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**U.S. DEPARTMENT OF EDUCATION
COLLEGE ACCESS CHALLENGE GRANT PROGRAM (CACGP)**

TITLE PAGE

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e. Type of Applicant: ☒ State Agency _____ Philanthropic Organization (non-profit)	
f. To the best of my knowledge and belief, all data provided in this application are true and correct. The governing body of the applicant has duly authorized the application and will comply with statutory and regulatory requirements, assurances and certifications, etc.	
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1 ABSTRACT

The University of Puerto Rico (UPR), the designated State agency, and the Puerto Rico Department of Education (PRDE), have joined forces to develop a series of activities and services that seek to increase the number of socioeconomically disadvantaged students who enter and remain in postsecondary education. The proposed activities and services will: 1) provide information for students and families regarding the benefits of a postsecondary education, opportunities, planning and career preparation and provide information on financing options, including activities that promote financial literacy and debt management among students and families via an Internet Portal; a “Personal Roadmap to College” kit; the effective use of student academic information for career planning purposes; and, the first ever in-house administration of the College Entrance Examination to all PRDE 12th graders so that they may weigh their postsecondary options ; 2) conduct outreach activities for students who may be at risk of not enrolling in or completing college via the Cyber Space STEM Outreach project; Summer STEM Immersion Camps; and, On-line courses and Opencourseware materials; 3) Assist students in completing the Free Application for Federal Student Aid (FAFSA) via the implementation of a modified College Goal SundayTM model in Puerto Rico; and, 4) implement professional development for guidance counselors at middle and secondary schools to improve their capacity to assist students and parents with issues pertaining to college admissions, college preparation, and financial aid requirements. Most activities will be open to the community at large, while others will target high-poverty school communities in an attempt to establish the required infrastructure and knowledge to allow the scaling up of the corresponding activities beyond the funding period contemplated by CACGP.

2 PROJECT NARRATIVE

2.1 PROJECT NARRATIVE QUESTIONS

1. *Please provide a description of the capacity and structure that the State has in place to administer the authorized services and activities, or the State's plan to develop such administrative capacity. A description of the State's administrative capacity is presented in Section 2.8.*
2. *In the case of a philanthropic organization that operates in more than one State, please describe plans to use funding to benefit students in each State for which your organization is applying for grant funds. N/A*
3. *Describe briefly the record keeping system for collecting and reporting student outcome/achievement data and participation in services and activities. Specifically, what method(s) will your project use to collect and maintain student and family participation in activities and outcome data? A description of the assessment system is presented in Section 2.5.*
4. *If States plan to make sub-grants to non-profit organizations (partnership), describe the process for awarding and monitoring sub-grants to non-profit organizations (i.e., soliciting applications, application review process, timelines, selection criteria, technical assistance, site visits, progress reports, etc.). N/A*
5. *Please list below the entities (State and local, philanthropic and other organizations) that will be actively involved in providing activities and services. University of Puerto Rico System and Puerto Rico Department of Education.*

2.2 THE ACCESS CHALLENGE

African American students earn bachelors' degrees at half, and Latinos at one-third the rate of white students, while low-income students earn bachelors' degrees at one-eighth the rate of those with high-incomes. *The Spellings' Report* (2006) has recognized the severity of this "access and success" problem, stating that although higher education is crucial to "our ability to sustain economic growth and social cohesiveness....too few Americans prepare for, participate in, and complete higher education – especially those underserved and nontraditional groups who make up an ever-greater proportion of the population."

In an attempt to turn things around, 20 public university systems have joined the National Association of System Heads (*NASH*) *Access to Success Initiative* pledging to increase college admissions and degree production overall, while simultaneously cutting in half, by the year 2015, the gaps in college admission ("access") and college graduation ("success") rates that separate minority students from white students and disadvantaged students from their high-income counterparts. In terms of "access", the goal is simply stated: the freshman incoming class should look like the high school graduating class.

As part of the *Access to Success Initiative*, participating systems have also pledged to work on the access and success gaps associated with Science, Technology, Engineering, and Math (STEM) careers – because these represent a well established source of social mobility for disadvantaged and minority students, are strategically important in a globalized knowledge economy context, and yet only 19% of degrees granted in the United States are in these fields.

The University of Puerto Rico (UPR) is one of the participating systems in the *Access to Success Initiative*. But the *access challenge* it is facing is very different from mainland university systems. It is not associated with race/ethnic inequities or college cost: 99% of our students are

Hispanic/Latino and typical annual tuition and fees are less than 1/3 of the maximum Pell Grant award. And there is no pressing problem as far as the total number of applicants or the proportion of STEM degrees that are produced. UPR admits approximately 13,000 students annually from a pool of approximately 18,000 applicants, has over 62,000 students (1 out of every 3 postsecondary students in Puerto Rico), produces 95% of scientific papers attributed to Puerto Rican researchers, awards 1 of every 2 college degrees in Puerto Rico, and has granted over 20,000 undergraduate and graduate degrees in STEM careers during the last five years; 53% of the master's degrees, 73% of the doctoral degrees, and 40% of the totality of degrees are in STEM fields.

The access challenge is one of disparate pre-college (K-12) academic opportunities disproportionately affecting college awareness, expectations, aspirations, and readiness among socioeconomically disadvantaged students, most of which go to public schools. For example, while 20% of the approximately 43,000 students enrolled in 12th grade in PR are in private schools, the incoming UPR freshman class is composed of 40% private high school students. This represents a 20 point access gap between low-income students and their higher-income counterparts. The access gap is even higher in STEM fields. Typically half of the UPR incoming engineering class have graduated from a private high-school. So the challenge is not only about access, but also about access to what? Statistics indicate that students with household incomes less than \$7,500 are academically eligible for less than 25% of the more than 600 UPR academic offerings— and most of these are associate degree programs.

Contributing to the access challenge is the fact that only 56% of public school students take the College Entrance Examination (required for admissions to UPR), compared with 75% of private school students. And then, only 60% of those that take it from public school apply to UPR, while 90% from private schools apply. The end result is that only 1 in 3 public-school students

apply to UPR, compared to 3 in 4 private-school students. In 2007, only 5.4% of the 185 public schools placed more than 60% of their 12th grade class at UPR, while 48.2% of the 220 private schools reached that level.

In joining the *Access to Success Initiative*, UPR has committed to address the access challenge head-on. Understanding that the challenge is driven by the complex interplay of both cultural and structural issues, UPR has partnered with the Puerto Rico Department of Education (PDRE) via the creation of the *Puerto Rico K-16 Council*. The activities and services proposed in this CACGP award application represent the first UPR-PRDE joint effort to address the access challenge in Puerto Rico.

2.3 THE STRATEGY

The magnitude of systemic change required to effectively address the access challenge calls for a long-term, multi-pronged strategy that leverages and strengthens existing resources, infrastructure, and intervention models that seek to eliminate the disparities in pre-college opportunities that adversely impact the prospects of college access and success of low-income students.

It is in this respect that the University of Puerto Rico, in partnership with the Puerto Rico Department of Education, presents a set of scalable, cost-effective, technology-driven activities and services (projects) that will not only impact a large number of middle school and high school students, parents, teachers, and counselors in the short-term - improving the diversity of socioeconomic backgrounds of UPR students and increasing college enrollment in general in all postsecondary institutions in Puerto Rico - but that will also build systemic capacity for future scalable “access” interventions in these communities far beyond the CACGP funding period. Specifically, UPR will:

1. Provide information for students and families regarding the benefits of a postsecondary education, opportunities, planning and career preparation and provide information on financing options, including activities that promote financial literacy and debt management among students and families via an Internet Portal; a “Personal Roadmap to College” kit; the effective use of student academic information for career planning purposes; and, the first ever administration of the College Entrance Examination – which together with high school GPA comprises the sole basis for admissions to the UPR System - to all PRDE 12th graders so that they may weigh their postsecondary education options;
2. Conduct outreach activities for students who may be at risk of not enrolling in or completing college via the Cyber Space STEM Outreach project; Summer STEM Immersion Camps; and, Online courses and Opencourseware materials;
3. Assist students in completing the Free Application for Federal Student Aid (FAFSA) via the implementation of a modified College Goal SundayTM model; and,
4. Implement professional development for guidance counselors at middle and secondary schools to improve their capacity to assist students and parents with issues pertaining to college admissions, college preparation, and financial aid requirements.

2.4 PROJECT (ACTIVITIES AND SERVICES) DESCRIPTION

The proposed activities and services are structured as nine different “projects”. A brief description of each project is presented in ensuing subsections.

2.4.1 INTERNET PORTAL : (“PORTAL 7-13”)

An age-appropriate Internet portal will be developed and broadly promoted. The “Portal 7-13” will provide information on postsecondary education benefits, opportunities, career planning,

and financial aid requirements and availability. Information will also be structured according to target population: students, parents, counselors, teachers, and school administrators. Interactive tools and games will help guide users through various components of the portal. The portal will be modeled after the successful “how to go to college...” portals developed by California State University, Knowhowtogo.org, and others.

The portal will be unique in that the information and tools provided will be aligned with the realities of K-12 Puerto Rican students. For example, the portal design will be based on the PRDE curricula, assessment points (statewide standardized testing), and rites of passage (ninth graders need to make an occupational decision that will direct them to either vocational/occupational schools or schools that provide a curriculum for postsecondary education preparation). Step-by-step descriptions on how to translate interests into careers and the corresponding post-secondary programs will be provided. The portal will provide links to the online end-products associated with other CACGP proposed activities and will serve as the basis of the counselor training activities.

2.4.2 THE PERSONAL ROADMAP TO COLLEGE KIT

A “Personal Roadmap to College” Kit will be developed to serve as the printed companion to Portal 7-13. The kit will include a large poster with information on career planning, preparation for college, and financial aid and will be distributed to all PRDE middle school and high school students. A “Guide to the Personal College Roadmap Kit” will be developed and distributed to school directors, counselors, and teachers. The guide will provide examples of activities that can motivate students to consider and better prepare for postsecondary education. The broad distribution of these printed materials will help spark a public dialogue on college aspirations and readiness and will drive traffic to Portal 7-13.

2.4.3 EFFECTIVE USE OF K-16 INFORMATION TECHNOLOGY

The PRDE and UPR student information systems will be linked in an effort to streamline the college admissions process and allow K-16 student academic achievement data to be used to guide PRDE-UPR educational reforms and public policy decisions. In terms of the college admissions process, this effort will allow UPR to receive electronic student transcripts, in the same way it currently receives college entrance examination scores. This will enable the admissions process to evolve from an *applications-driven* process, to a personalized *invitation-driven* process. That is, UPR will have all the information required to send all students a personalized letter indicating which academic programs they could be eligible for based on their academic record and providing a means for the students to explore the alternatives on-line and automatically submit an on-line application.

2.4.4 ASSESSING COLLEGE READINESS FOR K-16 ALIGNMENT

UPR and PRDE will work together to align high school standards, high school graduation requirements, and postsecondary academic expectations, as a way to address the access challenge. In order to establish a college readiness baseline, the PRDE will cover the costs for the administration of the College Entrance Examination (CEE) for all its (approximately 35,000) 12th grade students during Fall 2008. This administration will be at no cost to the student and will occur during a normal school day – providing a much higher sample than the current 56% of public school students that take the examination on their own. This effort is expected to follow the lead of the six states that currently require all students to take a national college admissions exam (ACT or SAT) as part of their college readiness assessment programs. The planning, administration, and implementation of all activities associated with the examination offering will be cov-

ered by a \$1.2M matching contribution of state funds by the PRDE in support of this CACGP proposal.

2.4.5 CYBER SPACE LEARNING: STEM OUTREACH

One of the greatest disparities in pre-college education in Puerto Rico is associated with access to laboratory-based learning experiences in which students can learn scientific concepts through experiential activities – exposing and preparing them for careers in STEM fields. UPR, PRDE, the Puerto Rico Science and Technology Trust, and municipalities have partnered to address this situation via the construction and/or renovation of laboratories in all public high-schools in Puerto Rico. However, in the short term, the problem exists and must be addressed. The proposed Cyber Space Learning STEM Outreach project will address this situation via 1) 20 K-12 science shows based on the internationally acclaimed UPR *Science on Wheels* program (impact: 12,000 students); 2) hands-on Cyber Space Learning activities at 100 high-poverty middle schools and high schools (impact: 2,500 students); and, 3) a one-week STEM summer camp based on the Cyber Space model (impact: 1,000 students). The Cyber Space Learning opportunity is based on the remote use of non portable scientific instrumentation located at significant geographical distance from the room where the instrument is housed. Graduate students will visit the schools and provide hands-on, curriculum-relevant activities for the students. The one-week STEM summer camp will host 100 students from the high-poverty schools visited. In the last five years, admissions into science and engineering programs at UPR from schools impacted by the Science on Wheels program, has increased 40% and 20%, respectively.

2.4.6 SUMMER CAMPS FOR STEM IMMERSION

In 2007, UPR invested approximately \$15M in institutional and external funds on 45 different K-12 outreach projects. Many of these projects have summer camps which include exposure to

STEM topics. Examples include, a two-week summer camp for tenth graders in the Río Piedras Campus in which students are exposed to multiple career options via hand on activities and similar summer camps in the Mayaguez Campus focusing on the areas of Biotechnology and Engineering. Many of these camps have a long history of positively impacting college access, but most employ academic-based criteria for admissions. As a result, few opportunities exist for low-income students that have not been afforded the pre-college opportunities to excel, but that, nevertheless, could be positively impacted to pursue and prepare for STEM careers. It is in this respect, and cognizant of the need to leverage existing programs with a track record of success that UPR proposes providing supplementary funding to existing residential and non-residential summer camps throughout the 10 participating UPR campuses so that interested students from high-poverty middle schools are included. A total of 200 students would be impacted through this activity during the CACGP funding period.

2.4.7 STRENGTHENING COMPETENCIES VIA ONLINE COURSES AND OPENCOURSEWARE

Although college graduates admitted to UPR average 100 points above the general population on College Entrance Examination scores, a high proportion of them fail a diagnostic test that determines whether or not they must take a remedial course in Spanish, English, or Mathematics. For example, in 2007, 26.4% of the 2,564 students admitted to UPR-Mayaguez – the campus with the highest admissions standards – had to enroll in a Mathematics remedial course. Other post-secondary institutions in Puerto Rico report a similar situation. Clearly, the cost to the students and the institution is significant, as this situation impacts retention and graduation rates and diverts institutional funds from other activities. Furthermore, these courses must be taken during the summer before classes start and are not covered by the Pell Grant – presenting a significant barrier to entry for low-income students. In this respect, UPR and PRDE propose the joint de-

velopment of online courses and materials accessible via an Opencourseware repository that will allow college-bound students to strengthen their competencies prior to being admitted to the University. The online course development will leverage PRDE's "distance education initiative". The students, armed with their GPAs and College Entrance Examination scores, will be able to take the diagnostic placement exams no later than the first semester of their 12th grade. If it is determined that they would require remedial coursework they would still have at least one semester to strengthen their competencies. PRDE would work with school communities to ensure that these students receive the personal attention they require, while simultaneously making available the online courses and materials jointly developed with UPR.

2.4.8 FAFSA ASSISTANCE

This outreach project will provide all public high school students assistance in completing and filing, in a timely manner, their FAFSA application. The project will be modeled after the successful *College Goal SundayTM* model, where financial aid experts provide services in conveniently located establishments near the schools that are to be impacted. UPR will establish 20-person teams in each of its 10 participating campuses, and at the end of the funding period, will have impacted all 200 public high schools in Puerto Rico.

2.4.9 PROFESSIONAL DEVELOPMENT FOR GUIDANCE COUNSELORS

Approximately 135,000 middle school students and 119,000 high school students are enrolled in Puerto Rico's public school system. The number of professional counselors serving these students is 265 for middle school and 251 for high schools. This represents a ratio of 509 students per counselor in the middle school, and 474 in high school. The American School Counselor Association states that the recommended student/counselor ratio should be 250:1. The professional counselors' tasks include counseling students in their personal academic and career development.

Given the ratio of students per counselor this is quite a heavy load. The heavy workloads lead to a gap in counseling services available to public school in comparison with private school students. This gap, in turn, increases the magnitude of the college access challenge. It is important then, that counselors be given the adequate training, tools and materials, that will allow them to scale the number of students that they can provide with detailed and useful college planning, preparation, and application information. This project will provide a series of professional development activities for all middle school and high school PRDE counselors that will enable them to make effective use of technology and the online systems and printed materials developed as part of this CACGP proposal in carrying out their postsecondary education related activities. Specifically, a 2-day workshop and a follow-up 1-day workshop covering topics in the areas of admissions processes, admissions requirements, financial aid available, financial aid application processes, and activities that increase college preparedness will be offered. The workshops will be designed for small groups and will cover the effective use of the on-line tools developed through this CACGP proposal.

2.5 GOALS, OBJECTIVES, AND EXPECTED OUTCOMES

The goals, objectives, and expected outcomes of the proposed activities and services are presented in Section 3. For each of the proposed activities, a detailed assessment plan will be developed. The plan will include all forms and surveys that will be used to track information regarding the quality of provided services and activities and, whenever applicable, to track the effectiveness of the activities in the longer term (for example, number of students taking online courses that ultimately are exempt from enrolling in remedial courses). The instruments will be designed by an assessment and evaluation expert in conjunction with the senior personnel designing and providing the services associated with each proposed project and will include all re-

quired information in order to adequately assess the expected outcomes set forth in Section 3. The senior personnel will then be tasked with gathering all pertinent information and submitting it into a CACGP online repository that will be developed for said purpose. All information will reside in the repository in digital form, facilitating access and analysis of results and development of the annual activity-based and overall project progress reports described in the CACGP RFP. This decentralized structure will allow for a cost-effective assessment and evaluation component for the proposed activities. Also, the fact that many of the proposed activities are based online, will provide a wealth of information that can be processed automatically, such as usage statistics, user navigation flows, and online surveys. Finally, it should be pointed out that once the PRDE and UPR information systems are articulated, as described in Section 2.4.3, the task of assessing the long-term impact of specific activities on an impacted student, will be much simplified.

2.6 PRIORITIZATION OF SERVICES

Most of the proposed activities and services will be available to all middle and high-school students, parents, teachers and counselors for which they are designed (e.g., Portal 7-13, Personal Roadmap to College Kit, Opencourseware materials, College Day Sunday, Professional Development for Counselors, etc.) During the development of some of these activities, however, there will be instances when only a subset of the target population will be involved. This will ensure that the proposed activities and services will be closer aligned with what the public at large needs. In addition, some activities, due to their nature, can only accommodate a fraction of the total target population (e.g., summer camps and STEM Cyber Learning Outreach activities).

In those instances when an activity is not immediately made available to the population at large, UPR will work with PRDE to prioritize low-income students that are in danger of not

enrolling in postsecondary education. For example, if an activity that requires a pilot offering prior to rolling out to the general population limits the offering to 20 high schools, the selection process could proceed as follows. First, an invitation would be sent to the 50 schools with the highest poverty level. Among those interested in participating 20 would be selected— these would be known as the “Pilot 20 Schools”. If more than 20 were interested, consideration would be given to geographical representation and to balance between college preparation and vocational schools, and balance between schools that form part of the Title I “Plan de Mejoramiento” and those that do not. If the activity or service requires it, consideration would also be given to state of the technological infrastructure present at the candidate schools.

2.7 SHORT-TERM IMPACT OF PROPOSED ACTIVITIES AND SERVICES

The proposed CACGP activities and services are designed to provide a significant short-term impact in addressing the access challenge, while at the same time establishing the required infrastructure, networks, and processes that will lead to long-term systemic change. This section presents a brief overview of the short-term impact. Section 2.10, provides information on the long-term impact of the proposed activities and services.

2.7.1 INTERNET PORTAL : (“PORTAL 7-13”)

Portal 7-13 is an Internet portal and as such will be available to the community at large – thus impacting not only public-school, but also private-school students. As far as public-school students are concerned, Portal 7-13 will be broadly promoted among the approximately 210,000 7th-12th grade students and their parents, teachers, counselors, and school administrators. School personnel will aid in driving traffic to the portal and school computers will be available for students to access the information and interactive tools.

2.7.2 THE PERSONAL ROADMAP TO COLLEGE KIT

The personal roadmap to college kit will be distributed during the first year to all PRDE 7th-12th graders – approximately 210,000 students. The companion guide will be distributed to all school directors and counselors. In subsequent years, updated materials will be provided to every entering 7th grade class. The materials will serve as an effective way to drive traffic to Portal 7-13. Printable versions of the kit will also be made available through Portal 7-13 so that younger students (and their families) and/or private school students may access them.

2.7.3 EFFECTIVE USE OF K-16 INFORMATION TECHNOLOGY

The articulation of the PRDE and UPR student information systems will directly impact all students who take the College Board Examination on any given year. Assuming that all 12th grade students take the College Entrance Examination, approximately 35,000 students would be impacted. In addition, a means for private high schools to submit electronic versions of their students' transcripts will be devised to allow the approximately 10,000 12th grade students enrolled in private high schools to get access to valuable career planning information.

2.7.4 ASSESSING COLLEGE READINESS FOR K-16 ALIGNMENT

In Fall 2008, all PRDE 12th grade students, approximately, 35,000 will take the College Entrance Examination and, as a result, have the ability to explore their options via an online portal. Those students that find they are eligible for postsecondary programs that may require a diagnostic placement exam will also receive information pertaining to the areas that they need to strengthen and will receive help from teachers to avoid remedial courses in college. As a second year activity, UPR will provide a total of 200 low-income 11th and 12th grade students the ability to enroll in a College Entrance Examination prep course to increase their level of preparedness for this test.

2.7.5 CYBER SPACE LEARNING: STEM OUTREACH

A total of 12,000 K-12 students will be impacted via the Science on Wheels science and technology show, while approximately 2,500 7th – 12th grade students will participate in hands-on cyber learning experiences where they will be able to perform experiments using web-based tools that allow them to control highly sophisticated scientific instrumentation located remotely.

2.7.6 SUMMER CAMPS FOR STEM IMMERSION

200 rising seventh and eighth graders from high-poverty schools will be immersed in highly successful STEM-based summer camps. Participation in STEM immersion programs is proven to increase college awareness and aspirations among low-income students.

2.7.7 STRENGTHENING COMPETENCIES VIA ONLINE COURSES AND OPENCOURSEWARE

During the first year, 400 students will have access to online courses that will allow them to strengthen their competencies in areas identified as a result of their College Entrance Examination scores and the results of the corresponding diagnostic placement tests. During the second year, the population at large will have (unsupervised) access to the online course materials via UPR's Opencourseware platform.

2.7.8 FAFSA ASSISTANCE

During the first year students from 20 high-poverty high schools distributed throughout Puerto Rico will have access to financial aid experts that will help them to complete a FAFSA application. This number will scale up to all, approximately 200, high schools during the second year.

2.7.9 PROFESSIONAL DEVELOPMENT FOR GUIDANCE COUNSELORS

All 265 middle school and 251 high school counselors will participate in a total of 24 hours of professional development activities that will equip and prepare them to make effective use of the

online and printed materials that will be made available as part of the proposed CACGP activities and services.

2.8 ORGANIZATIONAL STRUCTURE

The University of Puerto Rico System has the capacity, experience, and administrative structure to effectively support all the activities and services presented in this proposal. Administrative support for the proposed activities and services will be handled by a streamlined organization consisting of a Program Director, Program Coordinator, and a Program Administrative Assistant. This group, known as the CACGP Administrative Group, will in turn utilize the robust general services structure (finances, budget, purchasing, etc.) that serves the UPR Central Administration (which handles UPR's \$1.6B consolidated budget) and which can readily absorb the corresponding tasks. The Program Director will be in charge of the overall program execution and will be assisted in the coordination of day-to-day activities by the Program Coordinator and an Administrative Assistant. The Program Coordinator will work directly with the senior personnel that will be in charge of developing and providing the services associated with each one of the nine projects defined in Section 2.4. The CACGP Administrative Group will also work closely with the program Evaluation and Assessment Consultant. A high-level description of each one of the project plans and how the administrative team will provide support is presented in Section 2.9.

2.9 PROJECT PLANS, TEAMS, AND MILESTONES

The following subsections present a high-level overview of the plans, teams, and milestones associated with the development and execution of each of the nine projects described in Section 2.4 so as to attain the short-term impact described in Section 2.7, the long-term impact outlined in Section 2.10 and the corresponding expected outcomes presented in Section 3. It is important to note that detailed project and assessment plans for each project will be developed in collabora-

tion among each project's senior personnel, the Program Director, Program Coordinator, and Assessment and Evaluation Consultant. Once the assessment plans have been defined, the project leader will be in charge of collecting the required data and submitting electronically in the agreed-upon formats to the central assessment repository. In all cases, the project teams will receive administrative support from the CACGP Administrative Group. As can be garnered from the description of activities associated with each project, in most cases this support will take the form of coordinating meetings, scheduling school visits, placing purchase orders, and processing invoices.

2.9.1 INTERNET PORTAL : (“PORTAL 7-13”)

The Portal 7-13 project will be led by a UPR faculty member in the role of “webmaster”. The faculty member will collaborate with university personnel from the areas of recruiting, counseling, academic affairs, financial aid, and admissions, whom in their normal course of business, will provide the project lead with the necessary content for the Portal. A counseling expert from the PRDE will also be part of this content team so as to calibrate the information that will be presented in accordance with PRDE curricula, processes, and needs. The project lead will define the overall project plan and will work with the CACGP Administrative Group and Assessment and Evaluation Consultant so that the consultant may develop the assessment criteria and methodology to obtain the required assessment information. The nature of the project will provide a wealth of information that can be obtained by the judicious analysis of usage statistics and online surveys. The project lead will be supported by an external programming group that will be contracted to implement the web portal based on the content and design guidelines established by the project team. The portal design and development roadmap that establishes the expected content and functionality for each portal release will be published during Fall 2008. During this pe-

riod, the project lead will establish the project team and identify the development group that will program the site. The first version of Portal 7-13 will launch in Spring 2009, with subsequent releases in Fall 2009 and Spring 2009. Each new release will present new functionality, as per the roadmap, including seamless collaboration with other online tools and services that form part of this proposal.

2.9.2 THE PERSONAL ROADMAP TO COLLEGE KIT

This project will also be managed by the Portal 7-13 Project Team, inasmuch it is a printed spin-off of the online information that will be contained in the portal. The content of the materials will be provided by the same officials that will provide readily available content for the portal. The distribution of the first version of the Personal Roadmap to College Kit and the companion guide for counselors and school directors will be scheduled to be released in Spring 2009 – to coincide with the launch of Portal 7-13.

2.9.3 EFFECTIVE USE OF K-16 INFORMATION TECHNOLOGY

The K-16 Information System Articulation project will be led by a UPR faculty member with significant expertise in Information Technology that will serve as the technical lead for the project. The faculty member will be in charge of the design and development efforts associated with the project and will be supported by the outside consulting firms that currently service both the PRDE and UPR information systems. Actual work in this project will start during Spring 2009 when the requirements elicitation phase will occur. The design and implementation phase will be performed during Fall 2009, while testing will occur during Spring 2010. This roadmap will allow full use of the platform starting in Summer 2010. At this time UPR will be in a position to send all students taking the College Entrance Examination in Spring 2010 personalized correspondence regarding their college opportunities and areas that they may potentially need to

strengthen to gain access to and have a good probability of succeeding in the specific programs that may be of their interest. In addition UPR Institutional Researchers will, for the first time, be able to assess the impact academic K-12 variables have on college retention and graduation rates – setting the stage for potential, well informed, college admissions reforms, curriculum reforms and public policy recommendations.

2.9.4 ASSESSING COLLEGE READINESS FOR K-16 ALIGNMENT

This project will be led by the PRDE and the College Entrance Examination Board. The \$1.2M matching in cash provided by the PRDE accounts for all major costs associated with the project. UPR will provide nominal support to this project, through 1) the participation of the CACGP Program Director in PRDE-CEEB meetings regarding the type of assessment data and statistical reports that will be designed and developed once the student scores are available; and, 2) the development of a promotional campaign for students to visit an existing online academic program explorer tool that allows them to enter their GPAs and College Entrance Examination scores and see which academic programs they could potentially qualify for and, if need be, determine the improvements required in their academic credentials in order to qualify to a specific program. The exam will be offered to all 12th grade students during Fall 2008 and students will receive their results soon thereafter. UPR will schedule the promotional campaign to start one week before the students are expected to receive their results. Agreed upon statistical reports will be available in Spring 2009.

2.9.5 CYBER SPACE LEARNING: STEM OUTREACH

This project will be led by the UPR faculty member that founded the Science on Wheels program. The project team will include two additional faculty members, and 12 graduate students. During Fall 2008, the graduate students will be recruited, the first 5 of 20 science shows (impact-

ing 3,000 K-12 students) will be performed, and the first 25 of 100 middle schools and high schools will be visited for the Cyber Learning activity (impacting 550 students). A similar timeline will follow during Spring 2009, Fall 2009, and Spring 2010, except that the number of expected middle school and high school students will increase to 650 during each semester.

2.9.6 SUMMER CAMPS FOR STEM IMMERSION

This project will be managed directly by the CACGP Administrative Team, as the project is structured to leverage existing summer camp programs throughout the UPR system. The project will be promoted among summer camp directors during Fall 2008 and decisions regarding which camps will participate and how many students they will absorb will be finalized. During Spring 2009, the availability of the camps will be promoted in high-poverty schools and applications will be received. Prioritization of students will be performed according to financial need, and in the case that this is not practical, the selection process will be randomized. The camps will be offered during Summer 2009. The same timeline will be used during the 2009-10 academic year.

2.9.7 STRENGTHENING COMPETENCIES VIA ONLINE COURSES AND OPENCOURSEWARE

This project will be led by four UPR faculty members (content experts). Each team will include a PRDE master teacher, and an online design expert. The PRDE teachers will be selected from PRDE's "Educación en Línea" (Online Education) project (www.cursosonlineapr.com). These teachers will collaborate with the UPR faculty member and online design expert in the redesign of existing PRDE online courses in the target areas of Mathematics, Spanish, and English. Through this review, teams will be able to enhance the courses so that they will serve as an appropriate base for the corresponding first-year university level courses. In each of the target areas a course equivalent to the remedial course offered at the university level will be elaborated from

the available online courses. In the Mathematics area, in addition to the corresponding “remedial” course, a revised course in Pre-Calculus will be developed. All courses will include pre- and post-tests. The post-test will be similar to the diagnostic placement test offered by the University. Students that pass the test will not have to take the corresponding remedial courses if admitted to the University.

The project will proceed as follows. During Fall 2008, project teams will be constituted, conceptual maps for the online courses will be developed to highlight the basic concepts that should be stressed from a grade 12 to grade 13 transition perspective. During Spring 2009, the project will be presented to school superintendents and school directors. Twenty pilot schools will be identified as per the prioritization process presented in Section 2.6. Teachers from these schools will be recruited and trained to serve as presence-based mentors for the students from those schools that enroll in the online courses during the pilot stage. Results of the College Entrance Examination Fall 2008 administration will be considered in the course development. Online courses will be promoted at the 20 pilot schools and at least two sections of each of the four revised online courses (20 students per section) will be offered during Fall 2009. Additional teachers will be identified and trained to supervise courses during Spring 2010. The results of the first pilot offering will guide improvements for the scaled-up offering of online courses during Spring 2009 (20 sections, 20 students each). This offering will not be restricted to the Pilot 20 schools. During each online course offering, materials will be made available via Open-courseware platform to all students, regardless of whether or not they are enrolled in the real-time online course.

2.9.8 FAFSA ASSISTANCE

This project will be developed by UPR financial aid officers and students. There are approximately 200 public high schools in Puerto Rico. Teams will be setup to impact at least 30 schools in the first year and then scale the operation up to 200 schools per year. In steady state, 100 schools will be covered per semester during two different sessions of 50 schools each. The 50 schools will be distributed to the 10 UPR campuses. Each designated day, each campus will be charged with 5 schools. At least 15 people will serve as resources at each campus during each designated day. Depending on the location and size of those schools, teams will move to the schools to provide the service. Otherwise teams will remain on campus and use the computer facilities there. Ample promotion will be made at the schools, online, and in the press. Approximately 50 financial aid officials and 100 students will serve as mentors.

2.9.9 PROFESSIONAL DEVELOPMENT FOR GUIDANCE COUNSELORS

This project will be developed by a UPR faculty member. The project leader will be supported by a team that includes a PRDE Counseling Coordinator working assigned to the PRDE Central Administration and seven Regional Counseling Coordinators representing each of the seven PRDE educational regions. The project will be structured as follows. During Spring 2009, a pilot workshop will be conducted with 40 counselors and 30 school directors. In this workshop, UPR will formally present the Access to Success Initiative and the outcomes that are expected from the various initiatives that will comprise it (including those proposed here). During this activity, the counselors and principals will get a first look at the Portal 7-13 and the Personal Roadmap to College kit – so that they may provide valuable insights as to how to improve these tools. In Fall 2009, all middle school and high school counselors will be afforded the opportunity to participate in regional 2-day workshops where the topics mentioned in Section 2.4.9 will be

covered, with particular attention paid to the effective use of the CACGP generated online tools and materials. These workshops will be followed by 1-day follow-up meetings to be held during Spring 2010.

2.10 THE LONG-TERM IMPACT: CAPACITY BUILDING

A major theme of this CACGP proposal is that of capacity building. That is, proposed activities and services have been designed to not only provide a significant short-term impact in the issues that drive the college access challenge, but also provide for opportunities to continue with these activities after the CACGP funding period expires. The following are just a sample of how the proposed activities and services will set the foundation for systemic change.

1. Offering the College Entrance Examination (CEE) to all PRDE 12th grade students will provide valuable baseline data for assessing college readiness. It will allow the identification of areas that need improvement and will provide an excellent opportunity to validate the standardized exam.
2. Once students receive their CEE scores, they will be able to explore possible career paths and postsecondary educational options via the Portal 7-13. In addition, academic planners will have access to valuable usage statistics reflecting student aspirations and possible gaps between those aspirations and their level of preparation. This information will drive early intervention programs and academic policy decisions.
3. The visibility of the Portal 7-13, the “Personal Roadmap to College” kit, modified College Goal Sunday model, and other projects will spark a public dialogue regarding the benefits and opportunities associated with postsecondary education.
4. The articulation of PRDE’s and UPR’s student information systems will not only serve to better inform students about their career options and academic areas needing poten-

tial strengthening, it will allow sophisticated data mining analyses that will help guide important curriculum development decisions, college admissions policies, and structure of support services designed to improve college retention and graduation rates.

5. The summer camps and Cyber Learning outreach activities will provide much needed exposure in STEM to those that historically have not considered the possibility of pursuing and preparing for careers in these areas.
6. The redesign of online “12-13 transition” courses in the areas Mathematics, Spanish, and English will impact hundreds of students beyond the CACGP funding period. These courses will remain part of the PRDE’s online course catalogue and the availability of the course materials on UPR’s Opencourseware platform will make them available to the community at large, regardless of whether the student is formally enrolled in a supervised online course.
7. The Counselor Professional Development activities will provide all middle school and high school counselors with valuable online and printed information, tools, and materials that will allow them to significantly scale the number of students to which they can provide postsecondary education development guidance. Knowledge of how to effectively use the online tools will ensure that the counselors always have up to date information regarding college related issues.

3 GOALS AND OBJECTIVES FORMS

A. GOALS AND OBJECTIVES	B. ACTIVITIES AND SERVICES	C. PROPOSED OUTCOMES
Please provide measurable goals and objectives.	List the activities and services that will be conducted to accomplish the goals and objectives.	List anticipated outcomes based on the implementation of services and activities.
1. Provide information for students and families regarding the benefits of a postsecondary education, opportunities, planning and career preparation and provide information on financing options, including activities that promote financial literacy and debt management among students and families	Develop a comprehensive Internet Portal with information regarding postsecondary education benefits, opportunities, planning, financial aid, and career preparation; develop companion materials/handouts with step-by-step descriptions of how to translate interests into careers and the corresponding pathways from grade 7 -12; Administer College Entrance Examination to all 12 th grade students to establish college readiness assessment baseline and provide all students with information regarding postsecondary programs they could qualify for; Integrate K-12 and UPR student in-	2011 survey results (80% participation rate) indicate that 95% of students, parents, teachers, counselors, and school administrators that have accessed information on the Internet Portal or received the printed companion materials are more knowledgeable of postsecondary education benefits, opportunities, planning, financial aid and career preparation. The percentage of 12 th grade students in Puerto Rico applying to a postsecondary institution in 2011 will increase 10 percentage

	formation systems to facilitate personalized communications from the University system to students throughout their pre-college years culminating in an invitation to accept admission into specific programs, rather than require a traditional admissions process;	points over that in 2008. The percentage of 12 th grade public school students that apply to the University of Puerto Rico will increase by 10 points.
2. Conduct outreach activities for students who may be at risk of not enrolling in or completing college.	Implement Science experiential outreach activities via the Cyber Space Learning Project, the Science on Wheels outreach activities, and STEM summer camps; Develop online courses to strengthen college readiness in the areas of Math, English, and Spanish.	2011 enrollment in “remedial courses” by impacted student population will be 15 percentage points below general population and the approval rates in the corresponding first-year non remedial courses will be 10 percentage points above general population.
3. Assist students in completing the Free Application for Federal Student Aid (FAFSA).	Implement a modified College Goal Sun. model with financial aid experts and college students that will help students complete their FAFSA.	2011 10% improvement in the proportion of high school senior program participants who complete a FAFSA.

4. Counselor Training: To increase ability of guidance counselors at middle and secondary schools to assist socioeconomically disadvantaged students and parents with topics associated with college awareness, readiness, admissions, and financial aid.	2-day workshop and a follow-up 1-day workshop covering topics in the areas of admissions processes, admissions requirements, financial aid available, financial aid application processes, and activities that increase college preparedness will be offered. The workshops will be designed for small groups and will cover the effective use of the on-line tools developed through this CACGP proposal.	2011 75% of eligible middle school and high school counselors certified and 90% of sampled students expressing satisfaction with counseling information obtained from certified counselors.
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4 BUDGET SUMMARY AND NARRATIVE FORMS

Budget Categories	PROJECT YEAR 1		PROJECT YEAR 2		TOTAL
	FEDERAL	NON-FEDERAL	FEDERAL	NON-FEDERAL	
1. Salaries and Wages	\$30,000	\$459,250	\$109,000	\$415,250	\$1,013,500
2. Employee Benefits	\$7,260	\$111,139	\$26,378	\$100,491	\$245,268
3. Travel	\$5,000	\$7,000	\$32,000	\$5,000	\$49,000
4. Materials and Supplies	\$370,500	\$5,000	\$144,750	\$5,000	\$525,250
5. Consultants & Contracts	\$730,000	\$1,269,755	\$988,125	\$69,928	\$3,057,808
6. Other	\$584,420	\$4,000	\$748,000	\$4,000	\$1,340,420
A. Total Direct Costs: (Sum of lines 1-6)	\$1,727,180	\$1,856,144	\$2,048,253	\$599,669	\$6,231,246
B. Total Indirect Costs: (cannot be greater than 8% of Total Direct Costs)	\$138,174		\$163,860		
C. Equipment	\$277,000	\$72,000	\$277,000	\$0	\$626,000
D. Scholarships/Tuition Assistance	\$0	\$0	\$0	\$0	\$0
E. TOTAL REQUESTED	\$2,142,354	\$1,928,144	\$2,489,113	\$599,669	\$7,159,281

D. A + B+ C (Enter these figures in Item 7 of the Title Page)

A grantee may use not more than 6 percent of the total amount of the sum of Federal funds and non-Federal funds for administrative purposes.

If you are requesting reimbursement for indirect costs on line B, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

If yes, please provide the following information: Period Covered by the Indirect Cost Rate Agreement: From: **7/1/07** To: **Until Amended**

Approving Federal agency: ☐ ED ☒ Other (please specify): **NIH**

(2) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: ☐ Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)?

5 GOVERNOR'S LETTER

The original Governor's letter designating UPR as the state agency in charge of the CACGP activities was delivered to the Hon. Margaret Spellings, Secretary of Education, on April 17, 2008.

The letter is reproduced below.

ANÍBAL ACEVEDO VILÁ
GOVERNOR
COMMONWEALTH OF PUERTO RICO

April 16, 2008

The Honorable Margaret Spellings
Secretary
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Attention: Ms. Karmon Simms-Coates

Dear Madam Secretary:

I hereby designate the University of Puerto Rico as the Commonwealth agency entitled to apply for funding under the College Access Challenge Grant Program authorized by the Higher Education Act of 1965, as amended, Title VII, Part E, 20 U.S.C. §1141.

The University of Puerto Rico is one of the founding university systems in the national NASH Access to Success Initiative. It will collaborate closely with the Commonwealth's Department of Education to assure the success of activities focused on the public school's student's readiness and access to college, choosing a career, and financing their education. The University possesses the experience, knowledge and the necessary influence in the course of higher education to administer these funds in a way to derive the most benefits to the community as a whole.

If further information is needed regarding this matter, do not hesitate to contact us. We appreciate the opportunity to participate in such an important initiative that will further our commitment of providing our students with the opportunity of entering and finishing a career that will help keep on developing our economy.

Cordially yours,



Aníbal Acevedo-Vilá

apc
c The Honorable Rafael Azagunde
Mr. Antonio García-Padilla, Esq.

LA PORTALEZA

6 PROGRAM ASSURANCES

The State makes the following assurances that it has policies and procedures in place as required by Title VII, Part E of Higher Education Act of 1965, as amended. Please put ‘yes’ (if assurance is given) or ‘no’ (if assurance cannot be given) next to the corresponding assurance. If you put ‘no’, please provide a date in the column for which the State will complete changes in order to provide assurance.

Yes	No	Assurances Related to Policies and Procedures
X		1. States will give priority to students and families who are living below the poverty line applicable to students’ family size.
X		2. States must make activities and services available to all qualifying students and families regardless of a) choice of postsecondary institution; b) type of student loan received; c) server of such loan; and d) student’s academic performance.
X		3. States will include in any information about financing options for higher education provided through an activity or service: a. the availability of federal, state, local institutional, and other grants and loans for postsecondary education; and b. information on financial assistance for postsecondary education that is not provided under title IV of the Higher Education Act of 1965 in a manner that is clearly distinct from information on student financial assistance under such title.
X		4. States will ensure that sub-grantees have been in existence prior to September 27, 2007 and have experience in implementing activities and services related to increasing access to higher education.
X		5. The State will disclose when making a payment to an eligible not-for-profit holder in the State: the name of the holder and the nature of the holder’s work in connection with any of the activities carried out, or any information or services provided with funds.
X		6. States will not use funds to promote any lender’s loans.
X		7. States will not use more than 6 percent of the total amount of the sum of Federal and non-Federal funds for administrative purposes.

7 STANDARD ASSURANCE FORMS

Approved by OMB 0348-0046

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract X b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application X b. initial award c. post-award	3. Report Type: X a. initial filing b. material change For material change only: Year _____ quarter _____ Date of last report _____
4. Name and Address of Reporting Entity: ____ Prime ____ Subawardee Tier _____, if known: University of Puerto Rico, President's Office 1187 Calle Flamboyán Jardín Botánico Sur San Juan, PR 00926-1117 Congressional District, if known:		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: N/A Congressional District, if known:
6. Federal Department/Agency: United States Department of Education	7. Federal Program Name/Description: College Access Challenge Grant Program CFDA Number, if applicable: _____	
8. Federal Action Number, if known: RFP-DE-2008-378	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): N/A	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		
Federal Use Only		Signature: _____ Print Name: Antonio García Padilla Title: President Telephone No.: 787-759-6061 Date: _____ Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT University of Puerto Rico System	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Antonio Garcia Padilla, President University of Puerto Rico System	
SIGNATURE	DATE

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or Federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40

U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for Federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE
APPLICANT ORGANIZATION University of Puerto Rico		DATE SUBMITTED