



Stark State College

**Inclusion, Diversity, Equity, Access, and
Success (IDEAS) Project**

*Title III Strengthening Institutions Program
Project Administration Manual*

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Provost & Chief Academic Officer and
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Revised, January 2024

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I. GENERAL PROJECT INFORMATION

The following general information is for Stark State College's Title III project. The five-year grant was awarded in October 2023.

A. PR/Award #	P031A230020
B. Project Title	Inclusion, Diversity, Equity, Access, and Success (IDEAS) Project
C. Recipient Information	Stark State College 6200 Frank Ave. NW North Canton, OH 44720
D. Contact Person	Dr. Lada Gibson-Shreve Provost & Chief Academic Officer and Title III Director Phone: (330) 494-6170 Email: ls greve@starkstate.edu
E. Performance Reporting Period	October 1, 2023 – September 30, 2028
F. Grant Award	\$2,150,042
G. Program Officer	Christopher M Smith Phone: (202) 219-7012 Email: christopher.smith@ed.gov
H. G6 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: obssed@servicenowservices.com

II. PURPOSE

Stark State College (SSC) has been awarded a Title III Strengthening Institutions Program grant by the U. S. Department of Education. The College now has the responsibility to implement the project and conduct the grant activity consistent with College policies and procedures and Federal program 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. This manual is based on information that is current as of October 15, 2023, and includes information adapted or excerpted from U. S. Department of Education and other federal sources; however, 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

The overarching goal of the **Student IDEAS Project** is to improve rates of retention and degree completion at SSC through strengthened academic support services that target underprepared and minority students. The project goal is operationalized through two activity objectives made measurable via key performance indicators with annual targets. The two objectives are:

1. Increase fall-to-fall retention of first-time, full-time, degree-seeking students from 51% to 62%; of academically underprepared students from 46% to 56%; and of minority students from 37% to 52%.
2. Increase three-year degree completion of first-time, full-time, degree-seeking students from 19% to 31%; of academically underprepared students from 12% to 26%; and of minority students from 10% to 23%.

The specific tasks aimed at achieving the two activity objectives of the Student IDEAS Project are:

1. Implement a comprehensive and intrusive student retention program that responds to individual needs and monitors progress and completion.
2. Create an Office of Student Life, Equity, and Leadership Programs that links student needs and success barriers to appropriate supports and services.
3. Expand faculty/staff training focused on student success, retention, and achievement.

Achievement of the project's outcomes will be measured by Performance Indicators related to specific activities. These Performance Indicators are detailed in [Appendix A, Project Goal, Activity Objectives, and Key Performance Indicators](#).

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](#). 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 may be accessed by Title III staff at the following link:

[Policies and Procedures of the Board of Trustees Stark State College](#)

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.

- 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/President, with the assistance of the Title III Steering 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](#).

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](#) with 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\(c\)\(1\)](#). The program office may require the following:
 - A written explanation;
 - Description of how the unexpended funds will be used in the next budget period; and
 - 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.
- 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 at least 10 days before the expiration date of the award. 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. Note that Circular A-110 is now located within [2 CFR 215](#).
- 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 are [34 CFR Part 80.30\(c\)\(ii\)](#) 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 (normally 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](#), (note that Circular A-21 has been moved to 2 CFR 220) and other applicable Federal regulations. 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 that should be kept 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.
- See also, Standards for Financial Management Systems at [2 CFR 215.21](#).

Allowable Costs

- Generally, allowable costs include those that are permitted or not specifically prohibited; or:
 - Necessary and reasonable for project implementation;
 - Conform with any limitations or exclusions set forth in the Federal Cost principles or in the GAN as to types or amount of costs;
 - Are in the approved budget and associated with specific activities found within the approved grant; or
 - Costs that would be incurred by a reasonable person.
- See [34 CFR 607.10](#) for more information about allowable and unallowable costs.

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 that should be kept 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 devices.
 - See [2 CFR 215.34](#) for all regulations regarding equipment.

Draw-downs:

Draw-downs are made through the [G6 system](#) (prior to October 30, 2023, 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 Enclosures 1, 2, and 4 in the Grant Award Notice for detailed 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, Grant-Funded and 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 in addition to any other policies or procedures imposed by the grantee.

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, Grant-Funded and 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 correspondence with the grantee's Program Officer or other Department of Education officials.
- 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-party 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 Steering 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 Steering 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. By regulation, Annual Performance Reports are due 90 days after the end of each grant year; however, recently, the annual performance reporting window has opened in early January with a 60 day submission window.

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.

Interim Performance Report (IPR)

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 April of the first project year. The report asks the grantee to report on the substantial progress made in achieving the project's 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.

APR and IPR information.

For more information about the APR and IPR, see [Appendix F](#).

Final Performance Reports

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.

VII. EVALUATION

Internal Evaluation

The Title III Steering 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 President and 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). Formerly contained in OMB Circular A-133, audit requirements are now located in [2 CFR Part 200, Subpart F](#). 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](#).

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: Project Goal, Activity Objectives, and Key Performance Indicators

Project Goal, Activity Objectives, and Key Performance Indicators (Annual Targets) for the IDEAS Project							
<p>Project Goal: Improve retention and degree completion rates through strengthened academic support services that target academically underprepared and minority students.</p> <p>Activity Objectives: Objective 1 – Increase fall-to-fall retention of first-time, full-time, degree-seeking students from 51% to 62%; of academically underprepared students from 46% to 56%; and of minority students from 37% to 52%. Objective 2 – Increase three-year degree completion of first-time, full-time, degree-seeking students from 19% to 31%; of academically underprepared students from 12% to 26%; and of minority students from 10% to 23%.</p>							
Key Performance Indicators		Baseline (2023)	Annual Targets				
			Year 1 (By 9/30/24)	Year 2 (By 9/30/25)	Year 3 (By 9/30/26)	Year 4 (By 9/30/27)	Year 5 (By 9/30/28)
Enrollment							
KPI 1	– Overall enrollment	10,031	10,332	10,642	10,961	11,290	11,629
KPI 2	– Full-time degree-seeking students (GPRA measure)	2,516	2,591	2,669	2,749	2,832	2,917
KPI 3	– Part-time enrollment	7,515	7,740	7,973	8,212	8,458	8,712
KPI 4	– FTE	2,438	2,511	2,586	2,664	2,744	2,826
Retention							
KPI 5	– Full-time, degree-seeking students (GPRA measure)	51% (373/727)	53%	55%	57%	59%	62%
KPI 6	– Overall retention	46% (622/1,338)	48%	50%	52%	54%	56%
KPI 7	– Part-time, degree-seeking students	38% (249/611)	40%	42%	44%	47%	50%
KPI 8	– Academically underprepared students	46% (218/471)	48%	50%	52%	54%	56%
KPI 9	– Minority students	37% (134/358)	40%	43%	46%	49%	52%

Degree Completion – Three-year completion (150% time) for first-time, full-time degree-seeking students							
KPI 10	– All (GPRA measure)	19% (181/957)	20%	22%	24%	27%	31%
KPI 11	– Academically underprepared	12% (62/929)	14%	16%	19%	22%	26%
KPI 12	– Minority	10% (134/358)	12%	14%	17%	20%	23%
Course completion rate of non-dual-enrolled students in the Fall term (earn C or better)							
KPI 13	– All	73% (15,5743/20,888)	74%	75%	76%	78%	80%
KPI 14	– Academically underprepared	65% (3,609/5,515)	66%	67%	69%	71%	73%
KPI 15	– Minority	64% (3,231/5,051)	65%	66%	68%	70%	73%
Percent of non-dual-enrolled students who successfully complete college-level English (ENG 124) in the Fall term with a C or better							
KPI 16	– All	62% (622/999)	63%	64%	65%	66%	67%
KPI 17	– Academically underprepared	56% (202/362)	57%	58%	59%	60%	62%
KPI 18	– Minority	50% (134/270)	51%	52%	53%	55%	57%
Percent of non-dual-enrolled students who successfully complete college-level math (MTH 105-MTH 135) in the Fall term with a C or better							
KPI 19	– All	57% (600/1,059)	58%	59%	60%	61%	62%
KPI 20	– Academically underprepared	48% (131/274)	49%	51%	53%	55%	57%
KPI 21	– Minority	50% (134/270)	51%	52%	53%	55%	57%

Percent of non-dual-enrolled students who successfully complete both developmental education requirement and college-level requirement with a C or better							
KPI 22	Completion of developmental English (ENG 011-024) and college-level English (ENG 124)	48% (75/157)	50%	52%	54%	56%	58%
KPI 23	Completion of developmental math (MTH 005-025) and college-level math (MATH 105-135)	43% (154/359)	45%	47%	49%	51%	53%
Achievement gap between minority and non-minority students who successfully complete the developmental English requirement and the college-level English requirement with C or better							
KPI 24	Achievement gap for developmental English (ENG 011-024) and college-level English (ENG 124)	3% (29/675)	3%	2%	1%	0%	0%
Completion rate of ACC 130 (C or better)							
KPI 25	All	76% (158/207)	77%	78%	79%	80%	81%
KPI 26	Academically underprepared	61% (41/67)	64%	67%	70%	73%	76%
KPI 27	Minority	63% (30/48)	65%	67%	70%	73%	76%
Completion rate of BIO 101 (C or better)							
KPI 28	All	53% (231/437)	54%	55%	56%	57%	58%
KPI 29	Academically underprepared	41% (56/138)	43%	45%	47%	50%	53%
KPI 30	Minority	42% (62/149)	44%	46%	48%	50%	53%
Completion rate of BIO 125 (C or better)							
KPI 31	All	73% (99/136)	74%	75%	76%	77%	78%
KPI 32	Academically underprepared	62% (23/37)	64%	66%	68%	70%	73%
KPI 33	Minority	62% (21/34)	65%	68%	71%	74%	78%
Completion rate of BUS 124 (C or better)							
KPI 34	All	60% (113/189)	61%	62%	63%	64%	65%
KPI 35	Academically underprepared	53% (23/43)	54%	55%	56%	58%	60%

KPI 36	Minority	44% (21/34)	47%	50%	53%	56%	60%
Completion rate of BUS 221 (C or better)							
KPI 37	All	75% (120/160)	76%	77%	78%	79%	80%
KPI 38	Academically underprepared	70% (30/43)	71%	72%	73%	74%	76%
KPI 39	Minority	68% (51/37)	69%	70%	72%	73%	75%
Completion rate of COM 121 (C or better)							
KPI 40	All	59% (235/401)	60%	61%	62%	63%	64%
KPI 41	Academically underprepared	45% (55/121)	48%	51%	54%	57%	60%
KPI 42	Minority	47% (51/109)	49%	51%	53%	56%	59%
Completion rate of HIS 121 (C or better)							
KPI 43	All	79% (97/123)	80%	81%	82%	83%	84%
KPI 44	Academically underprepared	69% (24/35)	71%	73%	75%	77%	79%
KPI 45	Minority	69% (20/29)	71%	73%	75%	77%	79%
Completion rate of HIS 122 (C or better)							
KPI 46	All	75% (98/130)	76%	77%	78%	79%	80%
KPI 47	Academically underprepared	64% (27/42)	66%	68%	70%	72%	75%
KPI 48	Minority	65% (17/26)	67%	69%	71%	73%	75%
Completion rate of ITD 122 (C or better)							
KPI 49	All	69% (317/460)	70%	71%	72%	73%	74%
KPI 50	Academically underprepared	51% (56/10-9)	54%	57%	61%	65%	69%
KPI 51	Minority	53% (51/97)	56%	59%	62%	65%	69%
Completion rate of PSC 121 (C or better)							
KPI 52	All	75% (48/64)	76%	77%	78%	79%	80%
KPI 53	Academically underprepared	74% (14/19)	74%	74%	75%	75%	75%
KPI 54	Minority	50% (6/12)	55%	60%	65%	70%	75%
Project Supports and Services							
KPI 55	Number of students receiving math, English, science, and other tutoring services	6,044	6,346	6,664	6,997	7,347	7,714
KPI 56	Number of students serviced by Persistence Plus™	0	5,000	5,000	5,000	5,000	5,000

KPI 57	Number of faculty engaged in the Stark State Equity Training course	0	92	0	0	0	0
KPI 58	Number of faculty engaged in ACUE Training series	0	0	106 (Courses 1 & 2)	111 (Courses 3 & 4)	98 (Courses 5 & 6)	98 Repeat (Courses 1 – 6)

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Appendix B: Implementation Strategy

Implementation Timetable for the IDEAS Project			
Overall Project-Related Actions			
Grant Year	Actions/Methods and Timeframe	Participants	Key Performance Indicators (Table 11)
Year 1 10/23-9/24	Advertise, recruit, interview, and hire TIII Activity Coordinator by 1/24; Orient TIII Activity Coordinator to Stark State mission and strategic plan by 2/24; Create project website by 2/24; Meet with External Evaluator and host evaluation visit by 4/24; Conduct mid-year data collection/analysis by 4/24; Conduct year-end evaluation by 9/23; Meet monthly with Title III Steering Committee; Provide updates to the President and Board of Trustees as needed	Title III Project Director; President; Provost; Title III Steering Committee; Board of Trustees; Human Resources; External Evaluator	Title III Activity Coordinator hired; External Evaluator engaged; Project kick-off held; Website launched; Year 1 data collected and analyzed; Informational updates provided and disseminated; Reports compiled and submitted
Years 2-5 10/24-9/28	Make use of prior year evaluation findings to improve current by annually by each November; Provide ongoing updates to the project website; Meet with External Evaluator and host evaluation visit by April annually; Conduct mid-year data collection/analysis by April annually; Conduct year-end evaluation by September annually; Meet monthly with Title III Steering Committee; Provide updates to the President and Board of Trustees as needed	Title III Project Director; President; Provost; Title III Steering Committee; Board of Trustees; External Evaluator; Advancement Office	Collaboration with External Evaluation ongoing; Modifications made for Years 2-5 (as needed); Website updated; Years 2-5 data collected and analyzed; Informational updates provided/disseminated; Reports compiled and submitted
Task 1 – Implement a comprehensive and intrusive student retention program that responds to individual needs and monitors progress and completion.			
Grant Year	Actions/Methods and Timeframe	Participants	Key Performance Indicators (Table 11)
Year 1 10/23-9/24	Identify SI Coordinators for each academic department by 12/23; Purchase and begin expansion of Persistence Plus™ by 1/24; Create training for SI Tutors by 3/24; Identify SI Tutors by 3/24; Train SI Tutors by 5/24; Develop tutoring schedule and assign SI Tutors to courses	TIII Activity Coordinator; Provost; Dean of Arts and Sciences; Dean of Learning and Engagement; Department Chairs; SI	Full-time degree-seeking enrollment is 2,5,91; Full-time degree-seeking retention is 53%; Three-year degree completion rate is 20% for all;

	by 5/24; Begin Year 2 tutoring sessions by 6/24	Tutors; SI Coordinators; Faculty; Director of Institutional Research	SI launched and underway; 6,346 students receive tutoring; Persistence Plus™ engaged (5,000 students)
Year 2 10/24-9/25	Create training for Year 3 SI Tutors by 3/25; Make necessary changes in tutoring process based on assessment of tutoring and effects during the prior year by 3/25; Identify SI Tutors for Year 3 by 3/25; Train Year 3 SI Tutors by 5/25; Develop tutoring schedule and assign SI Tutors to courses by 5/25; Begin Year 3 tutoring sessions by 6/25; Monitor D/F/W rates and D/F/W gap rates of courses (ongoing at the end of summer, fall and spring semesters); Assess courses as part of course assessment process and tutoring as part of co-curricular assessment (ongoing); Hold periodic meetings with Year 2 SI Tutors for training and assessment of practices (ongoing)	TIII Activity Coordinator; Provost; Dean of Arts and Sciences; Dean of Learning and Engagement; Department Chairs; SI Tutors; SI Coordinators; Faculty; Director of Institutional Research	Full-time degree-seeking enrollment is 2,669; Full-time degree-seeking retention is 55%; Three-year degree completion rate is 22% for all; SI Tutoring underway; 6,664 students receive tutoring; Persistence Plus™ engaged (5,000 students)
Year 3 10/25-9/26	Assess and improve tutoring sessions throughout Year 3; Create training for Year 4 SI Tutors by 3/26; Identify SI Tutors for Year 4 by 3/26; Train SI Tutors for Year 4 by 5/26; Monitor D/F/W rates and D/F/W gap rates of courses (ongoing at the end of summer, fall and spring semesters); Assess courses as part of course assessment process and tutoring as part of co-curricular assessment (ongoing); Hold periodic meetings with Year 3 SI Tutors for training and assessment (ongoing)	TIII Activity Coordinator; Provost; Dean of Arts and Sciences; Dean of Learning and Engagement; Department Chairs; SI Tutors; SI Coordinators; Faculty; Director of Institutional Research	Full-time degree-seeking enrollment is 2,749; Full-time degree-seeking retention is 57%; Three-year degree completion rate is 24% for all; SI Tutoring underway; 6,997 students receive tutoring; Persistence Plus™ engaged (5,000 students)
Year 4 10/26-9/27	Develop tutoring schedule and assign SI Tutors to courses by 5/27; Begin Year 4 tutoring sessions by 6/27; Hold periodic meetings with Year 4 SI Tutors for training and assessment (ongoing); Assess and improve tutoring sessions throughout Year 4; Create training for Year 5 SI Tutors by 3/27; Identify SI Tutors for Year 5 by 3/25; Train SI Tutors for Year 5 by 5/27; Develop tutoring schedule and assign SI Tutors to courses by 5/27; Begin	TIII Activity Coordinator; Provost; Dean of Arts and Sciences; Dean of Learning and Engagement; Department Chairs; SI Tutors; SI Coordinators; Faculty; Director of Institutional Research	Full-time degree-seeking enrollment is 2,832; Full-time degree-seeking retention is 59%; Three-year degree completion rate is 27% for all; SI Tutoring underway; 7,347 students receive tutoring; Persistence Plus™ engaged

	Year 5 tutoring sessions by 6/27; Monitor D/F/W rates and D/F/W gap rates of courses (ongoing at the end of summer, fall and spring semesters); Assess courses as part of course assessment process and tutoring as part of co-curricular assessment (ongoing)		(5,000 students)
Year 5 10/27-9/28	Develop tutoring schedule and assign SI Tutors to courses by 5/28; Begin Year 5 tutoring sessions by 6/28; Hold periodic meetings with Year 5 SI Tutors for training and assessment of practices (ongoing); Assess and improve tutoring sessions throughout Year 5; Create training for ongoing SI Tutors by 3/28; Identify (post-grant) SI Tutors by 3/28; Train (post-grant) SI Tutors by 5/28; Monitor D/F/W rates and D/F/W gap rates of courses (ongoing at the end of summer, fall and spring semesters); Assess courses as part of course assessment process and tutoring as part of co-curricular assessment (ongoing); Hold periodic meetings with Year 5 SI Tutors for training and assessment (ongoing)	TIII Activity Coordinator; Provost; Dean of Arts and Sciences; Dean of Learning and Engagement; Department Chairs; SI Tutors; SI Coordinators; Faculty; Director of Institutional Research	Full-time degree-seeking enrollment is 2,917; Full-time degree-seeking retention is 62%; Three-year degree completion rate is 31% for all; SI Tutoring underway; 7,714 students receive tutoring; Persistence Plus™ engaged (5,000 students)
Task 2 – Create an Office of Student Life, Equity, and Leadership Programs that links student needs and success barriers to appropriate supports and services.			
Grant Year	Actions/Methods and Timeframe	Participants	Key Performance Indicators (Table 11)
Year 1 10/23-9/24	Establish location/space for the Office of Student Life, Equity, and Leadership Programs by 10/23; Advertise, recruit, interview and hire Student Diversity and Equity Outreach Coordinator by 1/24; Begin conducting student workshops and trainings in basic financial literacy, study skills, note taking, etc. by 2/24; Launch outreach to students regarding programs by 3/24; Launch early alerts and mid-term intervention strategies by 3/24; Partner with faculty and follow-up with students who did not attend the first day of class by 1/24, 6/24, and 8/24 (to cover all semesters); Review/Revise student orientation by 4/24;	TIII Activity Coordinator; Provost; Dean of Learning and Engagement; Human Resources Director; Faculty; Academic Departments; Student Diversity and Equity Outreach Coordinators	Retention of academically underprepared is 48%; Retention of minority students is 40%; Three-year degree completion rate for academically underprepared is 14%; Three-year degree completion rate for minorities is 12%; Office of Office of Student Life, Equity, and Leadership Programs

	Host orientations for diverse and underrepresented students by 7/24; Host trainings and professional development events related to diversity, equity and success by 8/24; Attend external professional development events as budgeted by 8/24		established; Success and Equity Coordinators hired
Year 2 10/24-9/25	Launch outreach to current students regarding programs by 10/24; Launch early alerts and mid-term intervention strategies by 10/24; Host orientations by 7/25; Partner with faculty and follow-up with students who did not attend the first day of class and students not making academic progress by 1/25, 6/25, and 8/25 (to cover all semesters); Conduct student workshops and trainings in basic financial literacy, study skills, note taking, etc. by 11/24; Host trainings and professional development events related to diversity, equity and success by 8/25; Connect students to community resources to eliminate educational barriers by 11/24; Provide support to international and English language learners by connecting them to internal supports by 11/24; Establish a computer lab in the Office by 8/25; Work with the Student Services/Enrollment Management Office to develop guided pathways for in-demand, high-wage academic programs with urban high schools by 6/25; Connect students of color to co-ops, work-based learning opportunities, and employers by 6/25; Purchase and install computers by 1/24; Attend external professional development events as budgeted by 8/25	TIII Activity Coordinator; Provost; Dean of Learning and Engagement, Faculty; SI Tutors; Career Services Staff; Enrollment Management Staff; Student Diversity and Equity Outreach Coordinators	Retention of academically underprepared is 50%; Retention of minority students is 43%; Three-year degree completion rate for academically underprepared is 16%; Three-year degree completion rate for minorities is 14%; Computer lab established
Year 3 10/25-9/26	Outreach to current students regarding programs by 10/25; Host orientations by 7/26; Launch early alerts and mid-term intervention strategies by 10/25; Partner with faculty and follow-up with students who did not attend the first day of class and students not making academic progress by 1/26, 6/26, and 8/26 (to cover all semesters);	TIII Activity Coordinator; Provost; Dean of Learning and Engagement; Faculty; SI Tutors; Career Services Staff; Enrollment Management Staff; Student	Retention of academically underprepared is 52%; Retention of minority students is 46%; Three-year degree completion rate for academically underprepared is

	<p>Conduct student workshops and trainings in basic financial literacy, study skills, note taking, etc. by 11/25; Host trainings and professional development events related to diversity, equity and success by 8/26; Connect students to community resources to eliminate educational barriers by 11/25; Provide support to international and English language learners by connecting them to internal supports by 11/25; Work with the Student Services/Enrollment Management Office to develop guided pathways for in-demand, high-wage academic programs with urban high schools by 6/25; Connect students of color to co-ops, work-based learning opportunities, and employers by 6/25; Attend external professional development events as budgeted by 8/26</p>	Diversity and Equity Outreach Coordinators	19%; Three-year degree completion rate for minorities is 17%
Year 4 10/26-9/27	<p>Outreach to current students regarding programs by 10/26; Host orientations by 7/27; Launch early alerts and mid-term intervention strategies by 10/26; Partner with faculty and follow-up with students who did not attend the first day of class and students not making academic progress by 1/27, 6/27, 8/27 (to cover all semesters); Conduct student workshops and trainings in basic financial literacy, study skills, note taking, etc. by 11/26; Host trainings and professional development events related to diversity, equity and success by 8/27; Connect students to community resources to eliminate educational barriers by 10/26; Provide support to international and English language learners by connecting them to internal supports by 11/26; Connect students of color to co-ops, work-based learning opportunities, and employers by 6/27; Attend external professional development events as budgeted by 8/27</p>	TIII Activity Coordinator; Provost; Dean of Learning and Engagement; Faculty; SI Tutors; Student Diversity and Equity Outreach Coordinators	Retention of academically underprepared is 54%; Retention of minority students is 49%; Three-year degree completion rate for academically underprepared is 22%; Three-year degree completion rate for minorities is 20%
Year 5	<p>Outreach to current students regarding programs by 10/27; Host orientations by 7/28; Launch early alerts and</p>	TIII Activity Coordinator; Provost; Dean of Learning	Retention of academically underprepared is 56%;

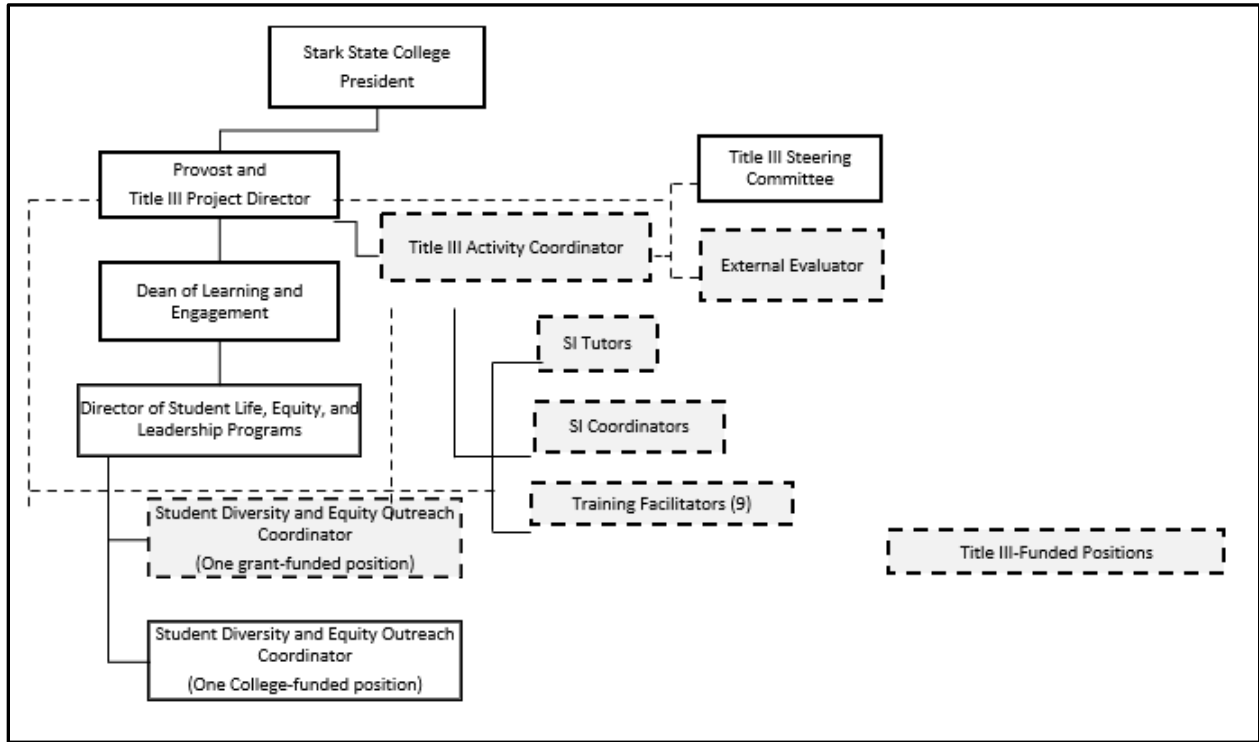
10/27-9/28	mid-term intervention strategies by 10/27; Partner with faculty and follow-up with students who did not attend the first day of class and students not making academic progress by 1/28, 6/28, and 8/28 (to cover all semesters); Conduct student workshops and trainings in basic financial literacy, study skills, note taking, etc. by 11/27; Host trainings and professional development events related to diversity, equity and success by 8/28; Replace and expand computers in Office lab by 8/28; Connect students to community resources to eliminate educational barriers from by 10/27; Provide support to international and English language learners by connecting them to internal supports by 11/27; Connect students of color to co-ops, work-based learning opportunities, and employers by 6/28; Attend external professional development events as budgeted by 8/28	and Engagement; Faculty; SI Tutors; Student Diversity and Equity Outreach Coordinators	Retention of minority students is 52%; Three-year degree completion rate for academically underprepared is 26%; Three-year degree completion rate for minorities is 23%
Task 3 – Expand faculty/staff training focused on student success, retention, and achievement.			
Grant Year	Actions/Methods and Timeframe	Participants	Key Performance Indicators (Table 11)
Year 1 10/23-9/24	Identify three Equity Training Facilitators and six ACUE Facilitator Course Developers by 10/23; Identify faculty to take internal equity training and/or internal ACUE training courses by 10/23; Train Equity Training Facilitators by 12/23; Complete respective ACUE Facilitator Course Developers courses by 5/24; Develop internal ACUE training based on ACUE courses by 8/24; Analyze the high DFW equity gap courses and incorporate training and best practices into master courses by 5/24	TIII Activity Coordinator; Provost; Dean of Arts and Sciences; Dean of Learning and Engagement; Director of Institutional Research; Academic Departments; Training Facilitators; Faculty	Facilitators trained; Internal training developed; 92 faculty engaged in equity training
Year 2 10/24-	Implement course changes identified in Year 1 by 1/25; Assess prior year training courses by 6/25; Monitor the D/F/W equity gap and D/F/W rate for gateway courses	TIII Activity Coordinator; Provost; Dean of Arts and Sciences; Dean of Learning	Courses/instruction modified; Gateway courses show improved performance (see

9/25	identified for internal equity training (ongoing)	and Engagement; Director of Institutional Research; Academic Departments; Training Facilitators; Faculty	Table 11); 106 faculty engaged in ACUE series
Year 3 10/25-9/26	Introduce additional improvements where needed by 8/26; Scale proven best practices from internal equity course training by 12/25; Implement changes identified in Year 2 ACUE course training by 1/26; Assess prior year training courses by 6/26; Monitor the D/F/W equity gap and D/F/W rate for courses identified for internal equity training (ongoing) and ACUE training courses (ongoing)	TIII Activity Coordinator; Provost; Dean of Arts and Sciences; Dean of Learning and Engagement; Director of Institutional Research; Academic Departments; Training Facilitators; Faculty	Gateway courses show improved performance (see Table 11); 111 faculty engaged in ACUE series
Year 4 10/26-9/27	Introduce additional improvements where needed by 8/27; Monitor the D/F/W equity gap and D/F/W rate for selected courses identified for prior year (ongoing); Introduce additional improvements where needed by 8/27; Implement changes identified in Year 3 ACUE course training by 1/27; Monitor the D/F/W equity gap and D/F/W rate for courses identified for internal equity training (ongoing) and ACUE training courses (ongoing); Provide adjunct training in departmental course changes by 12/26	TIII Activity Coordinator; Provost; Dean of Arts and Sciences; Dean of Learning and Engagement; Director of Institutional Research; Academic Departments; Training Facilitators; Faculty	Gateway courses show improved performance (see Table 11); 98 faculty engaged in ACUE series
Year 5 10/27-9/28	Hold professional development training meeting to scale best practices to their respective courses by 11/27; Monitor the D/F/W equity gap and D/F/W rate for selected courses identified for prior year (ongoing)	TIII Activity Coordinator; Provost; Dean of Arts and Sciences; Dean of Learning and Engagement; Institutional Research Director; Academic Departments; Training Facilitators; Faculty	Gateway courses show improved performance (see Table 11); 98 faculty engaged in ACUE series

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Appendix C: SSC's Title III Project Organizational Chart



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Appendix D: Grant-Funded and Key Project Personnel

Title III Activity Coordinator (100% time; 100% TIII-funded; Reports to the Title III Project Director)
Minimum Qualifications: Undergraduate degree; Project management experience; Knowledge of training and professional development principles; Excellent written and verbal communications skills; Ability to communicate technical concepts and ideas to individuals and groups; Familiarity with Internet and web-based applications desirable.
Preferred Qualifications: Graduate degree; Experience with managing projects in a higher education setting; Experience managing federal grant projects
Key Duties and Responsibilities: <ul style="list-style-type: none">– Oversee all implementation activities– Participate in hiring of project-related personnel– Interface with IT to ensure integration of technology enhancements for each initiative– Manage the project website– Foster College-wide participation in project activities– Ensure accomplishment of activity objectives– Prepare monthly Title III reports to the Title III Project Director– Participate in annual Title III evaluation– Assist the Title III Project Director in US Department of Education reporting

Student Diversity and Equity Outreach Coordinators (Two positions with only one being Title III-funded)
Minimum Qualifications: Graduate degree in higher education administration, college student personnel administration, counseling, or other related field; Two years of experience working in a higher education institution with a background in program development of academic services and working with diverse students
Key Duties and Responsibilities: <ul style="list-style-type: none">– Assist in developing and implementing retention and persistence programs designed to increase completion of diverse student populations, such as advising, early alert follow-ups, academic progress checks with mid-term grades, welcome and onboarding events for new students– Assist with course completion, credit accumulation, graduation, and transfer of diverse student populations– Collaborate with the College community through meaningful strategies to increase awareness on issues of diversity and equity to close achievement gaps– Serve as a resource and advocate for underrepresented students and diverse populations, by connecting them to campus and community resources– Provide direct services to students from underrepresented and diverse populations thorough advising, individual and group meetings on developing study skills, test taking and note-taking strategies and training opportunities– Provide support to international and ELL students by serving as a campus resource and connecting them to vital agencies within Summit and Stark Counties

Supplemental Instruction Tutors

(Hourly; 100% TIII-funded)

Minimum Qualifications: Undergraduate degree in field or related area

Key Duties and Responsibilities:

- Attend SI training with SI Coordinators
- Work with SI Coordinators and faculty to develop learning sessions for students
- Provide tutoring to students in designated courses either one-one-one, in a group setting, or in a virtual environment
- Provide regular feedback to course faculty, SI Coordinators, and Title III Activity Coordinator
- Assist in assessment of SI program.

Certain other Stark State personnel will be integral to the success of the **IDEAS Project**. These personnel are presented in Table 20 along with their qualifications and project relationship.

Other Involved Roles Across the Institution	
Name and Role	Project Relationship and Experience
Dr. Stephanie Sutton, Vice President of Enrollment Management	Dr. Stephanie Sutton has served in the role of Vice President of Enrollment Management for more than three years. Prior to her role with Stark State, she served as Associate Provost for Lorain County Community College. Dr. Sutton and her team will work collaboratively with the Office of Student Life, Equity, and Leadership Programs to ensure intrusive advising and academic program selection occurs.
Dr. Danette Bosh Alexander, Dean of Learning and Engagement	Dr. Danette Bosh Alexander serves as the Dean of Learning and Engagement. She has an extensive background in student success and academic support at institutions of higher education. Dr. Bosh Alexander will help guide the creation of the new Office of Student Life, Equity, and Leadership Programs.
Dr. Andy Stephan, Dean of Arts and Sciences	Dr. Stephan has served as the Dean of Arts and Sciences at Stark State College for more than eight years. He has extensive experience in developmental education, supplemental instruction, and other interventions for students. Mr. Stephan will collaborate with the project on the implementation of tutoring and supplemental instruction efforts.
Ms. Shari Brooks, Director of Student Life, Equity, and Leadership Programs	Ms. Shari Brooks will oversee staff within the Office of Student Life, Equity, and Leadership Programs. She has more than 19 years of higher education experience. She has led the development of first-year experience programs and various retention and diversity initiatives.
Mr. Peter Trumpower, Director of Institutional Research	Mr. Peter Trumpower has more than 15 years of institutional research at Stark State College. He will support the Title III Project Director and Title III Activity Coordinator in data collection and assessment of key performance indicators.
Ms. Mandy Hinkel, Director of Career Services and Workforce Development	Ms. Mandy Hinkel oversees the Office of Career Services and Workforce. She has a team of two Career Specialists, and together, they serve all Stark State students career exploration, resume writing, interview skills, and more. Ms. Hinkel will partner with the new Office of Student Life, Equity, and Leadership Programs to ensure minority and underserved

	students have access to all services, with focus on internships and work-based learning experiences.
Ms. Ekaterina Miller, Grants Accountant	Ms. Ekaterina Miller is the Grants Accountant. She will work with the Title III Project Director and Title III Activity Coordinator to ensure that budget items are appropriately spent and aligned with intended purposes.
External Evaluators	As detailed in the Evaluation Plan.

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Appendix E: Time and Effort Report

**Stark State College
Title III Time and Effort Report
For [month and year]**

Name _____ Position _____

Date	Tasks	Hours	Accum Hours

Certified as accurate by [employee signature] Date _____

Approved by [supervisor signature] Date _____

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Appendix F: APR and IPR

For guidance in using the APR, go to the HEP IS web site

<https://hepis.ed.gov/main/help>

then, Click on the “Title III/Title V Performance Report (IS APR) Resources.” Then, click on one of the options beneath the “Title III/Title V Performance Report (IS APR) Resources.”

+ Title III/Title V Performance Report (IS APR) Resources

Annual Performance Reports (APRs):

User Guide:

[IS APR User Guide v 1.4](#)

Blank Forms:

[Blank APR Form \(all grants\)](#)

Technical Assistance:

IS APR Webinar (1/26/2022) :

[TA Webinar Recording](#)

[TA Presentation Slides](#)

[TA Chat Questions and Responses](#)

IS APR Webinar (3/25/2021)

[TA Presentation Slides](#)

Similar assistance is provided for the Interim Performance Report (IPR) under the Title III/Title V Performance Report (IS APR) Resources for the IPR (*see the following page*).

Interim Performance Reports (IPRs – FIRST YEAR GRANTEES ONLY):

User Guide:

The [IPR User Guide v 1.1](#)

Instructions:

[ED Form 524B: Instructions](#)

Blank Forms:

[ED Form 524B: Cover Sheet and Executive Summary](#)

[ED Form 524B: Sections A-C: Project Status, Budget, & Additional Information](#)

Technical Assistance:

Interim Report Webinar (4/20/2023) :

[TA Webinar Recording](#)

IS IPR Webinar (4/14/2022):

[TA Webinar Recording](#)

[TA Presentation Slides](#)

[TA Chat Questions and Responses](#)

IS IPR Webinar (4/13/2021):

[TA Presentation Slides](#)

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Appendix G: 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.

Annual Performance Report- All grantees must file a performance report at the end of each grant year. By regulation, it is due 90 days following the end of the grant period; however, recent deadlines have been shifted into early March. For guidance in using the APR, go to <https://hepis.ed.gov/main/help>. Click on the “Title III/Title V Performance Report (IS APR) Resources.” Then, click on one of the options beneath the “Title III/Title V Performance Report (IS APR) Resources.”

Assistance Listings- (formerly the Catalog of Federal Domestic Assistance). Assistance listings are detailed public descriptions of federal programs that provide grants, loans, scholarships, insurance, and other types of assistance awards. You may browse assistance listings across all government agencies to learn about potential funding sources. Each program has an Assistance Listing Number (ALN). For example ALN 84.031 includes the Strengthening Institutions Program.

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.

CCR – See [SAM](#)

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— The **Current Issue** section of the *Federal Register* is 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. The **Public Inspection** section of the *Federal Register* contains the *Federal Register* as it is scheduled for publication on the following day, thus giving readers the opportunity to see “tomorrow’s *Federal Register* today.”

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.

G6 (formerly 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 (NICRA)— 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.

Interim Performance Report (IPR)- All grantees must file an Interim performance report at the end of each grant year. By regulation, it is due 90 days following the end of the grant period; however, recent deadlines have been shifted into early March. For guidance in using the APR, go to <https://hepis.ed.gov/main/help>. Click on the “Title III/Title V Performance Report (IS APR) Resources.” Then, click on one of the options beneath the “Title III/Title V Performance Report (IS APR) Resources.”

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.

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](#) .

SAM (System for Award Management) – Formerly CCR, SAM registration is required to work as a federal contractor or receive business or nonprofit grants. Once approved, the SAM Registration must be updated annually.

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.