a degree or certificate within 3 years	NA	NA	NA	75%	80%
Objective 2.0: Expand and enhance student services to engage students and increase retention, persistence, completion and/or transfer	2.1 To increase fall-to-spring retention rates by at least 2 percentage points per year (all students)	72%	74%	76%	78%	80%
Institutional Goals: • To create a systemic, permanent student support system on campus to support student success from	2.2 To increase from 48% to 60% the share of first-time, full-time freshmen retained to 2nd year of college	50%	52%	54%	57%	60%

intake through graduation	2.3 To increase from 36% to 50% the success rates in remedial math courses institution-wide	38%	40%	44%	48%	50%
• Enhance facilities/technology to ensure relevant functional spaces support students, faculty, and community	2.4 To increase from 62% to 72% the success rates in remedial English courses institution-wide	64%	66%	68%	70%	72%
• Broaden awareness of connection between college completion and career opportunities	2.5 To increase from 0 to 80% the share of first-time, full-time freshmen who complete career exploration exercise and develop a career pathways plan	0%	50%	60%	70%	80%
	2.6 To increase from 2 to 5 the number of subjects where CVCC offers structured tutoring	3	4	4	5	5
• To provide more stable funding for the College by increasing student persistence through new advising and retention support services	2.7 Decrease the percentage (20%) of students on Financial Aid Warning and suspension (Spring 2019- 176 Warning, 146 Suspension)	NA	18%	15%	12%	10%
Weaknesses/Problems Addressed Limited staff to work with students Declining enrollment and revenue	2.8 To increase the percentage of full-time students by 2 percentage points per yr.	58%	60%	62%	64%	66%
	2.9 To increase enrollment from 1,568 students (Fall 2018) to at least 1,900 by Fall 2024	1,574	1,637	1,719	1,787	1,900
	2.10 To increase the percentage of students with an internship or similar activity from 1% to 8%	1%	3%	5%	7%	8%
	2.11 To increase from 15% to 30% the three-year graduation rate of first-time, full-time freshmen	20%	23%	25%	28%	30%
	2.12 To increase from 120 to 181 the number of students who transfer to AL public universities and Columbus State U.	127	136	149	164	181
	2.13 To increase from 40 to 360 the number of students receiving financial literacy through SENSE or other college seminars	80	140	200	280	360

Objective 3.0: Expand training to support student service enhancements and reinforce active engagement of faculty/staff **Institutional Goals** Plan and implement professional development focusing on student engagement for faculty and staff **Weaknesses/Problems Addressed** Limited faculty engagement in student support services Limited faculty knowledge of key success factors (grit, academic mindset)	3.1 To increase from 0 to 100% the full-time faculty and staff participating in professional development on student support services, early alert software, and best practices to promote student retention	25%	50%	75%	100%	100%
	3.2 To increase from 0 to 100% the full-time faculty and staff participating in professional development on academic mindset, student engagement, and career awareness	25%	50%	75%	100%	100%

Appendix B: Implementation Strategy Timeline

Specific Task	Primary Participants	Methods	Tangible Results
Year 1 – October 1, 2020 – September 30, 2021			
Objective 1.0: Expand and enhance academic programs to meet the needs of underprepared students to promote enrollment, retention, completion, and transfer.			
Task 1.1: Create First-Year Experience SENSE program	Title III Coordinator, Student Success/Career Coordinator, Adjunct Faculty; Orientation Faculty; Success Coaches	Assign instructors, define cohort groups at admission, restructure Orientation course, schedule speaker, administer Attitudinal Survey; CVCCC creates template for education and career plans	3 adjunct instructors hired; students assessed for program eligibility with enrollment in 15 credit hours, high-risk (FTFT low-income and remedial and can include first-generation and veteran). Students assigned to a Success Coach, Career/STEM speaker, 100% of eligible FTFT assigned to Success Coaches.
Subtask 1.1.1: Create Boot Camp	Student Success/Career Coordinator, Adjunct Faculty, Success Coaches	Assign instructors, schedule course, enroll 40 students, conduct intake/onboarding	40 students enroll in summer 2020 Boot Camp with goal to become college ready in English and math.
Subtask 1.1.2: Enroll students in 15 fall credits with extra support for those not college ready after Boot Camp	Student Success/Career Coordinator, Success Coaches	Advisors assist students with class registration and development of education plan; requiring tutoring in place for those still needing developmental education	Students registered for fall semester (12-15 credit hours including First-Year Experience Seminar course); students not qualifying as college ready after Boot Camp take developmental education with required tutoring and intrusive advising.
Objective 2.0: Expand and enhance student services to engage students and increase retention, persistence, completion, and transfer			
Task 2.1: Develop student-centered advising and retention support program	Title III Coordinator, Student Success/ Career Coordinator; Success Coaches	Hire Student Success/Career Coordinator and 2 Success Coaches and provide training; purchase early alert system; develop advising protocol	Staff hired; early alert in place; 72% of new FTFT retained for spring; 50% retained for following fall; 58% of students attend full time.
Subtask 2.1.1 Administer an onboarding survey to determine student risk factors, needs, and career interests	Student Success/ Career Coordinator; Success Coaches	Conduct gap analysis against best practices to set new onboard/ intake system	More detailed intake system includes assessments and career planning. High-risk students create education and career plans. *Subtask 2.1.1 complete*
Subtask 2.1.2 Lunch & Learn seminars offered to all students, including SENSE cohort	Student Success/Career Coordinator;	Student Success/Career Coordinator and Success Coaches design and market	Coaches develop seminars on study skills, financial literacy, time management, and transfer topics. At least 80 students receive financial literacy via SENSE or other

Specific Task	Primary Participants	Methods	Tangible Results
	Success Coaches	seminars	workshops. ***Subtask 2.1.2 complete***
Task 2.2: Enhance tutoring program and services	Title III Coordinator, Success / Career Coordinator	Hire additional part-time tutors; expand tutor subject areas beyond math and English; expand space	Tutors hired; new subjects added; SENSE cohort students will be required to attend tutoring if they make a D or less on a test.
Task 2.3 Create Career Exploration Center	Title III Coordinator	Hire Student Success / Career Coordinator; create dedicated center with job information and transfer information; acquire related software and computers/materials	Coordinator hired; software/computers in place; center has capacity to provide job information, career interest inventories, and transfer information
Objective 3.0: Expand professional development to support enhancements in student services and reinforce active engagement of faculty and staff			
Task 3.1: Train staff and faculty on early alert and retention systems	Title III Coordinator, Success Coaches	Send faculty/staff to training; schedule campus training on site for new tools as appropriate	25% of staff and faculty participate in professional development on student support services, early alert software, classroom engagement, and best practices to promote student retention
Task 3.2: Train staff and faculty in areas of academic mindset, student engagement, and career awareness	Title III Coordinator, faculty	Send faculty/staff to training; schedule campus training on site for new tools as appropriate	25% of staff and faculty will receive professional development in the areas of academic mindset, student engagements, and career awareness
Year 2 – October 1, 2021 – September 30, 2022			
Objective 1.0: Expand and enhance academic programs to meet the needs of students at all levels to promote enrollment, retention, completion, and transfer			
Task 1.1: Continue First Year Experience program	Adjunct and Orientation faculty; Success Coaches; Tutors	Assign instructors, define cohort groups at admission, assign Success Coaches	Adjunct Instructors hired; students assessed for program eligibility, high-risk students assigned to a Success Coach, Career/STEM speaker scheduled, Attitudinal Survey administered; student registered for 15 credits in fall semester; 100% of eligible FTFT assigned to Success Coaches

Specific Task	Primary Participants	Methods	Tangible Results
Subtask 1.1.1: Create Boot Camp	Student Success/Career Coordinator, Adjunct Faculty, Success Coaches	Assign instructors, schedule course, enroll 60 students, conduct intake/onboarding	60 new students enroll in summer 2021 Boot Camp with goal to become college ready in English and math.
Subtask 1.1.2: Enroll students in 15 fall credits with extra support for those not college ready after Boot Camp	Student Success/ Career Coordinator, Success Coaches	Advisors assist students with class registration and development of education plan; requiring tutoring in place for those still needing developmental education	Students registered for fall semester with 15 credit hours; students not qualifying as college ready after Boot Camp take developmental education with required tutoring and intrusive advising.
Objective 2.0: Expand and enhance student services to engage students and increase retention, persistence, completion, and transfer			
Task 2.1: Develop student-centered advising and retention support program	Success Coaches, faculty	Review / refine advising protocol	Fall-to-spring (F2S) retention for new FTFT students increases to 74%; Fall-to-fall (F2F) retention for new FTFT increases to 52%; 50% of SENSE cohort students will complete 30+ credit hours in first year; 60% of students attend full time; campus-wide, 136 transfer to Ala. 4-yr colleges or Columbus State U.; 23% graduate in 3 years
Subtask 2.1.1: Administer onboarding survey	NA	Survey continues	*Subtask 2.1.1 complete*
Subtask 2.1.2: Create Lunch and Learn Seminars	NA	NA	At least 140 students receive financial literacy through SENSE or other college seminars *Subtask 2.1.2 complete*
Task 2.2: Enhance tutoring program and services	Success Coaches, Tutors	Tutors hired; expand subjects covered	1 new subject added for total of 4; students on warning/ suspension declines from 20% to 18%; 40% of students succeed in remedial math and 66% succeed in remedial English
Task 2.3 Create Career Exploration Center	Title III Coordinator	Student Success/Career Coordinator conducts outreach to businesses for work-based learning opportunities	Coordinator continues; 30% of FTFT students complete career exploration exercise and create career pathways plan; share of students with work-based learning/internships increases from 1% to 3%

Specific Task	Primary Participants	Methods	Tangible Results
Objective 3.0: Expand professional development to support enhancements in student services and reinforce active engagement of faculty and staff			
Task 3.1: Train staff and faculty on early alert and retention systems	Title III Coordinator, Success Coaches	Send faculty/staff to training; schedule campus training on site for new tools as appropriate	50% of staff and faculty participate in professional development on student support services, early alert software, classroom engagement, and best practices to promote student retention. More staff members and faculty obtain certification in advising.
Task 3.2: Train staff and faculty in areas of academic mindset, student engagement, and career awareness	Title III Coordinator, faculty	Send faculty/staff to training; schedule campus training on site for new tools as appropriate	50% of staff and faculty will receive professional development in the areas of academic mindset, student engagements, and career awareness
Year 3– October 1, 2022 – September 30, 2023			
Objective 1.0: Expand and enhance academic programs to meet the needs of students at all levels to promote enrollment, retention, completion, and transfer			
Task 1.1: Continue First Year Experience program	Adjunct and Orientation faculty; Success Coaches; Tutors	Assign instructors, define cohort groups at admission, assign Success Coaches	Adjunct Instructors hired; students assessed for program eligibility, high-risk students assigned to a Success Coach, Career/STEM speaker scheduled, Attitudinal Survey administered; student registered for 15 credits in fall semester; 100% of eligible FTFT assigned to Success Coach
Subtask 1.1.1: Create Boot Camp	Student Success/Career Coordinator, Adjunct Faculty, Success Coaches	Assign instructors, schedule course, enroll 60 students, conduct intake/onboarding	60 students enroll in summer 2022 Boot Camp with goal to become college ready in English and math.
Subtask 1.1.2: Enroll students in 15 fall credits with extra support for those not college ready after Boot Camp	Student Success/ Career Coordinator, Success Coaches	Advisors assist students with class registration and development of education plan; requiring tutoring in place for those still needing developmental education	Students registered for fall semester (15 credit hours); students not qualifying as college ready after Boot Camp take developmental education with required tutoring and intrusive advising.

Specific Task	Primary Participants	Methods	Tangible Results
Objective 2.0: Expand and enhance student services to engage students and increase retention, persistence, completion, and transfer			
Task 2.1: Develop student-centered advising and retention support program	Success Coaches, faculty	Review/refine advising protocol; introduce Mongoose texting platform to be used by student success coaches to communicate with students	Advisors/faculty begin communicating with students via texting platform. F2S retention for new FTFT students increases to 76%; F2F retention for new FTFT increases to 54%; 50% of SENSE cohort students complete 30+ credit hours in first year and 60% return the next fall; 62% of all students attend full time; campus-wide, 149 transfer to Ala. 4-yr colleges/Columbus State U.; 25% graduate in 3 years
Subtask 2.1.1: Administer onboarding survey	NA	Survey continues	***Subtask 2.1.1 complete***
Subtask 2.1.2: Create Lunch and Learn Seminars	NA	NA	At least 200 students receive financial literacy through SENSE or other college seminars ***Subtask 2.1.2 complete***
Task 2.2: Enhance tutoring program and services	Success Coaches, Tutors	Tutors hired; expand subjects covered	Students on warning/suspension declines from 20% to 15%; 44% of students succeed in remedial math and 68% succeed in remedial English
Task 2.3 Create Career Exploration Center	Title III Coordinator	Student Success/Career Coordinator conducts outreach to businesses for work-based learning opportunities	Coordinator continues; 50% of FTFT students complete career exploration exercise and create career pathways plan; share of students with work-based learning/internships increases from 3% to 5%
Objective 3.0: Expand professional development to support enhancements in student services and reinforce active engagement of faculty and staff			
Task 3.1: Train staff and faculty on early alert and retention systems	Title III Coordinator, Success Coaches	Send faculty/staff to training; schedule campus training on site for new tools as appropriate	75% of staff and faculty participate in professional development on student support services, early alert software, classroom engagement, and best practices to promote student retention. More staff members and faculty obtain certification in advising.
Task 3.2: Train staff and faculty in areas of academic mindset, student engagement, and career awareness	Title III Coordinator, faculty	Send faculty/staff to training; schedule campus training on site for new tools as appropriate	75% of staff and faculty will receive professional development in the areas of academic mindset, student engagements, and career awareness

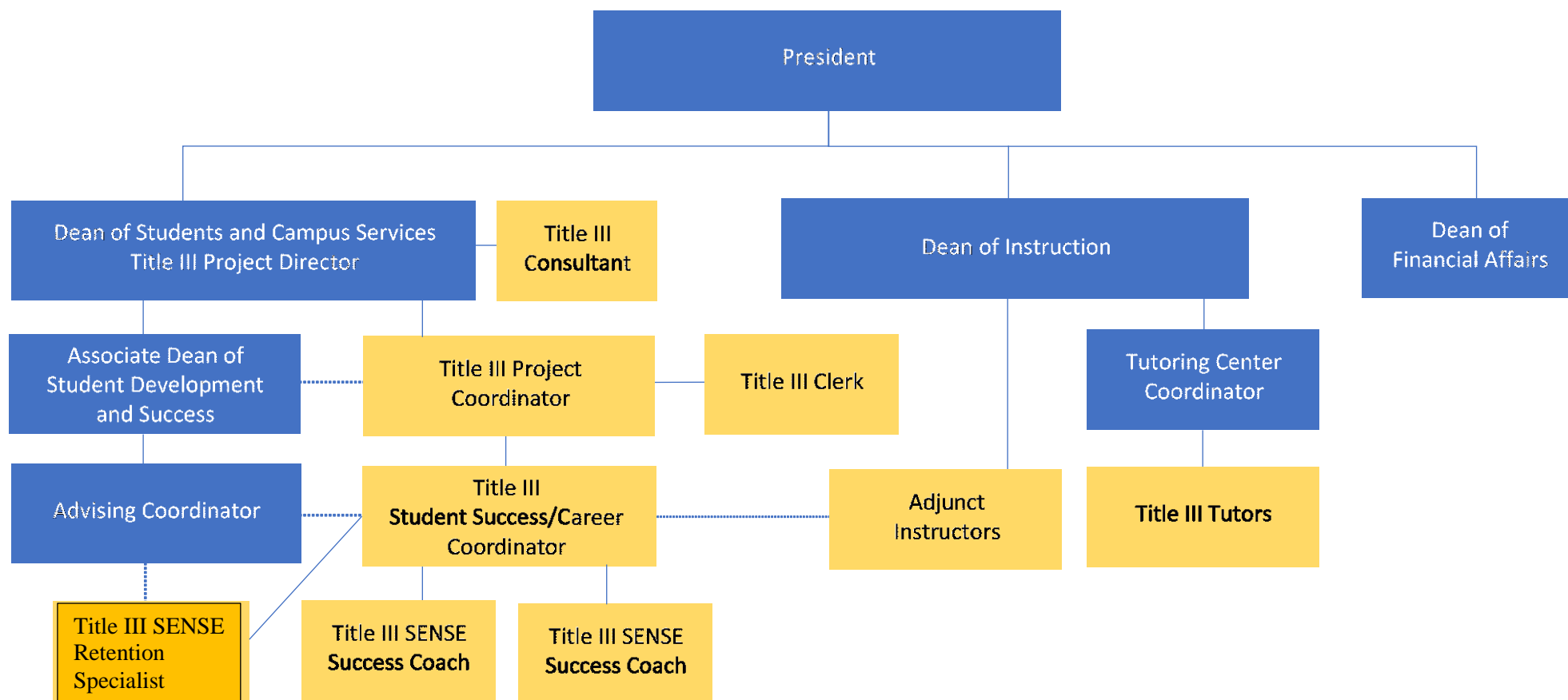| Specific Task	Primary Participants	Methods	Tangible Results
Year 4– October 1, 2023 – September 30, 2024			
Objective 1.0: Expand and enhance academic programs to meet the needs of students at all levels to promote enrollment, retention, completion, and transfer			
Task 1.1: Continue First Year Experience program	Adjunct and Orientation faculty; Success Coaches; Tutors	Assign instructors, define cohort groups at admission, assign success Coaches	Adjunct Instructors hired; students assessed for program eligibility, high-risk students assigned to a Success Coach, Career/STEM speaker scheduled, Attitudinal Survey administered; student registered for fall semester 15 credit hours; 100% of eligible FTFT assigned to Success Coaches
Subtask 1.1.1: Create Boot Camp	Student Success/Career Coordinator, Adjunct Faculty, Success Coaches	Assign instructors, schedule course, enroll 80 students, conduct intake/onboarding	80 students enroll in summer 2023 Boot Camp with goal to become college ready in English and math.
Subtask 1.1.2: Enroll students in 15 fall credits with extra support for those not college ready after Boot Camp	Student Success/Career Coordinator, Success Coaches	Advisors assist students with class registration and development of education plan; requiring tutoring in place for those still needing developmental education	Students registered for fall semester (15 credit hours); students not qualifying as college ready after Boot Camp take developmental education with required tutoring and intrusive advising.
Objective 2.0: Expand and enhance student services to engage students and increase retention, persistence, completion, and transfer			
Task 2.1: Develop student-centered advising and retention support program	Success Coaches, faculty	Review / refine advising protocol; texting initiative continues.	F2S retention for new FTFT students increases to 78%; F2F retention for new FTFT increases to 57%; 60% of SENSE cohort will complete 30+ credit hours in first year; 65% of SENSE students return the next fall; 64% of all students attend full time; campus-wide, 164 transfer to Ala. 4-yr colleges/Columbus State; 28% of FTFT freshmen graduate in 3 years; 75% of SENSE cohort graduates in 3 years.
Subtask 2.1.1: Administer onboarding survey	NA	Survey continues	*Subtask 2.1.1 complete*

Specific Task	Primary Participants	Methods	Tangible Results
Subtask 2.1.2: Create Lunch and Learn Seminars	NA	NA	At least 280 students receive financial literacy through SENSE or other college seminars *Subtask 2.1.2 complete*
Task 2.2: Enhance tutoring program and services	Success Coaches, Tutors	Tutors hired; expand subjects covered	Students on warning/suspension declines from 15% to 12%; 48% of students succeed in remedial math and 70% succeed in remedial English
Task 2.3 Create Career Exploration Center	Title III Coordinator	Student Success/Career Coordinator conducts outreach to businesses for work-based learning opportunities	Coordinator continues; 75% of FTFT students complete career exploration exercise and create career pathways plan; share of students with work-based learning / internships increases from 5% to 7%
Objective 3.0: Expand professional development to support enhancements in student services and reinforce active engagement of faculty and staff			
Task 3.1: Train staff and faculty on early alert and retention systems	Title III Coordinator, Success Coaches	Send faculty/staff to training; schedule campus training on site for new tools as appropriate	100% of staff and faculty participate in professional development on student support services, early alert software, classroom engagement, and best practices to promote student retention. More staff members and faculty obtain certification in advising. *Task 3.1 completed*
Task 3.2: Train staff and faculty in areas of academic mindset, student engagement, and career awareness	Title III Coordinator, faculty	Send faculty/staff to training; schedule campus training on site for new tools as appropriate	100% of staff and faculty will receive professional development in the areas of academic mindset, student engagements, and career awareness *Task 3.2 completed*
Year 5– October 1, 2024 – September 30, 2025			
Objective 1.0: Expand and enhance academic programs to meet the needs of students at all levels to promote enrollment, retention, completion, and transfer			
Task 1.1: Continue First Year Experience program	Adjunct and Orientation faculty; Success Coaches; Tutors	Assign instructors, define cohort groups at admission, assign Success Coaches	Adjunct Instructors hired; students assessed for program eligibility, high-risk students assigned to a Success Coach, Career/STEM speaker scheduled, Attitudinal Survey administered; student registered for fall semester 12 credit hours; 100% of eligible FTFT assigned to Success Coaches *Task 1.1 completed*

Specific Task	Primary Participants	Methods	Tangible Results
Subtask 1.1.1: Create Boot Camp	Student Success/Career Coordinator, Adjunct Faculty, Success Coaches	Assign instructors, schedule course, enroll 80 students, conduct intake/onboarding	80 students enroll in summer 2022 Boot camp with goal to become college ready in English and math. *Subtask 1.1.1 completed*
Subtask 1.1.2: Enroll students in 15 fall credits with extra support for those not college ready after Boot Camp	Student Success/ Career Coordinator, Success Coaches	Advisors assist students with class registration and development of education plan; requiring tutoring in place for those still needing developmental education	Students registered for fall semester (12-15 credit hours); students not qualifying as college ready after Boot Camp take developmental education with required tutoring and intrusive advising. *Subtask 1.1.2 completed*
Objective 2.0: Expand and enhance student services to engage students and increase retention, persistence, completion, and transfer			
Task 2.1: Develop student-centered advising and retention support program	Success Coaches, faculty	Review/refine advising protocol; early alert is institutionalized for post-grant use; texting platform supported for post-grant period.	F2S retention for new FTFT students increases to 80%; F2F retention for new FTFT increases to 60%; 60% of SENSE cohort students will complete 30+ credit hours in first year and 75% return the following fall; 66% of all students attend full time; campus-wide, 181 transfer to Ala. 4-yr colleges or Columbus State U.; 30% of FTFT graduate in 3 years; 80% of SENSE cohort students graduate in 3 years *Task 2.1 completed*
Subtask 2.1.1: Administer onboarding survey	NA	Survey continues	*Subtask 2.1.1 completed*
Subtask 2.1.2: Create Lunch and Learn Seminars	NA	NA	At least 360 students receive financial literacy through SENSE or other college seminars *Subtask 2.1.2 completed*
Task 2.2: Enhance tutoring program and services	Success Coaches, Tutors	Tutors hired; expand subjects covered	Students on warning/suspension declines from 12% to 10%; 50% of students succeed in remedial math and 72% succeed in remedial English. *Task 2.2 completed*

Specific Task	Primary Participants	Methods	Tangible Results
Task 2.3 Create Career Exploration Center	Title III Coordinator	Career Coordinator conducts outreach to businesses for work- based learning	100% of FTFT students complete career exploration exercise and pathways plan; students with work-based learning / internships increase from 7% to 8%. *Task 2.3 completed*
Objective 3.0: Expand professional development to support enhancements in student services and reinforce active engagement of faculty and staff			
Task 3.1: Train staff and faculty on early alert and retention systems	Title III Coordinator, Success Coaches	Send faculty/staff to training; schedule campus training on site for new tools as appropriate	New faculty/staff trained as needed. *Task 3.1 completed*
Task 3.2: Train staff/faculty in academic mindset, student engagement, career awareness	Title III Coordinator, faculty	Send faculty/staff to training; schedule campus training on site for new tools as appropriate	New faculty/staff trained as needed. *Task 3.2 completed*

Appendix C: CVCC's Title III Project Organizational Chart

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Appendix D: Key Project Personnel

Key Personnel
Project Director – Dr. Sherri Taylor (25% time, college funded) Reports to the President
Qualifications: Education, Experience, and Training
Education and Training: EdD in Educational Leadership **Experience**: Dean of Students and Campus Services; 25+ years' experience managing grant-funded programs such as TRIO and Title III. Extensive training and experience in instructional and student support services as well as student success.
Duties and Responsibilities
• Communicate understanding of project objectives to all constituencies • Ensure project operation in compliance with Title III, U. S. Department of Education regulations, CVCC grant policies, and institutional development goals • Direct the internal evaluation and coordinate the external evaluation in collaboration with the external evaluator • Participate in Title III project hiring • Ensure timely project execution within budget • Oversee preparation of fiscal and program project reports for the College and Title III • Work with college staff to institutionalize new practices and improvements
Project Coordinator – Robert McWilliams (100% time) Reports to the Project Director
Qualifications: Education, Experience, and Training
Education and Training: Master's Degree in Psychology/Counseling/Educational Technology **Experience**: 16+ years' experience in higher education with budgeting, student advising, committee work, work with grants
Duties and Responsibilities
• Coordinate and oversee daily grant operations and supervise clerical support person • Implement the external evaluation plan in collaboration with the external evaluator • Establish procedures for program operation • Prepare and administer departmental budgets • Collaborate with various departments to establish and coordinate efforts of improving student retention and graduation • Assist with grant reporting for the Title III grant • Participate as a member of various College committees
Student Success/Career Coordinator – Alisha Miles (100% time) Reports to the Project Coordinator
Qualifications: Education, Experience, and Training
Education and Training: Master's degree in Public Administration, Education Concentration **Experience**: 11+ years working with college-level students in advising and student services, 2 years in Career Center Management
Duties and Responsibilities
• Supervise staff (2 Success Coaches) • Coordinate Summer Boot Camp • Coordinate and supervise seminar course • Develop and maintain advising information on website • Provide workshops and training for faculty and staff • Serve on College committees • Required to obtain advisor certification • Manage the Career Center • Coordinate internship program • Handle career exploration • Schedule business and industry tours • Schedule speakers on campus • Coordinate career planning and job placement activities for students and graduates • Administer and interpret career assessment in inventories to assist students in career exploration and planning • Advise students and assist with registration each term • Assist with New Student Orientation • Coordinate an annual career fair and periodic on-campus recruiting visits by local employers • Maintain accurate documentation of all employer contacts, job listings, and services to students and prepare summary reports each term

- Develop, implement, and coordinate a strong internship/co-op programs for students
- Maintain a database documenting accurate and current job placement, salary and transfer information for all students, graduates, and leavers
- Conduct graduating student, employer satisfaction, and other surveys as appropriate
- Compile, organize, analyze, and evaluate survey results and make recommendations as appropriate
- Assist with collecting, analyzing, and reporting Gainful Employment data for career technical programs
- Develop and coordinate career awareness and career exploration activities to meet the needs of prospective, special populations, and target groups
- Develop and conduct workshops, seminars, and activities to assist students with preparation for employment and/or transfer to four-year institutions
- Facilitate/teach SENSE seminar course as needed
- Assume other duties and responsibilities as assigned by the supervisor

(2) Success Coaches – Alexander Duck and TBA (100% time) Reports to Advising Coordinator

Qualifications: Education, Experience, and Training

Education and Training: Master's Degree in Adult Education/Professional Development
Experience: 2+ years' experience working in higher education, strong computer skills

Duties and Responsibilities

- Hold weekly meetings with assigned students (Intrusive Advising)
- Provide workshops and training sessions for faculty and staff - Mindset
- Provide workshops for students (Mindset, Grit, Time Management)
- Provide front-end triage via survey results to refer students to the appropriate support services at CVCC
- Assist students by phone or in-person in scheduling appointments
- Provide follow-up on alerts from Banner/Starfish
- Contact students via text and phone and serve as a virtual advisor
- Develop career plan and establish educational goals with students
- Help refer students to services
- Assist in the Career Center
- Work with students in cohort-assigned classes
- Require obtaining advisor certification

Student Retention Specialist TBA (100% time) Reports to Advising Coordinator

Qualifications: Education, Experience, and Training

Education and Training: Bachelor's degree
Experience: Two Years' Experience working in higher education, strong computer skills

Duties and Responsibilities

- Manage reporting systems established by the Success Coordinator.
- Analyze and process requests for readmission from academic exclusion and provides retention services for students.
- Refers students to appropriate support services or departments; evaluates and maintains student records for degree requirements using academic evaluation system.
- Develop and oversee an academic early warning and referral program for learning assistance intervention.
- Monitors student registration activities and academic performance/progress
- Coordinates communications to students utilizing intentional advising plan to engage students regarding personal and professional goals, course scheduling, core and major requirements, academic resources
- Act as a liaison between faculty and advisors.
- Assist in the development of mechanisms for cross-institutional dialogue on curriculum and student success initiatives.
- Assist in the development of tracking systems and survey instruments to measure success of students receiving project services, analyze data and present results.
- Monitors and tracks the retention, progression, and graduation of all students within assigned population.
- Serves on the Strategic Enrollment Management Committee to assist in coordinating retention efforts college-wide.
- Stays abreast of current best practices and research literature on retention and college success.

Appendix E: Time and Effort Report

_____   _____
Employee Name (Please Print)   Month/Year

All employees, including directors, paid via Title III funds must complete this report to comply with Federal reporting procedures. CVCC **must retain the original for a period of not less than five (5) years. This report will be reviewed when programs are monitored, evaluated or audited.** However, the Department of Education may request copies of this report. Employees may not work in more than one cost objective at a time. Account for the percent of time expended on cost objectives performed for which Salary is/was from Title III funds, if applicable. Account for the percent of time expended on instructional duties and administration duties, if applicable. For any given day, the the sum of percentages must equal 100%.

| | Hours Worked | | | | % Title III Funds | | % Non Title III | |
| | Paid From Title III Funds | | | | Expended on | | Non-Title III Expended on | |
Date	In	Out	Break Minutes/Hours	Hours	Instruction	Administration	Instruction	Administration
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TOTALS				**0.00**				

I certify that I have not performed other duties at the same time I performed duties for which I am being paid from Title III funds. I have neither received nor will I request compensation for performing other duties during the hours for which I performed duties in the Title III Program. I certify that the information contained in this report is accurate.

_____   _____
Employee's Signature/Date   Supervisor's Signature/Date
                                                                                             I approve this Time & Effort report as submitted by employee

Appendix F: Glossary of Selected Terms

Allowable Costs— Expenditures under a grant project that are permitted under the grant. Allowable costs for Title III are found in 34 CFR 607.10 .

Appropriations Legislation— A law passed by Congress to provide a certain level of funding for a grant program in a given year.

Audit Finding— A conclusion about a monetary or non-monetary matter related to an auditor's examination of a grantee organization, program, activity, or function, which frequently identifies problems and provides recommendations for corrective action in order to prevent their future recurrence.

Authorizing Legislation— A law passed by the Congress that establishes or continues a grant program.

Budget Period— An interval of time into which a project period is divided for budgetary purposes, usually twelve months.

Catalog of Federal Domestic Assistance— Publication and database produced by the General Services Administration that lists the domestic assistance programs of all federal agencies and gives information about a program's authorization, fiscal details, accomplishments, regulations, guidelines, eligibility requirements, information contacts, and application and award process; also called the "CFDA."

Code of Federal Regulations (CFR)— Compilation of all final regulations issued by federal agencies and published annually by the National Archives and Records Administration. The CFR is divided into numbered titles. Title 34 contains the regulations of the Department of Education. 34 CFR 607 contains the Title III-A regulations. An electronic version is available on the web.

Continuation Award— Additional funding awarded to the same grant for a budget period following the initial and subsequent budget periods of a multi-year discretionary grant or cooperative agreement.

Cooperative Agreement— A type of federal assistance; essentially, a variation of a **discretionary grant**, which is awarded by the Department when it anticipates having substantial involvement with the grantee during the performance of a funded project.

Direct Costs— Direct costs are those items in a grant project that can be identified specifically with a particular final cost objective. Examples of direct costs are compensation of employees for the time devoted and identified specifically to the performance of grant activities, cost of materials acquired, consumed, or expended specifically for the purpose of the grant, equipment and other approved capital expenditures, and travel expenses incurred specifically to carry out the activities of a grant project.

Discretionary Grant— An award of financial assistance in the form of money, or property in lieu of money, by the federal government to an eligible grantee, usually made on the basis of a competitive review process.

Education Department General Administrative Regulations (EDGAR)— Administrative regulations governing the Department's grant and cooperative agreement programs found in Parts 75, 76, 77, 79, 81, 82, 85, 86, 97, 98, and 99 of Title 34 of the CFR; a document issued by the Department that contains a reprint of these regulations. For awards made on or after 12/26/2014, 2 CFR Part 200, which includes the substance formerly in parts 74 and 80, applies.

Federal Register— A daily compilation of federal proposed and final regulations, legal notices, presidential proclamations and executive orders, federal agency documents having general applicability and legal effect, documents required to be published by act of Congress, and other federal agency documents of public interest; prepared by the National Archives and Records Administration for public distribution by the Government Printing Office; publication of record for the Department's regulations.

Formula Grant— A grant that the Department is directed by Congress to make to grantees, for which the amount is established by a formula based on certain criteria that are written into the legislation and program regulations; directly awarded and administered in the Department's program offices.

G5 is the Department of Education's grants management system.

Grant Award Notification (GAN)— Official document signed by a program official who is authorized to obligate the Department in financial matters. The GAN states the amount and the terms and conditions of an award for a discretionary grant or cooperative agreement.

Grant Closeout— The final stage in the lifecycle of a discretionary grant or cooperative agreement. During this phase, the Department ensures that all applicable administrative actions and required work of a discretionary grant or cooperative agreement have been completed by the grantee. The Department also reconciles and makes any final fiscal adjustments to a grantee's account in GAPS.

Grants.gov—This web site lists current due dates for grants and allows access to the instructions for completing proposals. A number of federal agencies use grants.gov for electronic proposal submission. To submit a proposal on grants.gov., an institution must have a DUNS number, SAM Number (formerly CCR) that must be updated annually, an e-biz contact, and an Authorized Organizational Representative (AOR). Instructions for registration and using grants.gov are on the web site.

Indirect Costs— Costs of an organization incurred for common or joint objectives, which cannot be readily and specifically identified with a particular grant project or other institutional activity (*i.e*., electricity, custodial services).

Indirect Cost Rate Agreement— A formalized, written, and signed agreement between a recipient and the cognizant federal agency that specifies the treatment of indirect costs. The agreement includes, at a minimum, the approved rate(s); base(s) to which the rate(s) apply;

applicable fiscal year; specific treatment of certain items of cost; general terms and conditions; and any special remarks. The rates and cost treatment laid out in the agreement are accepted and used by all federal agencies unless prohibited or limited by statute.

Indirect Cost Rate Proposal— The documentation prepared by an organization to substantiate its claim for the reimbursement of indirect costs. This proposal provides the basis for the review and negotiation leading to the establishment of an organization's indirect cost rate.

Indirect Cost Rate— A percentage established by a federal department or agency for a grantee organization, which the grantee uses in computing the dollar amount it charges to the grant to reimburse itself for indirect costs of a grant project.

Notice of Proposed Rulemaking (NPRM)— An announcement published in the Federal Register of proposed new regulations or modifications to existing regulations; the first stage in the process of creating or modifying regulations.

Office of Management and Budget (OMB)— A branch of the Executive Office of the President. OMB helps the president formulate spending plans; evaluates the effectiveness of agency programs, policies, and procedures; assesses competing funding demands among agencies; and sets funding priorities. OMB ensures that agency reports, rules, testimony, and proposed legislation are consistent with the president's budget and with administration policies.

In addition, OMB oversees and coordinates the administration's procurement, financial management, information management, and regulatory policies. In each of these areas, OMB's role is to help improve administrative management, to develop better performance measures and coordinating mechanisms, and to reduce any unnecessary burdens on the public.

OMB Circulars— Administrative policy documents issued by OMB that give instruction to federal agencies on a variety of topics, including the administration of federal grants and cooperative agreements. Some of these have been incorporated into 2 CFR 200.

Performance Measure— A characteristic or metric that can be used to assess the performance aspects of a program or project (*i.e*., dollars expended, students enrolled, grade- point average, number of job offers received).

Performance Report— A report of the specific activities the recipient of a discretionary grant or cooperative agreement has performed during the budget or project period. There are two Performance Reports. The Interim Performance Report (IPR) is submitted in the spring of the first year of the grant, and Annual Performance Report (APR) is submitted within 90 days following the end of the grant year on September 30.

Program Regulations— Regulations that implement legislation passed by Congress to authorize a specific grant program; they generally include applicant and participant eligibility criteria, nature of activities funded, allowability of certain costs, selection criteria under which applications will be selected for funding, and other relevant information.

Project Period (Also referred to as the performance period)— The total amount of time for which the Department promises to fund a grant and authorizes a grantee to conduct the approved

work of the project described in the application. Project periods of more than 18 months are divided into 12-month budget periods. When the Department awards a multi-year award, it obligates funds for the first 12 months and promises to fund subsequent budget periods if certain conditions are met.

PR/Award Number— The identifying number for a discretionary grant or cooperative agreement award.

Regulations— For purposes of this publication, federal rules of general applicability that are authorized by federal laws or other federal authority and contained in the CFR. The regulations for Title III are in 34 CFR 607 .

Substantial Progress— A level of accomplishment that a grantee must make in its project during a budget period, which produces measurable and verifiable evidence that the activities undertaken complied with those objectives submitted and agreed on between the grantee and the Department during the grant awarding process.