Internal Controls Manual

Fostering Pathways to Success Grant (FP2S)

TEXAS A&M
UNIVERSITY
KINGSVILLE

TEXAS A&M UNIVERSITY – KINGSVILLE
FOSTERING PATHWAYS TO SUCCESS (FP2S)
INTERNAL CONTROLS MANUAL
TITLE V GRANT P031S200040

U.S. DEPARTMENT OF EDUCATION PROGRAM OFFICER: ROBIN DABNEY
PROJECT DIRECTOR: DR. AGNES L. FLORES

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INTRODUCTION

U.S. DEPARTMENT OF EDUCATION

Developing Hispanic-Serving Institutions Program – Title V

The Developing Hispanic-Serving Institutions (DHSI) Program provides grants to assist HSIs in expanding educational opportunities for, and improving the attainment of, Hispanic students. DHSI Program grants also expand and enhance their academic offering, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping large numbers of Hispanic students and other low-income individuals complete postsecondary degrees.

Laws, Regulations, and Guidance: https://www2.ed.gov/programs/idueshsi/index.html

Developing Hispanic-Serving Institutions Program:

- Title V, Part A of the Higher Education Act, as amended (20 U.S.C. 1101-1101d; 1103-1103g)
- 34 CFR Part 606

Program Officer for the Title V FP2S Grant is Robin Dabney.

The primary role of Hispanic-Serving Institutions (HSI) Division program officer is to provide technical assistance relating to programmatic and fiscal management of the federally-funded grant to ensure that project goals and objectives identified in the original grant application are met successfully. Program officer responsibilities include: reviewing performance reports; external evaluation reports; monitoring projects to assess compliance; and responding to requests such as travel approvals, administrative actions, and staff changes. External outreach and project monitoring are achieved through site visits that provide the opportunity to interact with administrators, staff, and students.

DHSI STAFF

HSI Division Director - **Beatriz Ceja**
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Mailing Address:

U.S. Department of Education, OPE
Higher Education Programs
Institutional Service
Developing Hispanic-Serving Institutions Program
400 Maryland Avenue, S.W.
Washington, DC 20202

Eligibility

Who May Apply (by category): Institutions of Higher Education (IHEs)
Who May Apply (specifically): Institutions must be designated eligible for the Title V Part A and the Title III, Part F programs, and each must be defined as an HSI.
There is an application process to determine eligibility. Please refer to the most recent Application for Designation as an Eligible Institution. If you have questions about the designation of eligibility process, please contact the program office.
Refer to the Tips and Assistance section on the Eligibility page to find more information, the latest webinar schedule, and/or presentations regarding eligibility.

DHSI PROGRAM REGULATIONS AND UNIFORM GUIDANCE

The Uniform Guidance (2 CFR 200) streamlines and consolidates government re3quirements for receiving and using federal awards so as to reduce administrative burden and improve outcomes.

Applicable Regulations:
- Program Statute
- EDGAR-34 CFR Parts 75,77,79,82,84,86,97,98, and 99
- EDGAR-34 CFR Part 606
- The OMB Guidelines to Agencies on Government-wide Debarment and Suspension – 2CFR 180, as adopted and amended in 2 CFR Part 3474
- The uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFDR Part 200, as adopted and amended in 2 DFR part 3474.

https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html

EDGAR – Education Department General Administrative Regulations
OMB – Office of Management and Budget

PROJECT ABSTRACT
Texas A&M University-Kingsville
(TAMUK) Fostering Pathways to Success

The Fostering Pathways to Success (FP2S) grant project will provide students and TAMUK Stakeholders with pathways that foster retention, persistence and completion to graduation through student-centered high-impact practices.

 Goal 1 addresses the need to increase the number of Hispanic and low-income students that will participate in undergraduate research, internships, and financial literacy workshops. The Association of American Colleges and Universities identifies both internships* and undergraduate research* as high-impact practices that increase student retention rates, student engagement, and graduation.

Goal 2 addresses the need to provide professional development to faculty interested in redesigning their course to include classroom-based undergraduate research through a High-Impact Practices in Higher Education Conference held annually. Through this initiative, faculty will acquire knowledge and skills to enhance student learning via classroom-based research.
Additionally, Goal 2 will facilitate collaborative series of meetings between TAMUK Stakeholders and surrounding area employers to create academic plans that address industry required marketable skills.

Goal 3 will provide Hispanic and low-income students an opportunity to gain knowledge and skills through a Design, Explore, and Create (DEC) Makerspace Studio. This space will invite users to explore traditional and digital media, interact with mentors and peers, engage in creative projects, help students develop their creativity and collaboration skills, implement project-based learning, and promote campus learning spaces effectively.

Competitive Preference Priority (CPP) 1 addresses improving collaboration between TAMUK education providers and employers to ensure student learning objectives are aligned with the skills or knowledge required for employment in-demand industry sectors through facilitated meetings between educators and employers. Furthermore, CPP provides work-based learning experiences through monetarily supported internships on and off-campus.

Competitive Preference Priority (CPP) 2 provides a series of financial literacy seminars that affords students the opportunity to gain knowledge and skills of markets in economics, higher education financing and repayment, and other skills aimed at building personal financial understanding and responsibility.

Promising Evidence Studies:
* Harrison, M., Dunbar, D., Ratmansky, L., Boyd, K., Lopatto, D. (2010). Classroom-Based Science Research at the Introductory Level: Changes in Career Choices and Attitude. *Life Sciences Education* Vol. 10,279-286, Fall 2011 https://doi.org/10.1187/cbe.10-12-01511

**Gault, J., Leach, E., & Duey, M. (2010). Effects of Business Internship Job Marketability: The Employers' Perspective. *Education& Training*, 52(1),76-88. https://doi.org/10.1108/00400911011017690

TITLE V PERFORMANCE MEASURES

TAMUK is committed to support research and student-centered programs that will increase enrollment, retention, persistence, and graduation rates. The **FP2S** grant project seeks to implement classroom-based UR in the curriculum under **Goal 1 – AO1**. Once faculty have implemented a sustainable UR component in their redesigned course, they will continue to offer their course(s) with UR upon completion of the five-year cycle. The grant provides a one-time stipend and after the first-time implementation of the redesigned course, faculty will continue to implement the course redesign, hence the institutionalization of the program. No additional cost will be incurred by the university at the end of the five-year grant cycle.

AO2 is designed as a collaborative service with the University's Career Services Department. The goal is to be more intentional with identifying businesses and industry in our community to increase the number of internships. Since most internships are not financially supported, the grant seeks to provide scholarship assistance for students who complete on or off campus internships. **AO2** works in conjunction with **AO3** which will allow TAMUK to sustain the paid internship program through the establishment of an endowment fund specifically for this purpose. TAMUK Career Services staff will be given the responsibility of disseminating the endowment funds to continue with on and off campus internships after the grant is completed.

AO4 provides student-centered financial literacy seminar series. The financial literacy seminars planned through **AO4** will be captured and information gathered will be made available to all students through the Title V website. Information will be continually updated. The Title V staff will coordinate with the Financial Aid office to continue disseminating financial literacy information on a variety of topics.

TAMUK has an established Deans Council and a Faculty Council that meet monthly. These two councils are essential to **FP2S** grant **Goal 2 AOs 5 & 6**. The HIPHE Conference allows for the **FP2S** grant to bring professional development presenters to campus to address the key project components initiated through the grant 1) UR, 2) student internships, and 3) student- centered financial literacy. TAMUK administration and deans will be encouraged to bring faculty to similar on-campus professional development days through department funding.

In order to continue the dialogue of bridging the gap of educational challenges to ensure that students graduate with the marketable skills needed to meet industry requirements, the TAMUK Career Services Department will be responsible for setting up annual meetings between TAMUK campus stakeholders and local businesses and industry for **AO 6** when the grant ends.

Goal 3 – AOs 7 & 8 to renovate and create a makerspace place on campus named a Design, Explore, and Create (DEC) Makerspace Studio in Jernigan Library in collaboration with the Distance Learning and Instructional Technology Department (DLIT) Through the DEC
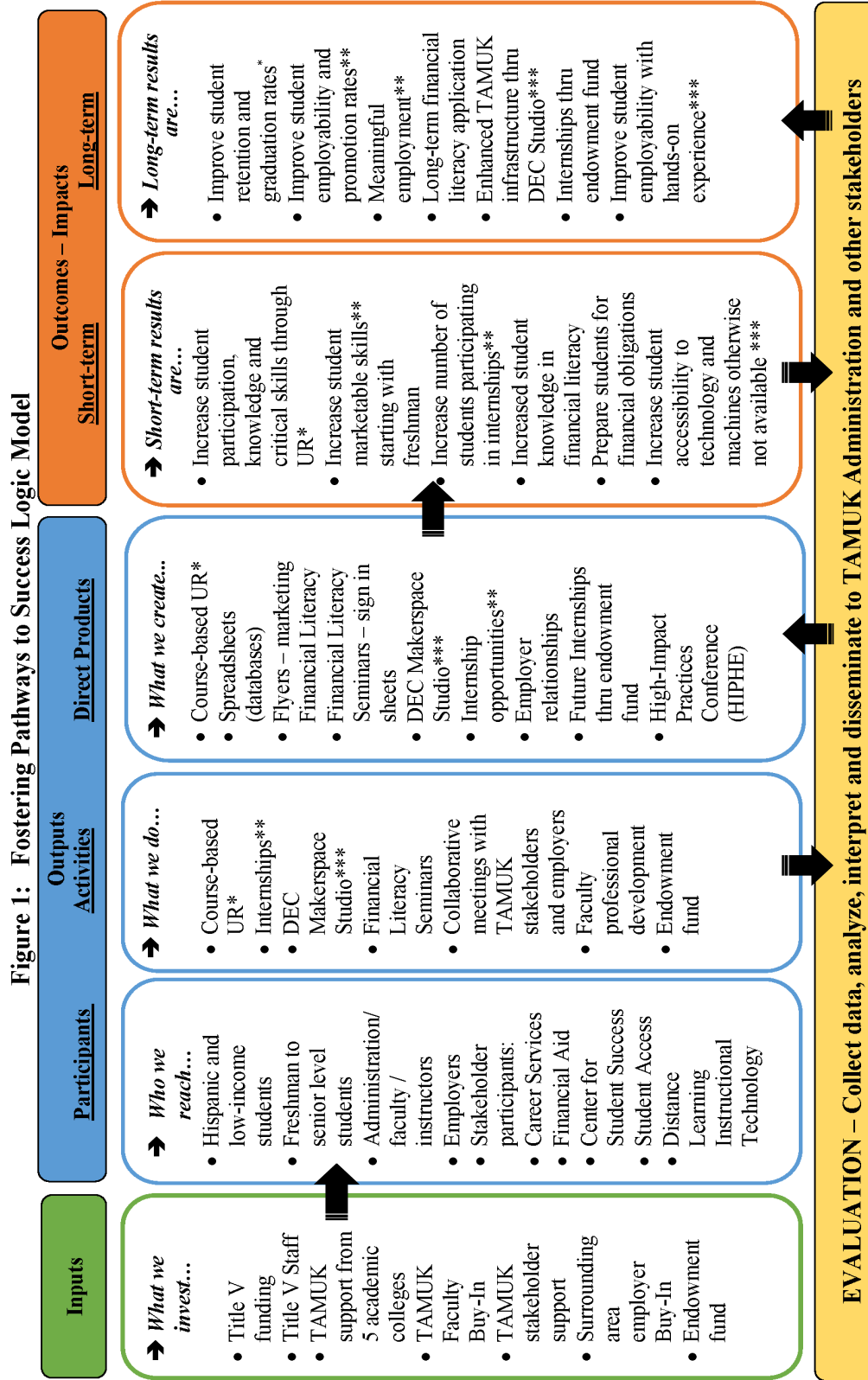
Makerspace Studio, the grant will serve students by offering an opportunity to learn new technology software, explore new approaches to solving problems through a dedicated space that provides equipment and software not otherwise available. The DEC Makerspace Studio will forge new collaborations and interdisciplinary interactions across campus, enrich learning and contribute to the cultivation of a future workforce. The DEC Makerspace Studio will become a part of the Jernigan Library and incur costs for necessary upgrades through their student support funds. DLIT is also located in the library and they will work with library staff to update equipment and software and add additional technology as deemed necessary by the institution.

Title V grant staff will be absorbed through university department to program student service support programs. At this time, the grant staff will commit 100% of their time to ensuring that the grant goals and AOs are completed and successful.
that the grant goals and AOs are completed and successful.

Project Objective	Performance Goal	Measurable Outcomes
AO 1: Increase the number of Hispanic and low-income students who participate in Undergraduate Research redesigned courses	-The number of courses that will be redesigned -# of students who register for redesigned courses -Track number of students who participate through course completion, retention, persistence, and graduation	-Increase the number of redesigned courses by 5 courses each year -Provide $2,500 stipend to faculty awardees who redesign courses
AO2: Increase the number of Hispanic and low-income students who participate in on and off-campus internships	-10 internship opportunities will be identified during the first year. 80 students will participate in internships by end of year 5 - Students will be tracked for 6 months following graduation and employment	-Develop off-campus relationships with employers to provide work-based learning experiences for students -Pair students with major related internships -Provide participating students with $2,000 scholarship for participating in semester-long internships
AO3: Establish a TAMUK Endowment to support on and off campus internships	-Raise $25,000 annually and match with federal dollars to be used for on and/or off-campus internships	-funds will be raise through the TAMUK Foundation annually and placed in an endowment fund to support student internships
AO4: Increase the number of Hispanic and low-income students who participate in student-centered financial literacy seminars	-The number of students who participate in individual seminar -The number of students who complete the seminar series in its entirety	-Increase the number of Hispanic students who participate in financial literacy seminar series by 60% by end of year 5 -Baseline is 200 participants

	-The number of students who find financial literacy seminar beneficial	
AO5: Facilitate a campus-wide High Impact Practices conference for faculty professional development	-The number of faculty who register for the conference -# of faculty who find the conference beneficial	-Increase faculty attendance participation by 40% in year 5 -Baseline is 75 faculty in 2021
AO6: Facilitate collaborative meetings between TAMUK stakeholders and employers to create academic plans that addresses industry required marketable skills	-Identify marketable skills desired by business and industry as they relate to course work	-Host a minimum of 5 collaborate meetings between employers and TAMUK stakeholders every year – preferably in the fall semester
AO7: Renovate a space in the Jernigan Library to create the Design, Explore, Create (DEC) Makerspace Studio	-Completion of the renovated space	-The Title V Director will meet regularly with TAMUK's Project Manager to discuss plans for renovation process
AO8: Increase the number of Hispanic and low-income students who use the DEC Makerspace Studio	-The number of students utilizing the DEC Makerspace Studio -The number of students who find the DEC Makerspace Studio necessary to increase their marketable skills	-Equip the DEC Makerspace Studio with state-of-the-art technology and software, computer applications, and tools to manage and manipulate data

LOGIC MODEL

Figure 1: Fostering Pathways to Success Logic Model

Inputs	Participants	Outputs		Outcomes – Impacts	
		Activities	**Direct Products**	**Short-term**	**Long-term**

Inputs

➔ *What we invest…*

- Title V funding
- Title V Staff
- TAMUK support from 5 academic colleges
- TAMUK Faculty Buy-In
- TAMUK stakeholder support
- Surrounding area employer Buy-In
- Endowment fund

Participants

➔ *Who we reach…*

- Hispanic and low-income students
- Freshman to senior level students
- Administration/ faculty / instructors
- Employers
- Stakeholder participants:
- Career Services
- Financial Aid
- Center for Student Success
- Student Access
- Distance Learning Instructional Technology

Outputs – Activities

➔ *What we do…*

- Course-based UR*
- Internships**
- DEC Makerspace Studio***
- Financial Literacy Seminars
- Collaborative meetings with TAMUK stakeholders and employers
- Faculty professional development
- Endowment fund

Direct Products

➔ *What we create...*

- Course-based UR*
- Spreadsheets (databases)
- Flyers – marketing
- Financial Literacy
- Financial Literacy Seminars – sign in sheets
- DEC Makerspace Studio***
- Internship opportunities**
- Employer relationships
- Future Internships thru endowment fund
- High-Impact Practices Conference (HIPHE)

Outcomes – Impacts: Short-term

➔ *Short-term results are…*

- Increase student participation, knowledge and critical skills through UR*
- Increase student marketable skills** starting with freshman
- Increase number of students participating in internships**
- Increased student knowledge in financial literacy
- Prepare students for financial obligations
- Increase student accessibility to technology and machines otherwise not available ***

Outcomes – Impacts: Long-term

➔ *Long-term results are…*

- Improve student retention and graduation rates*
- Improve student employability and promotion rates**
- Meaningful employment**
- Long-term financial literacy application
- Enhanced TAMUK infrastructure thru DEC Studio***
- Internships thru endowment fund
- Improve student employability with hands-on experience***

EVALUATION – Collect data, analyze, interpret and disseminate to TAMUK Administration and other stakeholders

* Promising Evidence Study – Harrison, M., Dunbar, D., Ratmansky, L., Boyd, K., & Lopatto, D. (2011). Classroom-Based Science Research at the Introductory Level: Changes in Career Choices and Attitude. *CBE—Life Sciences Education, 10*(3), 279–286. doi: 10.1187/cbe.10-12-0151

** Promising Evidence Study – Gautl, J., Leach, E., & Duey, M. (2010). Effects of Business Internships on Job Marketability: The Employers' Perspective. *Education & Training, 52*(1), 76-88. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2804096

*** Promising Evidence Study-- Forest, Craig & Moore, Roxanne & Fasse, Barbara & Linsey, Julie & Newstetter, Wendy & Ngo, P. & Quintero, C. (2014). The Invention Studio: A University Maker Space and Culture. Advances in Engineering Education. 4.

DHSI 2020 FEDERAL ALLOWABLE AND UNALLOWABLE COSTS
DHSI 2020 New Project Director's Guide

34 CFR Subpart A – General Sec. 75.530 Subtitle: Allowable Cost

ALLOWABLE EXPENSES

Special Note:
200.432   Conferences.
A conference is defined as a meeting, retreat, seminar, symposium, workshop or event whose primary purpose is the dissemination of technical information beyond the non-Federal entity and is necessary and reasonable for successful performance under the Federal award. Allowable conference costs paid by the non-Federal entity as a sponsor or host of the conference may include rental of facilities, speakers' fees, costs of meals and refreshments, local transportation, and other items incidental to such conferences unless further restricted by the terms and conditions of the Federal award.

COMMON ACTIVITIES	**ALLOWABLE EXPENDITURES**
-Student Support Services	-Outreach Activities
-Curriculum Development	-Stipends to Students
-Construction/Renovation	-Student Travel Applicable to Project
-Online Course Development	-Staff Travel Applicable to Project
-Peer Mentoring/Tutoring	-Meals at Meetings or Conferences related to
-Faculty Development	the project or program
-Evaluation Projects	-Furnishing Student Centers, Labs, etc.
-Endowment Fund	- Evaluation Expenditures
	-Equipment Purchases

UNALLOWABLE COSTS

-Indirect Costs
-Alcohol Purchases
-Cost of Extra-Curricular Activities unless tied Directly to the Grant
-Payment of Salaries for College-Wide Officials
-*Training related to race (i.e. "cultural sensitivity," "diversity")

> *Per the Presidential signing of the Executive Order signed on 9/22/20, certain Training relating to race, culture, diversity, etc. may not be permitted with Federal funds. If you have proposed training of this nature, please seek prior approval from the DHSI Division Director, Beatriz Ceja at Beatriz.ceja@ed.gov.

New Project Director's Guide

34 CFR Subpart F – General Sec. 75.700
Subtitle: Fiscal control and fund accounting procedures

-A grantee shall comply with applicable statutes, regulations, and approved applications, and shall use Federal funds in accordance with those statutes, regulations, and applications.

-A grantee shall directly administer or supervise the administration of the project.

-A grantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

-A grantee may use grant funds only for obligations it makes during the grant period.

If the obligation is for—	The obligation is made—
(a) Acquisition of real or personal property.	On the date the grantee makes a binding written commitment to acquire the property.
(b) Personal services by an employee of the grantee.	When the services are per-formed.
(c) Personal services by a contractor who is not an employee of the grantee.	On the date on which the grantee makes a binding written commitment to obtain the services.
(d) Performance of work other than personal services.	On the date on which the grantee makes a binding written commitment to obtain the work.
(e) Public utility services	When the grantee receives the services.
(f) Travel	When the travel is taken.
(g) Rental of real or personal property.	When the grantee uses the property.
(h) A pre-agreement cost that was properly approved by the Secretary under the cost principles identified in 34 CFR 74.171 or 80.22.	

75.720 Financial and performance reports.

(a) This section applies to the reports required under—

(1) 34 CFR 74.51 (Monitoring and re- porting program performance) and 34 CFR 74.52 (Financial reporting); and

(2) 34 CFR 80.40 (Monitoring and re- porting program performance) and 34 CFR 80.41 (Financial reporting).

(b) A grantee shall submit these re- ports annually, unless the Secretary allows less frequent reporting. How- ever, the Secretary may require a grantee of a grant made under 34 CFR part

700, 706, 707, or 708 (certain pro- grams of the Office of Educational Re- search and Improvement) to submit performance reports more often than annually.

© The Secretary may require a grantee to report more frequently than annually under 34 CFR 74.14 (Special award conditions), 34 CFR 74.21 (Stand- ards for financial management sys- tems), 34 CFR 80.12 (Special grant or subgrant conditions for ''high-risk'' grantees) or 34 CFR 80.20 (Standards for financial management systems).

(Authority: 20 U.S.C. 1221e–3 and 3474)

[57 FR 30340, July 8, 1992, as amended at 64 FR 50392, Sept. 16, 1999]

TAMUK Policy and Procedures
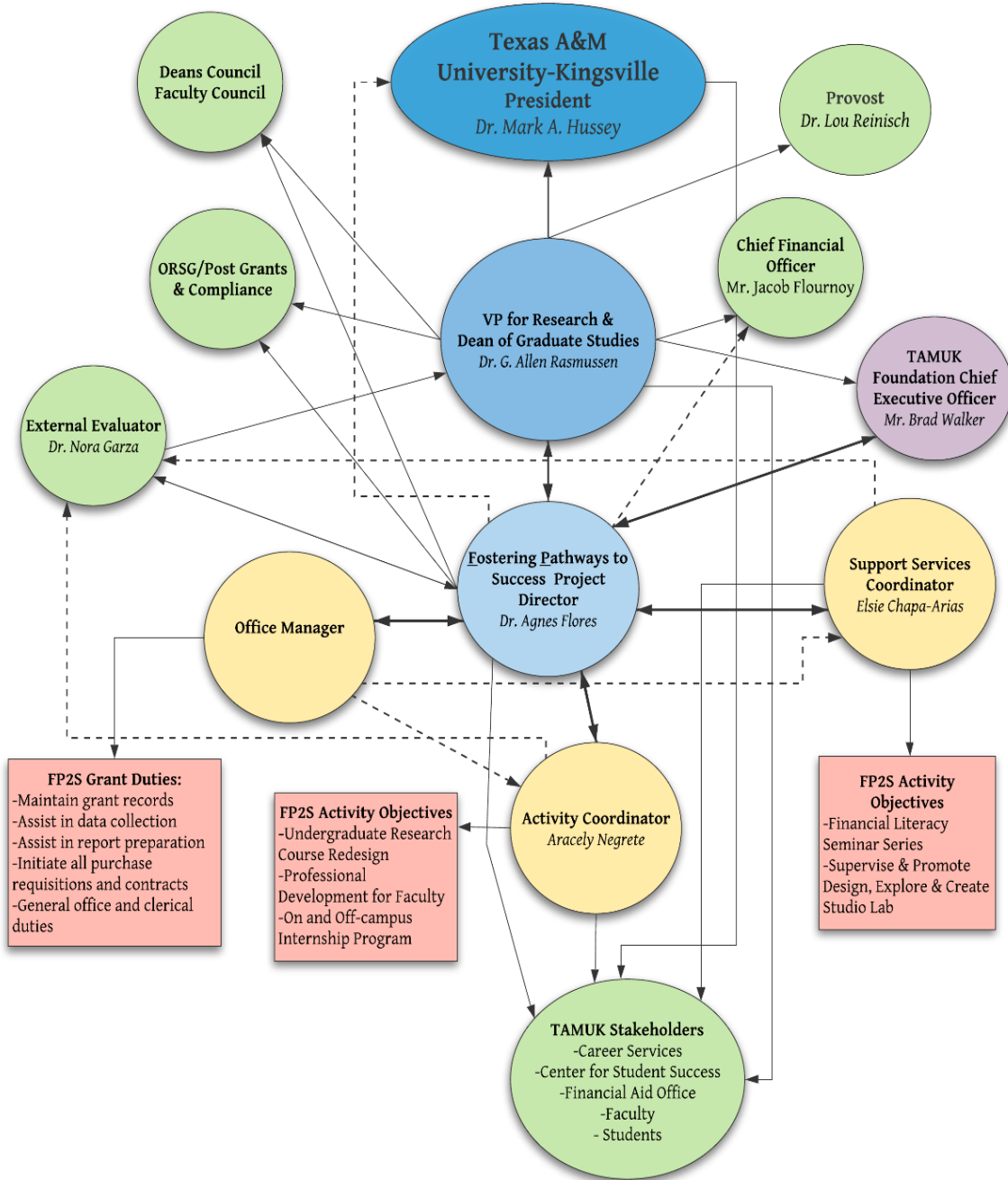http://www.tamus.edu/legal/policy/policy-and-regulation-library/

PROJECT BUDGET

FP2S Budget Summary						
	Y1	Y2	Y3	Y4	Y5	Total
Personnel	224,129	230,855	237,779	244,913	252,209	1,189,885
Faculty	40,000	40,000	40,000	40,000	40,000	200,000
Student workers	10,000	10,000	10,000	10,000	10,000	50,000
Benefits – 18%	78,250	79,474	80,734	82,032	83,369	403,859
Travel	8,000	8,000	8,000	8,000	8,000	40,000
Equipment	0	0	0	0	0	0
Supplies	59,621	41,671	43,487	44,055	35,422	224,256
Contractual	12,000	12,000	12,000	12,000	12,000	60,000
Construction/ Renovation	105,000	105,000	95,000	70,000	70,000	445,000
Endowment	25,000	25,000	25,000	25,000	25,000	125,000
Other: 1. Student Scholarships	20,000	30,000	30,000	46,000	46,000	172,000
2. Employer/ Faculty Series	8,000	8,000	8,000	8,000	8,000	40,000
3. HIPHE Conf. / Financial Literacy Series	10,000	10,000	10,000	10,000	10,000	50,000
Total	600,000	600,000	600,000	600,000	600,000	3,000,000

ORGANIZATION AND PERSONNEL

Texas A&M-Kingsville Senior Staff Organizational Chart
https://www.tamuk.edu/administration/_files_administration/org-chart/1-tamuk-senior-staff-9-6-19.pdf

FP2S Organizational Chart

Deans Council
Faculty Council

Texas A&M
University-Kingsville
President
Dr. Mark A. Hussey

Provost
Dr. Lou Reinisch

ORSG/Post Grants
& Compliance

Chief Financial
Officer
Mr. Jacob Flournoy

VP for Research &
Dean of Graduate Studies
Dr. G. Allen Rasmussen

TAMUK
Foundation Chief
Executive Officer
Mr. Brad Walker

External Evaluator
Dr. Nora Garza

Fostering Pathways to
Success Project
Director
Dr. Agnes Flores

Support Services
Coordinator
Elsie Chapa-Arias

Office Manager

FP2S Grant Duties:
-Maintain grant records
-Assist in data collection
-Assist in report preparation
-Initiate all purchase
requisitions and contracts
-General office and clerical
duties

FP2S Activity Objectives
-Undergraduate Research
Course Redesign
-Professional
Development for Faculty
-On and Off-campus
Internship Program

Activity Coordinator
Aracely Negrete

**FP2S Activity
Objectives**
-Financial Literacy
Seminar Series
-Supervise & Promote
Design, Explore & Create
Studio Lab

TAMUK Stakeholders
-Career Services
-Center for Student Success
-Financial Aid Office
-Faculty
- Students

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JOB DESCRIPTIONS

The Job Descriptions for staff are as follows:

Project Director:

- Oversees the project and staff to ensure successful implementation of activities
- Communicates often with Program officer
- Seeks guidance from Program Officer regarding allowable activities, questionable costs, budget modifications, key personnel, regulations, procedures, etc.
- Ensures project stays within budget and stays compliant at all times.
- Communicated within his or her institution to ensure financial coordination and compliance
- Submits any information requested from the Department of education in a timely manner
- Creates **Internal Controls Manual** for the grant
- Ensures grant staff is trained on grant legislation, regulations, procedures, etc.
- Cooperates with Program officer during site visits
- Ensures evaluation methods are sound and produce results
- Actively works to institutionalize components of the project

Activity Coordinator:

- Oversees the annual Undergraduate Research Faculty competition
- Communicates with faculty throughout the research project implementation period
- Manages the hiring of student workers to serve as tutors
- Creates grant internship program guidelines
- Communicates effectively with TAMUK college deans and faculty regarding internship opportunities and internship placements
- Serves on committees created to further grant goals and objectives
- Collects and disseminates data related to undergraduate research and internship student participants
- Distributes, collects, and disseminates student survey data

Support Services Coordinator:

- Financial literacy program development and management
- Develop, implement and coordinate a student-centered Financial Literacy Seminar Series (including inter-departmental collaborations)
- Oversee and run the Design Explore & Create (DEC) Makerspace Studio
- updates program website content

Officer Manager:

- The Office Manager, under direction, organizes and coordinates office operations and procedures in order to ensure organizational effectiveness and efficiency.
- Supervises assigned staff and manages assigned programs and events.
- Functions as a high-level departmental liaison to stakeholders and directly supports unit administrator.

Students:

- Marketing Specialist*:*
  - Design, generate and revise marketing documents (i.e. flyers, pamphlets, brochures, poster boards), web pages, and graphics
  - Produce accurate and high-quality work
  - Create images that convey a message for outreach efforts/events
  - Maintain website for Undergraduate Research/Title V Grant programs
  - Other duties as assigned

- Undergraduate Research Leaders:
  - Assist students in understanding course content related to classroom-based undergraduate research
  - Assist faculty in implementing the classroom-based undergraduate research projects
  - Other duties as assigned

  Qualifications:
  - Currently a TAMUK student
  - 2.6 GPA or better
  - Knowledge of Photoshop, Illustrator, and InDesign
  - Preferably Art, Communication, Marketing or Business majors
  - Provide a portfolio of previous artwork (if available)

PROGRAM REPORTING

The Department of Education requires Performance Reports for all Federally funded projects.

- Interim Performance Report (IPR) due to the Department after the first 6 months of the grant being awarded. The FP2S grant Performance Report due Spring 2021
- Annual Performance Report (APR) due between December and February. An APR is due each year until end of the performance period.
- Project Directors will receive an email notification when reporting system opens and will be provided with login information.
- TAMUK Grants office requires all federal reports be submitted to them for their files.

HIRING PROCESS

Grant staff may include those already employed at the University, those recruited from outside the college, students attending the college, or those who become vendors to provide a specific service to fulfill one or more goals/objectives of the grant.

Institutions of higher education are REQUIRED to maintain records of funds used to compensate individuals for work on a grant. This includes accurate time and effort records for organizational employees working on federally-funded projects, in compliance with federal guidelines. Payments of any type to personnel must be supported by complete and accurate records of employee time and effort.

Staff – All new hires are asked to come into Human Resources to complete hire processing which includes filling out an I-9. Employment at TAMUK is contingent upon a successful background check.
https://www.tamuk.edu/finance/employee-services/hr/employment/new-hire-information.html

Students – Students of the University may be eligible for part-time and /or work-study employment. All student jobs are posted on the Javelina Careers website.
https://www.tamuk.edu/finance/employee-services/hr/employment/student-employment.html

Contractors – Any outside presenter/evaluator that will be compensated by the University will need a completed contract submitted
https://www.tamuk.edu/.../ContractTemplate-General%20Contract.doc

Faculty Trainers (Stipends) – Faculty Trainers are paid stipends for training workshops. These payments are handled through their department in the Workday system as a one time payment.

W-4 Form

W-4 IRS form.pdf

I-9 Form

List-of-Acceptable-
Documents-I-9.pdf

PROCEDURES FOR EXPENDITURES

General Procurement Standards - Each department purchases under delegated authority from the President and Chief Procurement Officer. Purchases must be within departmental delegated authority.
https://www.tamuk.edu/finance/_files_finance/ssgs/forms/PurchasingQuickReferenceGuide.pdf

Purchasing – See Purchasing Reference Guide below

Purchasing Reference Guide.pd

P-CARD – See quick reference guide in link below

Quick reference guide 2020.12.pdf

Canopy – See link below
AggieBuy Preliminary FFX Canopy Instructions

A Full list of AggieBuy quick reference guides may be found at:

http://aggiebuy.tamu.edu/training

Travel/Concur – Once Travel has taken place then expense will be reconciled in concur, receipts will be uploaded and attached to report and submitted for approval.

TAMUK TRAVEL UPDATE.pdf

Travel Request Form – A travel request must be completed in Concur and submitted to supervisor for approval. All travel request will have hotel, airline, meals, transportation, and any personal mileage. All costs are estimated based on actual rates so that funds can be encumbered.

W-9 Form – See link below for the Substitute W9 & Vendor Direct Deposit Form
http://www.tamuk.edu/agriculture/_files_AG/forms/substitutew9.pdf

EQUIPMENT AND SUPPLIES MANAGEMENT

Equipment is defined as an item that has a cost $\geq$ \$5,000.00 and has a useful life of more than one year. Included in this category are computers, laptops, tablets, printers, etc. as equipment although the per unit cost may be less than \$5,000.00.

- Maintain equipment records accurately with a description of equipment; manufacturer serial number or other identifying number; Grant name and PR Award Number; Acquisition date; location of equipment; Ultimate disposition data, including date of disposal and sales price.

- Equipment owned by the Federal Government must be identified or tagged to indicate Federal Ownership.

- A physical inventory of equipment must be taken and the results reconciled with equipment records at least once every two years.

- A control system must be in effect to ensure adequate safeguards to prevent loss, damage, or theft of the equipment.

- Adequate maintenance procedures must. Be implemented to keep the equipment in good condition.

Equipment Inventory Form

TEXAS A&M UNIVERSITY KINGSVILLE

EQUIPMENT DELETION NOTICE

TO: Property Officer centralreceiving@tamuk.edu

FROM: Department: _____   Dept. Phone#: _____   Date: _____
         Dept. Contact: _____   Dept. Fax#: _____

LOCATION OF ITEM: _____
         Building and Room Number of Equipment Location

GTY	DOES IT WORK? YES/NO	ITEM DESCRIPTION	TAMUK Property ID#	SERIAL #	STATE PROBLEM IF NOT WORKING	DAMAGED? DESTROYED? UNUSABLE?	RECEIVING OFFICE ACTION
	Y / N						
	Y / N						
	Y / N						
	Y / N						
	Y / N						
	Y / N						
	Y / N						
	Y / N						
	Y / N						
	Y / N						
	Y / N						
	Y / N						

_____   _____   _____
Department Head Name (print or typed)   Department Head Signature   Date

Submit via email to Receiving Department at centralreceiving@tamuk.edu

For Use by Receiving Office

Cannibilized: Y / N
Damaged: Y / N
Disposed: Y / N   Received by: _____
Sold/Auctioned: Y / N   Receiving Dept Employee (print)   Signature   Date
Recycle Eligible: Y / N
                                  Released by: _____
Storage Location: Warehouse Armstrong (circle one)   Department Employee (print)   Signature   Date

Rev. 10/13

ORGS_Inventory_20
20_Combined.pdf

AUDIT REQUIREMENTS

Each year, auditors are required to perform an audit of the entire organization. Grants are selected to be audited depending on the dollar amount of grant funds received. Therefore, the grant project may be audited and the Project must be prepared to provide documentation of all requested items. In addition, the funder may choose to audit a project after the project is closed out.

PROJECT EVALUATION

Project evaluation is an important part of any project. Continuous evaluation and assessment helps to prepare for the annual performance reports required by the funding agency. Most projects use internal and external evaluation methods. Internally, the project may use surveys, focus groups, institutional report cards or other forms of evaluation.

External evaluators are independent consultants hired to monitor an assess the project progress and critical benchmark achievements in an unbiased fashion. The grant funder will determine if an evaluator is required for the project and will post the requirements as part of the grant request for proposal.
Depending on the anticipated cost for evaluation, evaluation contracts may need to be secured through a competitive bidding process through the Purchasing Office. The Grants Office provides the specifications for the bid based on the grant scope and requirements. Once an evaluator is chosen, a contract for services is prepared and approved by the Procurement Office.

The invoice should have the person's name/company name, address, social security or taxpayer ID #, grant name, number of hours worked, total amount, summary of activities performed. Invoices must be approved by the Project Director and the Grants Office prior to submission to Accounts Payable for payment.

ENDOWMENT

The FP2S grant allows for $25,000 of grant funds to be matched by TAMUK annually for 5 years in an endowment established to support non-paid on- and off-campus internships.

The Endowment Fund criteria as per the **DHSI 2020 New Project Director's Guide**

- Use up to 20% of total 5-year funds;
- Match dollar-for-dollar with non-federal funds before you can draw down funds;
- Invest both grant and matching funds for 20 years; and
- Up to ½ of the interest may be spend during the 20 years.
- Beverly Baker is the financial Reporting Point of Contact – Beverly.baker@ed.gov
- Contact your Program officer for the Endowment Guide.

§200.442   Fund raising and investment management costs.

(a) Costs of organized fund raising, including financial campaigns, endowment drives, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions are unallowable. Fund raising costs for the purposes of meeting the Federal program objectives are allowable with prior written approval from the Federal awarding agency.

RECORDS KEEPING
DHSI 2020 New Project Director's Guide
2 CFR PARTS 200.333-337

- Maintain all records during the grant and for a period of 3 years after the project ends
- Internal Controls Manual (SOPs)
- Personnel files
- Signed copies of purchases, travel receipts, contracts, etc.
- Supply and equipment inventory
- Communications with Program Officer
- IPR, APRs, and FPR
- Organizational Chart
- GANs
- Eligibility documents
- Evaluation reports
- Meeting agendas
- Justifications for decisions made under Expanded Authorities
- Audit reports
- Use PR Award # for tagging literature, websites, etc. - *not the Department of Education logo*
- Up-to-date budget spreadsheet

CLOSE OUT

The project closeout involves making sure that all grant requirements described in the contract have been met. Throughout the project effort, but especially two to three months prior to the project end date, the Project Director reviews the progress of the grant project to to ensure that all contracted activities were or are being conducted, that project goals and objectives are attained or on target for completion. By the conclusion of the project:

- All supply, material, and equipment purchases are completed (received, installed, and paid for)
- All project staff effort is documented and all staff are paid
- Formal project evaluation is completed
- Institutional match and in-kind contributions are completed and documented
- Fiscal report is completed and submitted to Grants Office
- Equipment and Software Inventory is completed and certified
- All program reports are completed and reviewed/approved at appropriate levels and provided to the Grants Office