GRANT GUIDE

NORTHWEST FLORIDA
STATE COLLEGE

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This manual is a living document and will be updated as more information becomes available.

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INTRODUCTION

This manual is the primary reference resource for managing grant awards and writing grant applications at NWFSC. It provides guidance on being a responsible and effective grantee meeting all federal guidelines.

In December 2014, the new Federal Uniform Grant Guidance (UGG) went into effect. NWFSC applies these guidelines to all grants, whether federal, state, foundation, or other independent organizations. This guidance is 2 CFR part 200. Some pertinent information from the new UGG is below. Other information is cited throughout this grant manual.

- The new UGG is adopted by every federal agency.
  - Applicable to new federal grants after December 26, 2014
  - Applicable to state administered programs on July 1, 2015
  - Applicable to procurement rules (§200.110) July 1, 2017
- In the UGG language “should” is a recommendation and “must” is a requirement.
- Agencies must take prompt actions when instances of non-compliance are identified. They must evaluate and monitor compliance.
- Agencies must take reasonable measures to safeguard personally identifiable information and other sensitive information.
- There is no statute of limitations of documentation on grants. Agencies could be audited 10 years after a grant closes. Some grants, such as Carl D. Perkins, do have established dates for statute of limitations.
- Even if an item is in your approved grant budget, it may still not be allowable. It is important that you make sure the item is allowable.
- The UGG contains new rules regarding “Family Friendly” policies. You are allowed to charge costs related to identifying but not providing dependent care resources. Employees may also request payment for “above and beyond” regular dependent care.
- Documentation in Word should be saved in PDF format. (§ 200.335)

When an applicant finds grant funding for a project, he or she completes a proposal, also called an application. If the proposal is funded, the applicant must comply with grant requirements and submit reports to the funding agency. All grant application instructions will outline these requirements. Grant writers should be sure they know whether or not they have been awarded a grant or a contract, as the two have different stipulations.

At NWFSC, grant writers apply under the auspices of the College or the Foundation, depending upon the specific opportunity. If the grant is awarded, the College is responsible for grant management, administration, and reporting. Usually, a grant coordinator leads the grant and works with the College Finance and Grants Offices. This manual will help grant coordinators discharge these responsibilities.

TYPES OF GRANTS

Local/Other Grants. Local and national foundations offer funding opportunities, as do cities and counties. These opportunities are typically narrowly focused on a specific need. Awards are usually smaller than those available from the state or federal government.

State-Administered Grants. State agencies announce, award, and supervise all aspects of grant-funded projects.

Direct Federal Grants. Federal agencies announce, award, and supervise all aspects of grant-funded projects. Federal opportunities are typically the largest awards available.

Formula Grants. Legislation authorizes the awarding of formula grants based on a formula. Eligibility to apply is therefore based on criteria, such as population characteristics. These are generally not competitive opportunities but are rather awarded to entities meeting the stated criteria. However, application forms are usually still required.

Other. Other external funding, such as contracts or gifts to the College vary in nature and requirements. In all cases, the Grants Office and Foundation Office should be aware of the funds and will guide the recipient in appropriate procedures.

GRANT DEVELOPMENT

Grants Office Staff

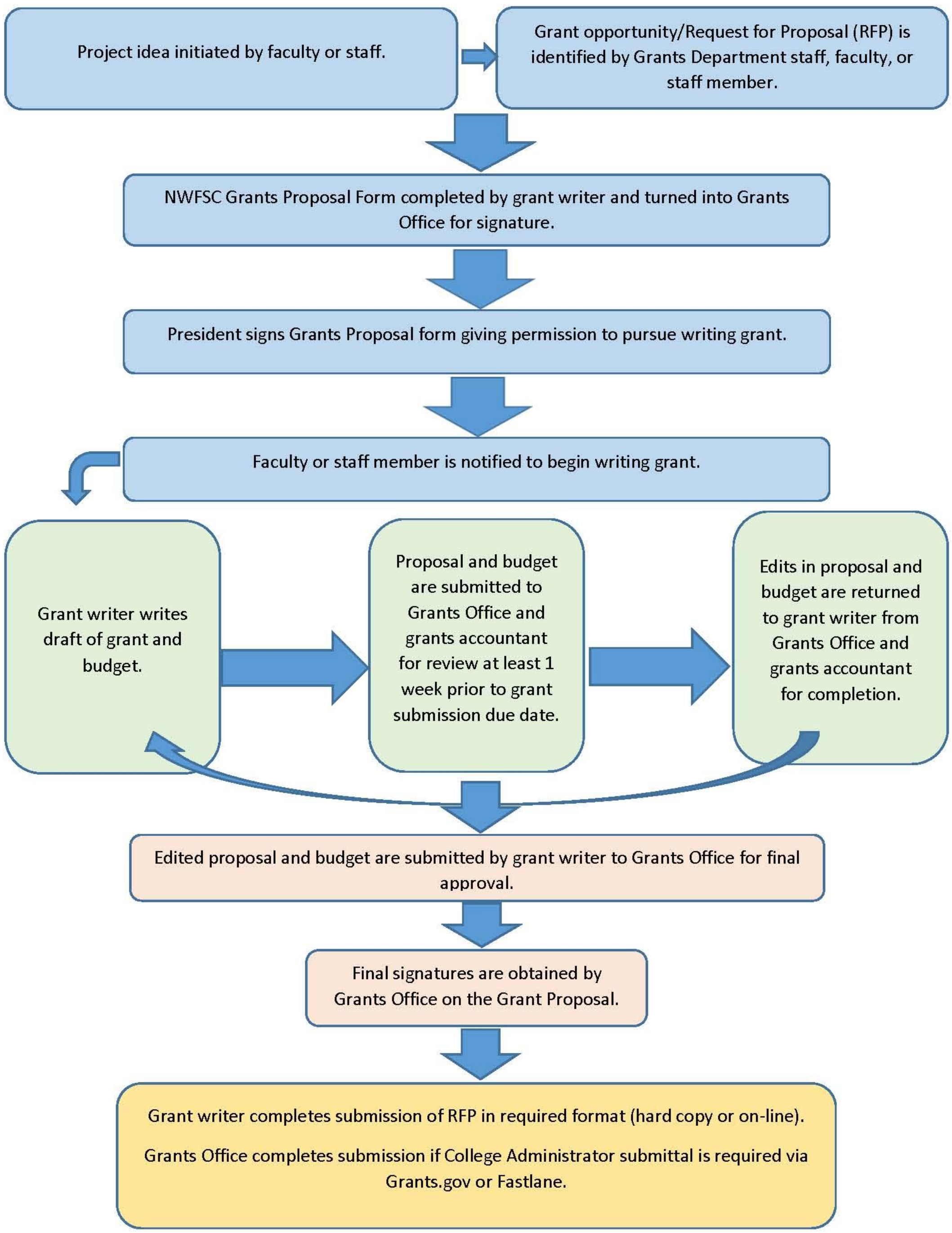
NWFSC has a Grants Office whose staff will be able to assist you during the grant writing and grant implementation processes. Please contact the Grants Office if you have questions.

Bldg./Office	Name/Position	Phone	Email
Bldg. 320 Room # 204	Dr. Anne Southard Dean, General Education and Grants	729-6040	southarda@nwfsc.edu
Bldg.320 Room #205A	Ms. Penny Cox Coordinator, Educational Assessment and Grants	729-5322	coxp@nwfsc.edu
Bldg. 320 Room. 207	Ms. Cindy Kuhn Office Specialist, Academic Affairs	729-5248	kuhnc1@nwfsc.edu

NWFSC staff and faculty interested in writing a grant should contact the Grants Office with ideas and possible funding sources. The flowchart below will show the initial steps to writing a grant at NWFSC.

Prior to your submitting a grant, complete the Grant Proposal Form, which the Grants Office and the President will sign, demonstrating that the grant fits within the College's mission and that the College has the infrastructure in place to manage the grant (see Appendix A).

Grants Development Flowchart



The following grants development checklist will assist staff in determining the need for and feasibility of writing a grant and will provide guidance on steps to accomplish the task.

Grants Office Pre-Award Responsibilities:

- Be familiar with the Request for Proposal (RFP) guidelines and compliance issues.
- Obtain President's signature on Grants Proposal Form giving permission to write the grant.
- Assist with grant budget development, as needed.
- Proof all grants and secure final approval and signatures before they are submitted.
- Proof and obtain approvals for subcontracts, if necessary.
- Facilitate meetings and discussion on proposal content within the program guidelines.
- Assist with research, demographics, and other needed data for grants.

Grant Writer's Pre-Award Responsibilities:

- Identify the problem that your idea addresses. Be sure you can clearly and convincingly explain the need for your project.
- Contact Grants Office to discuss your idea and funding sources.
- Identify funding source.
- Identify the College Visions that your identified opportunity will fit.
- Identify College resources needed. (Space for staff, equipment, other College resources)
- Submit Grant Approval Form to the Grants Office, which will obtain the necessary signatures.

Successful grant seeking begins with an idea for a project that the writer is committed to and that aligns with the College mission. These questions will help you generate and think through your idea.

- What is the goal for this project? What will be the end results of the project idea?
- Who will benefit from the proposed project? What College population will you serve?
- What are the anticipated outcomes for the idea? (Outcomes are measureable objectives that together lead to your accomplishing the project goal[s].)
- How does this project fit the missions of the College, and if applicable, the program? Why should this project be a priority?
- What makes this project special or different from other efforts targeting the problem?
- How does this project build on previous efforts with demonstrated successes?
- What are the costs associated with the activities and resources involved in this project?

- What is the timeline of proposed activities (i.e., 1 year project, 5 year project)?
- Which of College resources, facilities, or services will the project require?
- Who are the partners needed to implement this project? What would be their roles and contributions? Are they within the College or external?
- How will the effectiveness of the project be evaluated?
- Do you have your immediate supervisor's/administrative leader's commitment and affirmation of support?
- What will be the lasting results of this project?
- What recurring costs will need to be covered by another funding source (and what source)?
- Does your plan for grant funds include strategies to continue the project after funding ceases?

Identifying Funding Sources and Eligibility

Once an idea has been developed with clear goals and objectives, the grant writer, with guidance from the Grants Office, should research potential funding opportunities to find the right "match" for the idea. For all possible funding sources, the grant writer, with the assistance of the Grants Office if needed, should review the grant documentation to ensure that his or her idea closely aligns with the funding agency's goals and objectives.

Solicitation

Different funding agencies use different terms to announce their grant opportunities, such as the following:

- Request for Application (RFA)
- Request for Information Proposal (RFIP)
- Request for Proposal (RFP)
- Request for Quotation (RFQ)
- Solicitation for Grant Application (SGA)

No matter what term is used, the announcement will include the instructions for an application along with any requirements by the funding agency. Those requirements may include:

- Deadline for the application
- Amount of funds for which the grant writer may apply
- The proposed start and ending date
- The grant's focus
- Application format, possibly including font, margin, spacing, and other requirements
- Any restrictions on the geographic area that is eligible for funding
- A statement regarding higher education institution's eligibility; in some cases, 501(c)3 entities are eligible, in which case the College Foundation is usually the vehicle used to apply

In addition, the new Federal Uniform Grant Guidance contains provisions that require federal agencies to conduct a review of the merits, financial risks, and performance goals and assessments of all applications before making an award.

Grant writers should be aware of new regulations in the Uniform Grants Guidance, including the following:

- Section §200.205 of the UGG requires that federal awarding agencies conduct a financial risk assessment of recipients before making an award.
- The UGG also has new required data elements for each non-federal entity (grantee or subgrantee). These are listed in section §200.210 of the UGG. (see attached link for new federal guidelines which went into effect December 2015: UGG Federal Guidelines December 2014)

DEVELOPING THE GRANT PROPOSAL

After Presidential approval to begin writing, grant writers should complete the following:

Grant Narrative

The grant writer will develop a grant narrative based on the requirements of the RFP. Typical sections of a narrative proposal are an introduction; statement of need; and project goals, objectives, and activities. A Project work plan is typically submitted with the proposal. Some grants will require a plan for sustaining the grant when grant funds are no longer available. If collaborators are required, letters of commitment are often included in the grant requirements. Description and examples are found below.

Proposal Sections

Introduction. Typically the introduction describes the organization, its mission, its demographics, programs, and services. Census and workforce development data is usually included. The Grants Office has several samples. All this information provides the basis for the rationale for the proposal—why it's important, what problem it will solve, who will it help, and why the funder should care. Some opportunities require an abstract outlining the project. The abstract should include an overview of the project, including its goals, timeline, and cost. Writers should explain how the project fits within the institution's mission.

Need. Grant proposals must demonstrate a compelling need for the project. In order to do so, a writer must have a grasp of knowledge and literature in the field. References to other programs and studies addressing the same or similar problems will demonstrate the writer's expertise and ability to implement what has already been learned. Both quantitative and qualitative data should be used when establishing need.

Goals, Objectives, and Activities. All projects must have goals, objectives, and activities that align with each other and the overarching purpose of the project.

Goals. Goals must align with the goals of the funding opportunity and will provide the overall purpose and clarify the mission of the project. Goals are broad statements that are not necessarily measurable; instead, they show a direction and the overall outcome expected.

Objectives. Objectives are narrower than goals and can—and will—be measured. Specific and concrete, they explain how the program's success or failure will be assessed. If the objectives measure a process, such as an implementation, they should be the events involved in the implementation; if they measure outcomes, such as student learning outcomes, they will measure successes or levels of performance.

Activities. Activities are tied to objectives and goals and to budgets; activities provide the action plan for implementing the project. They may include timelines, project management details, and strategies. Activities are necessary to the success of the project and should be fully described in the proposal. The description of activities should focus on what methods will help the project meet its goals and objectives. If the activity is not necessary for reaching the project's objectives, leave it out.

- Activities should correspond to the goals, objectives and budget
- Activities are the methodology or plan of action for the project
- Activities typically include strategies, timelines, management plan and responsibilities
- Be careful about overcommitting in this section

The following examples include a project goal, objectives and associated activities.

Example 1:

Goal:
Teachers in the state will have a broader understanding of the Florida Standards modules in CPalms.

Objective:
1. Preservice teachers will demonstrate 90% or higher competence in the use of CPalms (outcome objective)
2. Teachers in Okaloosa and Walton Counties will be trained by NWFSC staff or trained district administrators in the six Florida Standards modules on CPalms. (process objective)

Activity:
At least 25 teachers will attend a 2 day professional development training on site or via web conferencing and will achieve 90% or better on a post test on the Florida Standards modules in CPalms.

Example 2:

Goal:
Students will demonstrate improvements in student learning outcomes through innovative, modularized instructional delivery.

Objective:
Students will successfully complete, with a grade of C or higher, a modularized program in mathematics that includes a customized learning environment based on background, skill level, learning preference and academic/professional goals.

Activity:
At least 60 students will utilize D2L shells integrated with modules, MyLab software, Tegrity videos, and Live Scribe pencasts.

Work plan for proposal. Draft a timeline for the work on a proposal; be sure to include time for submitting it to Grants Office staff, grants accountant, etc. Note that the proposal and budget must be submitted at least **one week prior to submission date** for proofing and budget validation.

Logic models or work plans. Logic models, or work plans, show the alignment among various elements of the proposal, as illustrated in the Health Resources and Services Administration (HRSA) sample below:

DEPARTMENT OF HEALTH AND HUMAN SERVICES Health Resources and Services Administration SAMPLE PROJECT WORK PLAN	FOR HRSA USE ONLY Application Tracking Number

Section A - Comprehensive Needs Assessment

Goal A1: Identifying major health issues for the populations to be served, unmet need, barriers to care, etc.

Objective(s)	Key Action Step(s)	Expected Outcome(s)	Data Evaluation and Measurement(s)	Person / Area Responsible(s)	Comment(s) (Maximum 500 characters)
A1.1 Develop protocol and measures for implementing needs assessment within two months of grant award. A.1.2 Establish a team of knowledgeable planning staff to oversee undertaking of needs assessment within one month of grant award. A.1.3. Complete needs assessment for targeted service area within 4 months of award. A2.3 Secure consultant to assist with needs assessment.	1. Identify appropriate tools to use for the needs assessment. 2. Establish Subcommittee of the planning staff to oversee needs assessment. 3. Define roles of planning staff and for the project.	1. Participate in the comprehensive needs assessment elements meeting with area stakeholders. 2. Create tangible targeted assessment protocols and tools for identified populations in collaboration with other health centers. 3. Conduct at least one coordinating meeting every month. 4. Completed needs assessment.	1. The number of planning meetings. 2. Determination made regarding approach. 3. The number of meetings attended. 4. Number of persons at each meeting. 5. Progress against established timeline for completion of assessment.	1. Planning Grant committee 2. CEO 3. Board of Directors 4. Consultant	

Goal A2 : Applying for MUA/MUA Designation

Objective(s)	Key Action Step(s)	Expected Outcome(s)	Data Evaluation and Measurement(s)	Person / Area Responsible(s)	Comment(s) (Maximum 500 characters)
A2.1 Obtain MUA/MUP designation for census tracts within target service area without a designation by (DATE). A2.2 Identify areas with current MUA/MUP designations in targeted service area by (DATE). A2.3 Secure consultant to assist with designations.	1. Identify tracts that qualify for MUA/MUP in targeted service area. 2. Apply for MUA/MUP designation and secure list of census tracts that already have MUA/MUP designation in targeted service area.	1. Implement process for MUA/MUP designation for undesignated census tracts in service area. 2. Census tracts within targeted service area have MUA/MUP designations.	1. Number of successfully Identified census tracts with or without MUA/MUP designation for targeted service area. 2. Number of census tracts that successfully received MUA/MUP designation.	1. Needs Assessment subcommittee of Planning Grant Staff. 2. CEO 3. Consultant	

Section B – Service Delivery					
Goal B1: Developing and appropriate service delivery model based on the comprehensive needs assessment					
Objective(s)	**Key Action Step(s)**	**Expected Outcome(s)**	**Data Evaluation and Measurement(s)**	**Person / Area Responsible(s)**	**Comment(s) (Maximum 500 characters)**
B1.1 Develop a service delivery model that is appropriate relative to the results of the comprehensive needs assessment by (DATE). B.1.2 Identify medical staffing needs by (DATE).	1. Assess current capacity and willingness of local health care providers to provide services and possible collaborations. 2. Based upon needs assessment, working projections, current inventory of providers and experience, identify optimal clinical and support staff.	1. Written documentation of current community model, capacity, and resources potentially available to the target population. 2. Identified essential clinical and support staff.	1. Finalized document describing evaluation of service delivery models submitted to the Board of Directors. 2. A model and guide for developing specific recruitment and retention activities for the satellite.	1. CEO 2. CMO 3. Human Resource Staff 4. Consultant	
Goal B2: If special populations (e.g., migrant/seasonal agricultural workers, residents of public housing, homeless persons, low-income school children) are included in the target population, specifying activities related to the identification of the unique access problems and health care needs of these populations.					
Objective(s)	**Key Action Step(s)**	**Expected Outcome(s)**	**Data Evaluation and Measurement(s)**	**Person / Area Responsible(s)**	**Comment(s) (Maximum 500 characters)**
B2.1. Recruit staff that specialize in providing health services for MSFW populations by (DATE).	1. Identify specific focus areas for recruiting staff to work with MSFW population.	1. Recruitment of staff with expertise in serving the MSFW population.	1. Recruitment of staff persons with expertise in serving the MSFW population.	1. CEO 2. CMO 3. CFO	
Goal B3: Facility planning and location selection.					
Objective(s)	**Key Action Step(s)**	**Expected Outcome(s)**	**Data Evaluation and Measurement(s)**	**Person / Area Responsible(s)**	**Comment(s) (Maximum 500 characters)**
B3.1 Identify potential sites that will meet the health care needs of the target population by (DATE).	1. Based upon the needs assessment and the current inventory of providers identify the optimal location, facility configuration and related square footage, exam rooms, etc.	1. Identify ideal locations (based upon travel patterns and population concentrations, etc.).	1. Number of locations identified for possible location of health center.	1. CEO 2. CMO 3. CFO	

Budget. Dollar amounts will be allotted to all staff and activities in the proposal.

- Check all salary and benefits with Human Resources to make sure accurate figures are in the budget.
- Check equipment purchases with IT or other departments and include all necessary costs to get equipment up and running if grant is awarded.
- Contact vendors to get quotes for proposed equipment and supplies. IT will get quotes for computer equipment, printers, IPads, etc. so that accurate figures will be included in the budget.
- Determine in-kind or match, if required, and what College resources will be used.
- Figure indirect costs into the budget if allowed in the grant. (NWFSC Federal Indirect rates are 39.50% for on-campus grants and 17.10% for off-campus. Contact the Grants Office with questions about indirect costs).
- Complete and submit a budget narrative to Financial Services with the budget.

Grant expenses may not supplant (replace) funds for activities or staff already ongoing or in place at the institution. Furthermore, to meet Federal UGG requirements, grant costs must be allowable and clearly necessary to implement the project.

When developing a grant budget unless otherwise specified round to the nearest dollar.

Grant budgets typically include:

- Personnel salaries and benefits
- Travel
- Equipment
- Materials and supplies
- Contractual services
- Marketing and printing
- Telephone
- Participant support costs, scholarships, and tuition
- Indirect costs, if permitted in the grant.
- Cost sharing and matching funds
- Sub-recipients
- Budget narrative

Personnel Salaries and Benefits. This section of the budget includes salaries and benefit costs for all staff working on the project. Remember that duties currently performed may not be covered by grant funds; this practice is called "supplanting" and is strictly prohibited. Some staff, such as senior administrators, may have portions of their existing salary covered by the grant if oversight of the project represents an additional duty. Faculty are often compensated at the overload rate for courses. However, some funding agencies, such as the National Science Foundation, may require that faculty (principal investigator) time devoted to the project is in the faculty member's basic load. In this case, the grant writer should see the Grants Office's help.

Depending on the length of the project, projected salary increases and increases in costs of benefits may need to be included. Human Resources will assist you with these costs.

Example:

Project Administrator–This person will be someone with the teaching background and the communication, leadership and organizational skills needed for this project.

July 1, 2014-June 30, 2015 $61,000

Fringe Benefits–To include Social Security, Medicare, Florida Retirement, Health and Life

July 1, 2014-June 30, 2015 $16,470

Stipends–Some grants allow include stipends for certain kinds of participation, including student participation, visiting speakers, etc. Some allow funds to be used to purchase student materials.

Example–District teachers who attend Saturday professional development training will receive a stipend of $150 per day. 25 teachers x $150 x 4 Saturdays = $15,000

Travel. Travel costs for various purposes, for example travel to conferences and project meetings, is often an allowable cost.

Example:

In District Travel for project staff and district staff for meetings and training

4000 miles @ .445 per mile = $1,780

Out of District Travel for project administrator and staff to travel to planning/preparation meetings

5 days: 1-16 miles @ .445 per mile+ $471.70

5 nights @ $100 plus per diem and miscellaneous expenses (tolls, parking) $1028.30

Out of State Travel

For Program Administrator to attend federal grant training in Washington DC

5 days @ $200 per night plus per diem and miscellaneous expenses. $2,500

Equipment. For federal grant programs (and many non-federal programs), equipment is defined as an item of nonexpendable, tangible property that has a useful life of more than one year and an acquisition cost that is equal to or greater than $5,000. All equipment costing $5,000 or more should be itemized in the budget. (§200.33)

Example: Videoconferencing Software for 2 classrooms $10,000 x 2 = $20,000

NOTE: The college has a policy for its bidding process requirements. Any equipment over $65,000 per unit is subject to the college's bidding process.

Materials and Supplies. Check to see how the funder defines "materials and supplies." Usually, this category will involve further specification, such as "office supplies," "training materials," etc. Be sure to include all supplies and materials necessary for each activity, including the evaluation of the project.

Educational Materials and Supplies - textbooks, training materials for project = $3,000

Office Materials and Supplies - to include office supplies for project management - binders, flash drives, office supplies, workshop materials, cables etc. = $5,000

Contractual Services. If grant funds will be used to pay a third party (individual or organization), these costs should be included in the Consultants/Contractual category. NWFSC uses a Professional Services contract for external evaluators. It may be that these services are put out for bid. Contact Human Resources for further guidance.

Marketing and Printing. This is the category for funds for mailing, printing, copying, advertising, etc. Marketing and Graphics Services can provide quotes, or the Grants Office can provide typical expenses for the average project of equal scope.

Example: Printing, coping, marketing materials for the project. = $3,000

Telephone. Consult the IT department for help with possible telephone costs. Since the College's telephone system is Voice over IP, there may not be costs in this area.

Participant Support Costs, Scholarships, and Tuition. Some grants allow tuition for students enrolling in relevant programs. Some funders may require a percentage of the awarded funds be used for this purpose; others may prohibit this use of funds.

Indirect Costs. NWFSC has an established Federal Indirect Cost rate of 39.5% for on campus grants and 17.1% for off campus grants. College policy requires that grant proposals charge the indirect costs of facilities and administrative expenses. "Facilities" may include depreciation, rental of space, and equipment purchases. "Administration" covers the general expenses of running a grant project. These indirect costs must be calculated for all grants at the federally-negotiated rate for NWFSC. If the funder does not allow that rate, the Grants Office will assist the grant writer in charging an appropriate indirect cost.

Cost Sharing and Matching Funds. Some grant opportunities require that the College share in project costs and thus demonstrate its commitment to the program. Some grants will require contributions from other grant partners.

In some cases, a cash match is required. More often, cost sharing is the requirement, and at NWFSC this most frequently includes staff support (a reasonable amount of someone's time in addition to his/her regular duties) and rental of space. For proposals submitted to federal agencies, these College contributions must be verifiable (this includes time and effort logs for staff time) and must NOT be funded by any other federal program or grant. Grant writers must be sure to get approval from College supervisors for the use of staff time and other College resources.

Sub-recipients (§200.330 and §200.331). Some grant projects involve businesses, other Colleges, or organizations in the application, with NWFSC serving as the lead or fiscal agent. However, not all collaborators are the same. Subrecipients are partners who may apply for funds with the lead agency, but may only provide specific services or activities for the grant. They are not responsible for all parts of the grant but work as contractors for a needed. Service. Each grant opportunity's documentation will provide guidance on the difference between a partner and subrecipient. Agreements with sub-recipients will be formalized during the grant writing process in letters of collaboration or memorandums of understanding, as required by the funder. It is important to remember that for federal opportunities, the same budget, performance, and reporting expectations apply to sub-recipients as to College grant recipients. Grant administrators and writers must make these expectations clear to potential subrecipients in the writing and set-up phases of any grant project. Subrecipient's arrangements must be clear in the proposed grant budget, and their indirect cost rate must be applied as part of their budget proposals. State proposals may differ; the guidelines for each opportunity will provide guidance, and grant writers should consult with the Grants Office in all situations involving potential subrecipients.

New UGG requirements for sub recipients are in section §200.331. They include:

- A formal agreement with all subrecipients
- A pre-award risk assessment must be conducted on the subrecipient. This should include the subrecipient's prior experience with the same of

similar awards, results of previous audits, financial stability of the institution, whether the subrecipient has new personnel or new or substantially changed systems, and the extent and results of federal awarding agency monitoring.

- Specific subaward conditions
- Activities monitoring of subrecipients to ensure compliance
- Use of monitoring tools to protect federal funds
- Verification subrecipient compliance with the Single Audit Act
- Evaluation of records
- Remedies for noncompliance
  (Management Concepts. 2014. Federal Grants Update 2014 Student Guide. p. 5-27 through 5-28)

Budget Narrative. Grant application packages must include a budget narrative or budget justification. Funding agencies will ask for a written description of the budget, called a budget justification. This narrative explains any potential confusion regarding budget expenses, establishes that costs are reasonable, and explains how costs were established. The three elements common to all budget narratives are as follows:

- The budget item (personnel, travel, equipment, etc.)
- The written calculations and any justification
- The line item amount

Evaluation Plan. While private foundations may not require rigorous evaluations, all state and federal funding agencies mandate that grant administrators establish and report how well the project worked so that funders know if the project should be replicated elsewhere. The expectations for the rigor and quality of evaluation plans are increasing among federal agencies.

Evaluation plans should include:

- What types of data (quantitative? qualitative? self-reported?) will be collected?
- When will various types of data will be collected? If you are collecting formative data throughout the project, will the project activities or timeline change based on that information?
- What methods and instruments will be used for data collection?
- Are you developing your own instruments or using other researchers' assessment tools?
- How will the data will be analyzed and who will work on the analysis?
- If the data includes protected information, how will you ensure its security and privacy?
- When will reports of results and outcomes be available?
- How will you disseminate the information to the research community?

Consider using an external evaluator; some funding agencies will require this practice. Sometimes an RFP will require that an external evaluator be named in the grant proposal along with his or her qualifications. Contact the Grants Office if you need assistance regarding external evaluation of your project.

Project Timelines. Timelines are typically a list of activities and deliverables and will usually include the person responsible for the task. Depending on the grant instructions, timelines may include benchmarks and milestones. All timelines should provide the budget numbers for each deliverable (see sample project timelines in Appendix B).

Project Sustainability. If required by the grant, determine how the project will be sustained after grant funds end. Articulate this strategy in the grant narrative.

Letters of Intent. Some agencies require that a letter of intent outlining your project be submitted and reviewed and an invitation to submit a proposal be issued by the funder before you can write the grant. The project announcement will tell you if a letter of intent is required.

Letters of Support or Commitment. Ensure that any needed letters of commitment can be obtained in the available timeframe.

Letters of support from the organizations are partnering in the project are often required by funding agencies. Sometimes letters from the lead applicant's senior administration are also included. These letters generally include a statement of support for the project and its aims and a brief outline of what contributions the institution or organization will make to the project. The letters should not be exactly the same but should reflect each partner's goals, alignment with their missions, and roles in the project. Sample Letters of Support are found in Appendix C.

Final signature obtained on Grants Approval Form. Signatures from the Grants Office Financial Services and Human Resources must be obtained before a grant can be submitted. The Grants Office will obtain the President's final signature before any grant can be submitted.

SUBMISSION AND NOTIFICATION

Submission process

Proposal application packages may be submitted by the grant writer depending on the grant mechanism. However, no NWFSC grant can be submitted until the Grant Proposal Form has final signatures from the Grants Office, Financial Services, and Human Resources. It is the grant writer's responsibility to contact the Grants Office and make sure that all signatures are completed before the grant is submitted. The submission method will be specified in the guidelines for the grant opportunity.

If you are writing a Federal grant that requires submission via Grants.gov, there are some specific things that you will need to do:

- Go to the Grants.gov site and download the entire RFP. This will allow you access to the required 424 forms and required budget forms
- Contact the Grants Office for needed College or Foundation DUNS numbers.

- Contact the Grants Office for assistance in completing all necessary forms.
- Complete all required forms and upload all required documents. The project narrative will be uploaded as an attachment.
- Contact the Grants Office. The Dean in that office is the College Administrator for Grants.gov and will submit the application after all reviews have been completed. All grants that are submitted via Grants.gov must be submitted by the Dean in the Grants Office.

Review Process

Typically federal and state applications are scored using a matrix or rubric, with points assigned to each section of the proposal. The points division can be found within the grant application instructions.

Grant readers are selected based on their experience and/or credentials. Panels of readers review applications in a panel. The resulting scores are public and may be requested. Usually, comments on these reviews are helpful in formulating future ideas and submitting other grants. Frequently, a project may not be funded upon its initial submission, but subsequent years' revisions to the proposal based on reviewer comments may be successful.

Applications to private foundations are reviewed more informally, and these foundations are not obliged to release their scoring or selection process.

Whenever possible, obtain reviewer comments; these will help in future proposals.

Award Notification

Notification from funders about the success or failure of grant applications may be sent to the writer and/or the College President. Some funders use electronic submission systems that also provide notification of the application's success.

GRANT IMPLEMENTATION

AWARD NOTIFICATION AND ORIENTATION

When you accept a grant award you accept the responsibilities for the management and administration of programmatic, financial, and reporting aspects of the grant project. These responsibilities may include the hiring of personnel, purchasing supplies, utilizing services, procuring equipment, and planning authorized travel and/or training. Not beginning a funded project in a timely manner may increase the risk of failing to complete the grant objectives. This may also result in unused grant funds. More importantly, the intended beneficiaries of the grant program, services, or activities may not receive all or some of the intended benefits of the program. For these reasons, the Grants Office will assist you to reduce delays, improve start-up time, and complete project tasks before the end of the project period.

The critical information provided by an award notification includes:

- Start and end dates
- Amount of award
- Terms and conditions of services.

No funds can be expended on a project until an award letter has been received.

Tips for Successful Grants Management

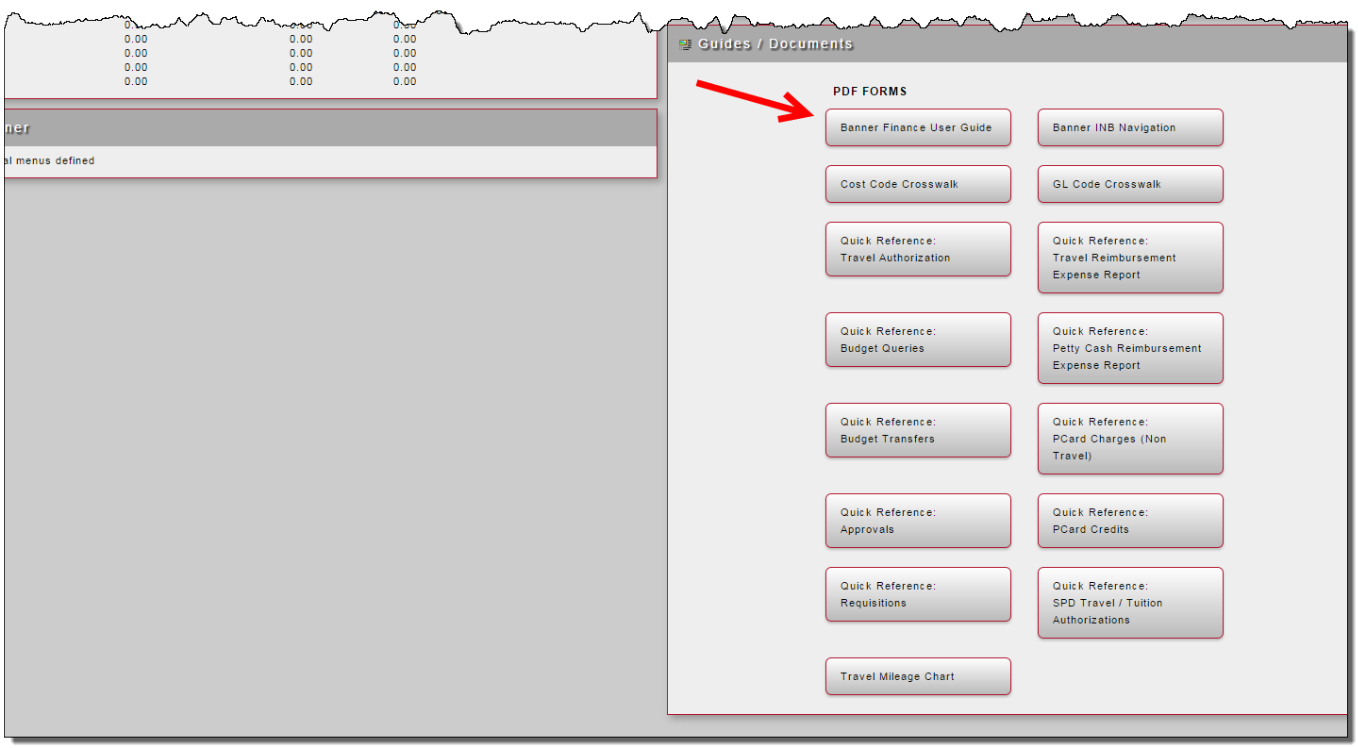
Read this section of the manual carefully. It will be a useful resource for helping you manage your grant.

- Make sure to give the Grants Office a copy of the grant and award letter.
- Review all key documents of the grant. This includes the proposal, program guidelines, RFP (Request for Proposal), award notification, budget, authorizing legislation, and any related information.
- Contact Grants Office personnel for initial orientation as soon as you receive a grant award notification. The orientation will acquaint you with College procedures for invoicing for payment and for project performance reporting.
- Review and understand the goals, objectives, activities, and any deliverables that are required for your grant. It is important that you know the funding agency's expectations and ensure that you will achieve grant outcomes.
- Hold an initial meeting with your immediate supervisor and the project staff for the grant. Review your role as project director and each staff member's role in the grant project. Define the project's goals and activities. Begin team building for achievement of project goals.
- Attend all Grants Committee meetings held by the Grants Office. These meetings will provide you with interaction with all grant managers and will ensure that you have the most current information on NWFSC grant policies/procedures and Federal and state requirements.
- Contact NWFSC's Grants Accountant and provide him/her with a copy of the grant award letter and approved budget. The accountant will then set up a

project fund and index number and will input the budget into the proper account codes. Your immediate supervisor should complete a Systems Access Request form to get your initial Banner access to finance and any other system you need.

- Contact the Grants Office about requirement for entering your grant data into the College's grant tracking software.
- Contact Financial Services to request Banner Finance training as well as Travel and Expense training after your access has been approved. All finance manuals and quick references guides are posted in the portal/RaiderNet 2.0 on the Finance page (lower right hand corner under Guides/Documents). See image below:
- Begin making grant purchases as soon as possible after the budget has been approved. Spending should not be done at the end of a grant, but should be done to implement the grant. The Grants Accountant will provide you with a grant fund and index number. You can access your detailed budget in Banner Finance.
- Contact Human Resources regarding hiring of personnel. If new jobs are created, use the job roles and descriptions described in the grant. Before you submit your grant understand which positions will need to be built into the College budget after the project ends and discuss with your supervisor to get approval for this plan. Your supervisor/primary administrator must approve all hires.
- Keep documentation of all project activities, including expenses charged to the grant (P-Card and purchase orders), time and effort, travel, equipment location, and in-kind or match. Funders will want project details at the end of the grant and/or during implementation.
- Place key report dates and project deadlines on your calendar. It is the grant manager's responsibility to ensure that all reports are submitted on time. Send copies of any reports to the Grants Office for filing


NORTHWEST FLORIDA STATE COLLEGE
Welcome
Student
Finance
Employees
Forms
Facilities / Physical Plant
Approval Alerts
You have no documents pending approval
Workflow
Workflow Access
Banner SSB
Finance Tasks:
Approval Queue
Budget Queries
Budget Transfers
Multiple Line Budget Transfer
View Document
Encumbrance Query
Finance Menu
Banner INB
INB Home
E Print Access
Banner Messages
Requisitions
Create a Requisition
PDF FORMS
Department Requisition Instructions
Travel and Expense Management
Travel and Expense Management
Finance Forms
PDF FORMS
SPD Funds Request
SPD Post Activity Project Report
Contract for Professional Services
Sam's Club Receipts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Guides / Documents
PDF FORMS
Banner Finance User Guide
Banner INB Navigation
Cost Code Crosswalk
GL Code Crosswalk
Quick Reference: Travel Authorization
Quick Reference: Travel Reimbursement Expense Report
Quick Reference: Budget Queries
Quick Reference: Petty Cash Reimbursement Expense Report
Quick Reference: Budget Transfers
Quick Reference: PCard Charges (Non Travel)
Quick Reference: Approvals
Quick Reference: PCard Credits
Quick Reference: Requisitions
Quick Reference: SPD Travel / Tuition Authorizations
Travel Mileage Chart

College Offices

The College has many designated personnel who may be involved in the process throughout the life of a grant. Listed below are key players in this process:

Grants Office Staff

Bldg./Office	Name/Position	Phone	Email
Building 320 Room # 204	Dr. Anne Southard Dean, General Education and Grants	729-6040	southarda@nwfsc.edu
Building 320 Room 205A	Ms. Penny Cox Coordinator, Educational Assessment and Grants	729-5322	coxp@nwfsc.edu
Building 320 Room # 207	Ms. Cindy Kuhn Office Specialist, Academic Affairs	729-5248	kuhnc1@nwfsc.edu

Financial Services

Bldg./Office	Name/Position	Phone	Email
Building 320 Room # 116	Ms. Pam Kaby Controller	729-6026	kabyp@nwfsc.edu
Building 320 Room # 114	Ms. Tammy Adams Grants Accountant	729-5308	adamst@nwfsc.edu

Purchasing Department

Bldg./Office	Name/Position	Phone	Email
Building 320 Room # 137	Ms. Dedria Lunderman Purchasing Coordinator	729-6031	lundermd@nwfsc.edu
Building 320 Room # 136	Ms. Beth Dunn Purchasing Support Specialist	729-5361	dunnb@nwfsc.edu

Grants Office Post-Award Responsibilities

- Chair the Grants Committee and schedule meetings.
- Conduct orientation meeting with new grant personnel to discuss specific requirements for managing the grant.
- Serve as the College's administrator for Grants.gov, Fastlane, and any other online grant submission sites.
- House all copies of financial and programmatic reporting for each grant at the College.
- Provide assistance to grant managers as needed.

Grants Accountant/Financial Services Responsibilities

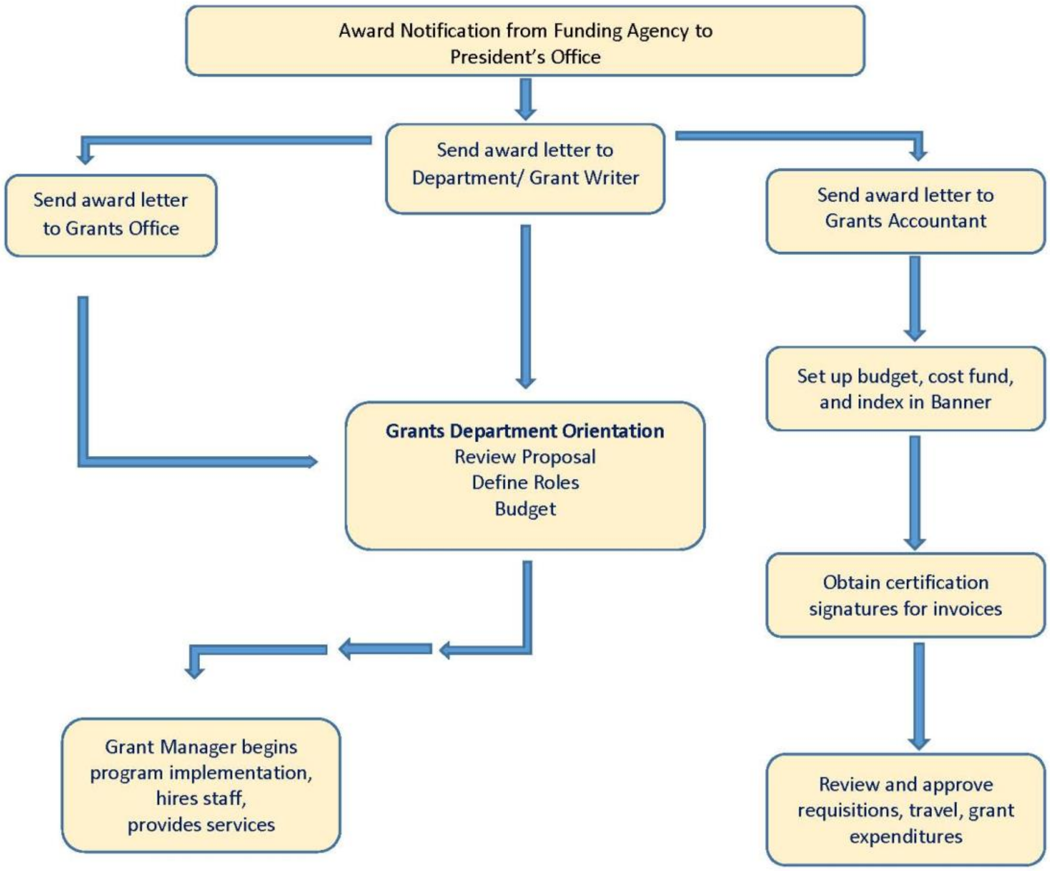
- Set up Grant Fund and Index Codes and Indexes and enter approved budget per award notification. The Grants Accountant must receive a copy of the award letter, grant proposal, and approved budget before this can be done.

- Provide Banner FINANCE training to new grant personnel upon request.
- Provide final review of grant expenditures to verify account coding is correct.
- Review all requisitions, travel authorizations, and expense reports and approve once they are determined to be allocable, allowable and reasonable.
- Review and approve Professional Services Contracts and Services Rendered forms.
- Obtain certification signature from the College's authorities before expenditure reports and payment requests are sent to the granting agency.
- Compile and submit required Financial Reports.

Banner. Banner is the College's enterprise resource product (ERP), providing College-wide administrative and instructional support. The sections used frequently are finance, purchasing, personnel, and payroll. These sections give online access to the grant budget, allowing you see grant encumbrances and expenditures. Staff can enter and track purchase requisitions in Banner. Grant managers should become familiar with Banner Finance and check grant budget information often. New grant personnel should request Banner training from Financial Services.

Banner is also used for student information. Course schedules, registration, transcripts and all student information is available in Banner. If your grant needs access to student information, contact Dr. Aimee Watts, Dean of Students at 729-5232 or wattsa@nwfsc.edu.

Flowchart for Funded Projects



INITIATING A GRANT PROJECT

A Project Director must be the expert on the project and must know the policies of the College, as well as learn the regulations of the funding source. Knowing this information is essential to the success of a grant. The administration of a grant requires a collaborative effort in order to implement activities and effectively manage the project. This collaborative approach ensures that we have successful outcomes and achieve the goals of the grant. This Grants Management Manual is a written resource on grants-related issues. It can be used as a guide; however, please contact the Grants Office any time you have grant related questions or need assistance.

Your grant has rules and guidelines. Activities of your grant must follow all applicable laws, regulations, contracts, policies, and procedures. The presence of grant funds does not preclude you or your staff from following College regulations. There are times when a funder's rules are more flexible than the College's. **Remember that the most restrictive rule applies.**

Communicating with the funding agency. At various points, you will need to contact the funding source regarding questions about your grant. Make sure that you know the agency contact person for your particular grant and that you are clear and concise in questions to them.

Orientation for New Grantees

Contact the Grants Office to set up an initial grant orientation meeting with the project staff and administrators. At this meeting you will review the proposal, project timeline, objectives, deliverables, and the budget. This orientation also provides an opportunity for grant staff to review the Grants Implementation Manual and ask questions related to grant implementation and administrative procedures.

Agenda for Initial Grant Orientation

Review of Grant Implementation Manual
Award Review
- Total amount awarded
- Budget/Project period
- Objectives and deliverables
- Timeline (program as well as reports and progress meetings)
- Staffing roles and responsibilities
- Time & effort reporting
- Partners, collaborators and evaluators (if applicable)
- Budget set up
- Advertising positions
- Program amendments (if needed)
- Relevant upcoming dates and reports

Budget
- Expenditures
- Budget monitoring recommendations
- Invoicing

Budget amendments (if needed)
Maintaining records and files (paper trail)
Questions and answers

BUDGET AND FINANCE

Financial Services has provided the following budget and finance. Please contact the Financial Services for further guidance on budget and finance procedures.

Bldg./Office	Name/Position	Phone	Email
Building 320 Room # 116	Ms. Pam Kaby Controller	729-6026	kabyp@nwfsc.edu
Building 320 Room # 114	Ms. Tammy Adams Grants Accountant	729-5308	adamst@nwfsc.edu

As soon as the award notification or final signed contract is received you will submit the following to the Grants Office and the grants accountant

- Official award notification or original contract
- Copy of the proposal
- Project Budget
- Any other pertinent documents to the project

The project budget cannot be set up in Banner until an award letter or confirmation of funding has been received by the grants accountant.

Things to know as you begin a project:

- Become familiar with human resources, purchasing, and finance requirements for spending project budget.
- For equipment purchases, please confirm whether or not the funding agency requires prior approval for equipment purchases.
- Supply purchases are typically encumbered as needed throughout the project period.
- Project's funds should be spent in a timely manner.
- All expenses should be encumbered at least 60 days prior to the end of the project/budget period.
- Enter the Banner budget fund/org/prog on all transactions.
- Retain documentation for all expenditures.

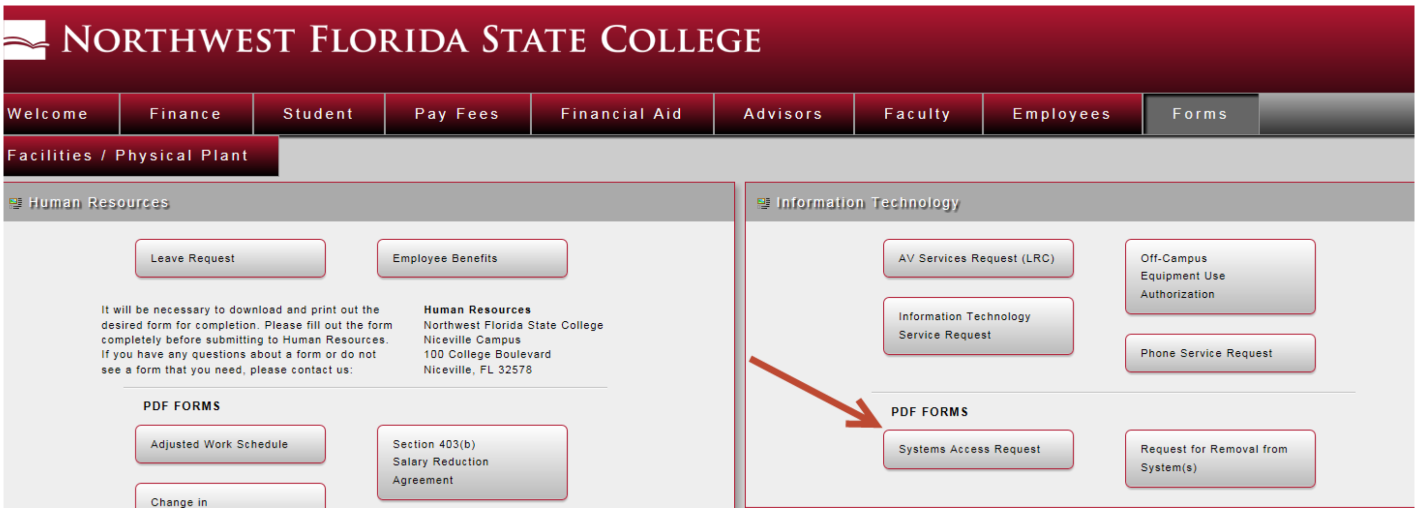
Setting up an Index

Upon award notification, Financial Services will establish a grant code and an Index, associated with a Fund, Organization and Program, for each award. The grant code and Index will be tied to funding source and function.

Access to Budget

Grant personnel with current Banner finance profiles will be given access to budgets in order to complete their job duties on request. Supervisors must fill out system access forms for employees needing access to budgets if they do not already have Banner Finance access.

New grant employees may need system access into Banner. Most will not need access to "STUDENT" but may need access to "FINANCE" to view budgets, complete budget transfers and manage the grant budget. The Systems Access Form is available on the Forms tab in Banner (See Appendix D). Complete the form, indicate the appropriate access, sign and forward to the appropriate department for signatures. After all signatures are obtained, IT will receive the form and give the employee access.



Allowable Costs

The OMB Circular A-21(i), states that in order for costs to be allowable, they must be:

- Reasonable and necessary (for example, sound business practices were followed, and purchases were comparable to market prices)
- Allocable to the federal award (meaning that the federal grant program derived a benefit in proportion to the funds charged to program – for example if 50% of a professor's salary is paid with grant funds, then that professor must spend at least 50% of his or her time on the grant program)
- Are properly documented (and accounted for on a consistent basis with generally accepted accounting principles (GAAP)
- Consistent with the provisions of the grant program
- Not used for cost-sharing or matching any other grant agreement and
- Legal under state and local law (i.e., the expenditure is not prohibited under state or local laws or regulations).

Rules and Regulations

College policies and procedures regarding budgets apply to grant-funded projects (*http://www.nwfsc.edu/AboutNWF/BoardOfTrustees/policymanual.cfm*)

Become familiar with the project award document and any supplementary guidelines provided by the funding source. For federal programs, these may be:

- Office of Management and Budget (OMB) circulars (http://www.whitehouse.gov/omb/circulars)
- Education Department General Administrative Regulations (EDGAR),Title 34m, Code of Federal Regulations (CFR) from the federal Department of Education (http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html)

For state programs, rules and regulations may be found in:

- The Green Book of Regulations from the Florida Department of Education (http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml)
- Florida Statutes (http://www.leg.state.fl.us/statutes/)

Note: Federal regulations supersede other regulations unless the funding source or College regulations are more restrictive; the most restrictive regulations apply. When in doubt, check with the Grants Management Office.

Contingency Budgets

There may be times that anticipated grant award notification is not received before the new grant year begins. The project staff and Grant Management staff will need to identify the expenses, usually personnel, which will need to be covered in this interim to prevent a lapse in service. The College President will approve the expenses the College will cover.

Travel

In order to travel and expend travel funds in your awarded grant, travel must be an approved line item. Most grants will designate if the travel is in-district, out-of-district, or out-of-state. If your awarded grant includes travel to required meetings or conferences, these meetings must be attended by grant personnel, usually the grant manager. All travel must follow the College's procedures:

- Use appropriate grant Index on all forms and documentation
- Travelers are expected to utilize the most cost effective mode of transportation and lodging based on the circumstances related to the travel.
- Submit and obtain appropriate approval on a Travel Authorization (TA) through the Travel and Expense Management module (TEM) prior to travel. Estimate all expenses on the TA, indicating an anticipated method of payment for each expense type.
- NWFSC is exempt from Florida sales tax. Travelers may obtain a copy of the tax exempt form from the Purchasing office. If taxes are assessed, they become the obligation of the traveler except for tax on airline tickets as required by law and situations where service providers will not honor the College's Tax Exemption Certificate; hotels, restaurants, car rental companies.

- Enter requisitions for prepaid registration fees, etc., when not using College PCard.
- Upon return from travel, submit a Travel Expense Report (TR) though the Travel and Expense Management module (TEM) upon completion of travel. TR should be submitted within 7 days of travel or 7 days after the end of the month for routine travel. Contact the Travel Administrator for assistance in completing expense reports. Meal receipts are not required; all other documentation must be uploaded to TEM. Travelers are required to keep original documentation according to applicable record retention policies.
- Note: some funding sources may require approval for out of district/out of state travel even if it is a line item in the budget. Refer to grant documentation for specifics.
- In-District Travel: within Okaloosa and Walton counties
    - Complete a Travel request in Banner using your grant budget number on the form and when a registration fee is involved, attach the agenda.
    - Input a Travel Reimbursement Request into Banner for any pre-paid registration fees
    - Send both forms through Banner for approvals.

In-District Mileage

Complete an *In-District Travel Reimbursement Request* form to be reimbursed for mileage accrued as project-related travel between and among campuses or local agencies throughout Okaloosa and Walton Counties. Mileage can be determined by odometer readings or the College's mileage chart. Submit the form, signed by the employee and supervising administrator, to the campus business office. In-district travel should be submitted monthly.

- Out-of-District: within the state of Florida but outside of Okaloosa and Walton counties
- Out-of-State Travel: outside the state of Florida
- Airline Tickets: Common Carrier tickets may be purchased using a College PCard. Contact the Purchasing office for assistance if no PCard has been issued to the Grant Manager.

NOTE: The funding agency may require prior approval for travel even though they are in the project budget. Refer to the project's contract or award document.

- Automobile usage: If an automobile is the mode of transportation, the traveler may reserve a College-owned vehicle, subject to availability. Use of personal automobile will be reimbursed at the approved rate.
- Lodging: Actual lodging expenses require original receipt itemizing all charges.
- Meals: Reimbursement will be made based on approved rates; eligibility is based on departure and return times. Meal receipts are not required.

Unallowable Costs

An unallowable cost is any cost that cannot be charged to the grant regardless of whether the cost is treated as direct or indirect cost. It is important to note that while a cost may be allowable under an OMB Circular, it may not be allowable under the terms and conditions of a grant program. Remember, each grant award has specific programmatic goals and requirements.

- Purchase of alcoholic beverages and decorations are prohibited.
- Food purchases are prohibited unless specifically included in the grant budget approved by the funding source.
- Only line items identified in the awarded budget may be used. Budget changes that affect the scope or criteria addressed in the requirements of the program require an amendment.
- Some grant-funded programs cite specific restrictions on expenses. Refer to the award document for information as to whether a cost is allowable.
- General Provisions for Selected Items of Cost are presented in section 200.420 of the CFR. The list is not exhaustive. Failure to mention a particular item of cost is not intended to imply that it is either allowable or unallowable; rather, determination as to allowability in each case should be based on the treatment provided for similar or related items of cost, and based on the principles described in §§200.402
- When regulations are in conflict, the most restrictive role will apply.

Cash Match

For grants/contracts requiring cash match, Grant managers must coordinate with the Grants Management Office to ensure that matching funds are allocable and available. Funds cannot be used as match on multiple grants/contracts. Federal funds cannot be matched with federal funds. All cash and in-kind matches required in the grant project must be documented (see Appendix E for Time and Effort and In-Kind form).

Indirect Costs

An indirect cost rate allows the College to cover indirect expenses such as utilities, facilities, and other administrative costs that represent the expenses of doing business that are not readily identified. In theory, costs like heat, light, accounting and personnel might be charged directly if little meters could record minutes in a cross-cutting manner. Practical difficulties preclude such an approach. Therefore, cost allocation plans or indirect cost rates are used to distribute those costs to benefiting revenue sources.

The Grants Management Office can provide project staff with the current Federal Indirect Cost rate. Generally, most federal, state and private funding agencies cap in-direct cost rates anywhere from 5 to 10 percent. The specifics for each grant will be identified in the Grant Award documentation.

Project staff only need to be aware of the amount of indirect costs in the budget. These funds are not available for expenditure or budget transfer to other budget lines. Financial Services will calculate and deduct the indirect cost from your budget.

FINANCIAL REPORTS

Budget Reporting

Grants and contracts must have funds budgeted in detail as required by the funding source. The College is required to follow the conditions of the grant that include but may not be limited to: spending funds in accordance with the approved budget of the grant; returning unused balance of grant funds; establishing property records of grant-acquired property, if so indicated; and providing program and fiscal reports at given intervals as required.

The College, auditors, and field monitors must be able to compare actual expenditures to budgeted expenditures. It is important to obligate and expend funds in accordance with the approved budget. An obligation is when the College formally designates funds for a specific expense. Obligations must occur by the end date of the grant. Expenditures, which are charges to a grant or program, must be made in sufficient time to allow preparing and submitting the final expenditure report by the due date. Refer to award notification for obligation and liquidation dates. Project staff should retain appropriate documentation of expenditures according to records retention polices.

Budgets will be maintained in the Banner Finance module. The grant accountant will enter budgets and amendments upon official notification. Grant managers can request budget transfers within account types according to applicable regulations. Changes in function or object (account) codes that do not affect the scope of the grant or the criteria addressed in the requirements of the Program, do not require an amendment. (Green Book, Section B Project Amendments, B-4).

Project staff use Self Service Banner to review budgets, check encumbrances, and approve documents. Contact the grant accountant in Financial Services for training on the use of the Banner Finance module(s).

Time and Effort Reports

Time and effort reports and timesheets for part-time staff are required by federal regulations to confirm the amount of time they devote to fulfilling their job responsibilities. That time includes the Fund I (College budget) time as well as the hours or percentages of time as stated by the grant application allocated to each activity representing a reasonable estimate of work performed. The time and effort report should be based on 100% of the person's time. For example, if he/she works 29 ½ hours a week, 29 ½ hours represents 100% effort. Time and effort reporting varies by grant and the job responsibilities of the individual charged to the grant. That "effort" may include 1) support paid by a grant as well as 2) support expended in support of a grant but not paid by the grant (in-kind or match). For example:

- A person may be paid by a grant, or more than one grant, with funds dedicated in the budget.

- A grant may state that a Fund I person will dedicate a certain percentage of hours each week to support the grant. In this case, dedicated funds might not be included in the grant budget, but the effort must be tracked to support the grant proposal. For example, if you are listed in a grant for an in-kind value of 10% of your time, 33.75 hours of your week would list your normal job responsibilities and 3.75 hours (10% of a 37.5 hour work week) would reflect grant activities (See Appendix F for Record of Time and Effort form and sample).

HUMAN RESOURCES

Human Resources has provided the following Human Resource guidance. Please contact Human Resources for further guidance on human resource procedures.

Grant-funded projects must follow standard College policies and procedures regarding personnel but must also follow any specific requirement in the grant award. See the following link to the College Board of Trustees Policy Manual for Human Resource policies:

http://www.nwfsc.edu/AboutNWF/BoardOfTrustees/policymanual.cfm

Project Personnel

Many grant projects include funding for new personnel to assist with implementation. When determining new positions, titles and positions must match those already established by the College. Grant-funded personnel must also be hired utilizing the College's policies and procedures for hiring all personnel. See the College hiring procedures below. All College employees must be fingerprinted and submit to a criminal background check (Board Policy HR 1.00 Employment Provisions) See Fingerprinting policy.

Hiring Grant Personnel

- Once the position is approved to be filled, the appropriate Dean/Vice President and the Director of Human Resources, appoint a search committee and committee chair if appropriate.
- The College will advertise internally for one week to determine if any full-time qualified applicants can be selected. If no selection is made, the position will be advertised externally for 10 days. Selected positions may be advertised internally and externally simultaneously, upon administrative approval.
- The chair calls an initial meeting of the committee members, along with the Human Resources Director/Equity Coordinator. This is a meeting during which the chair issues a charge to the committee, provides guidance, and answers questions. The Human Resources Director/Equity Coordinator can then conduct a short training session and answer any questions the committee members may have about the process. When arranging the initial meeting, the chair should ask members to bring their calendars to avoid scheduling delays.
- Human Resources shall review all applications and forward only those applications that meet minimum advertised qualifications to the designated hiring supervisor.
- The hiring supervisor will:
    - Develop a screening tool to review applications and determine which applicants are to be interviewed.
    - Develop questions for interviewing and send to Human Resources.
- The applications will be reviewed, and the committee will select candidates who best qualify with preferable job skills and/or experience for interviews:

- The hiring supervisor submits a timetable/schedule with dates and times to Human Resources to help schedule the interviews.
- The committee conducts interviews.
- References are checked by the committee and/or Human Resources prior to job offer.
- With the approval of Human Resources, recommendations for hiring shall be forwarded to the appropriate Dean/Vice President and the President for
- Once approved, the hiring supervisor/chair calls the finalist and makes an offer. Once the finalist accepts, the hiring supervisor and/or chair personally calls the interviewees to inform them that they were not selected. This adds a personal touch to the selection process. Human Resources notifies all other applicants in writing that the position has been filled. All recommendations for employment are approved by the Board of Trustees.

Interviews

The objective of the interview process is to find the person who best fits the job. After all of the interviews are complete, each search committee member should review all of the final candidates and provide advice to the committee chair regarding his/her opinion of the strengths and weaknesses of each candidate.

NOTE: **At no time should any candidate be advised that they are the "top candidate" or that they are "being recommended for the position."**

Interviewing: The following is a **suggested** procedure for conducting an interview.

- The committee chairperson should introduce him/herself and the committee and thank the person for coming.
- Ask the candidate if they care for something to drink, but be prepared if they say yes.
  (water/soft drinks are provided in the President's office)
- The chair should summarize what will take place in the interview, including a reference to the job opening and provide an overview of the job.
- If you intend to take notes during the interview, state that you will be doing so and invite the individual to do the same.
- Ask both general and specific questions about the candidate's qualifications, skills, abilities and previous job experience. These questions should be open-ended to allow more discussion and self-disclosure. The most important questions will be those relating directly to the responsibilities and competencies of the job opening. You should prepare a list of questions to be asked prior to conducting the interview. It's acceptable to give the candidate a copy of the questions during the interview.
- Listen carefully to the candidate's responses and demonstrate that you have listened.

- Give the committee the opportunity to ask any other questions or follow-up questions.
- Invite any additional questions from the candidate about the job requirements or the organization. Verify the person's interest.
- Ask if there is anything else the candidate would like to add.
- Explain the next step in the process (further interviews, when the candidate can expect to hear from you), but do not indicate acceptance or rejection at this time.
- Thank the candidate for cooperating, and end the interview with a handshake.

(See Appendix G for Interviewing Do's and Don'ts, Appendix H for Tips on Interviewing Applicants with Disabilities, and Appendix I for Sample Interview Questions.)

Part-Time Employees
Part time hourly and adjunct personnel hours are addressed in HR's Operating Procedures, Procedure HR-4.2004. Part-time hourly and Adjunct Personnel hours. Part-time hourly personnel may work 29 hours per week.

Full-Time Employees
Full-time employees work 37.5 hours per week as stated in BOT Policy HR # 14.00. They are hired on a probationary period for the first 6 months. Board Policy Full-time employee hours See Human Resources Procedures 4.7001. Probationary Period

Full-Time Faculty
Full-time faculty contracts are described in the Board of Trustees Police # AA 12.0. Refer to this section if you will employ full-time faculty with grant funds.

Full-time Faculty Contracts

Personnel Evaluations
Procedures for evaluating Employees is addressed in HR Procedure 4.7001.

See Employee Evaluations

Leave
12-month personnel earn one day of sick leave each month. Faculty earn one day of sick leave during the months of August – April. (All employees must work 51% of the month to earn a day that month). Annual leave for grant personnel will accrue and be carried forward into a future year, but no payment for accrued leave will be made. Terminal leave is granted based on retirement and/or resignation. College leave policies are described in the Board of Trustees Manual, Human Resources Sections 19.00 and 20.00.

Sick Leave- 8 hours per month
Annual Leave 8 hours per month year 1-5
    10 hours per month year 5-10
    12 hours per month year 10 +

See the Board of Trustees Manual listed below for further information about the College's leave policies: Leave Policies and Sick Leave Policies

Benefits

NWFSC provides a benefit package for all full-time employees. These benefits include retirement, health insurance, life insurance, tuition reimbursement, and voluntary dental and vision insurance. See the NWFSC HR web site listed below for a description of those benefits. Benefits summary

Workers' Compensation

All employees are covered under worker's comp.

Conflict of Interest and Code of Ethics

The following Conflict of Interest Procedures have been developed for NWFSC grant personnel:

- All grant affiliated personnel will comply with BOT Policy HR 2.00: NWFSC Employees Code of Ethics and the UGG Federal Regulations §75.524, §75.525. A copy of the BOT Policy will be sent to employees in Human Resources annual distribution.
- Grant Office Responsibilities:
    - Send out Grants Conflict of Interest Statement Annually to all Grant Managers (see Appendix J)
    - Receive list of all grant employees from Grant Managers
    - Receive all signed Grant Conflict of Interest Statements from Grant Managers and verify that all are included on the list of grant employees
    - Forward all signed Grants Conflict of Interest Statements to Human Resources for filing in employee personnel files.
- Grant Manager Responsibilities:
    - Submit an annual list of grant employees for his/her grants to the Grants Office at the beginning of the fiscal year or upon receipt of award letter.
    - Distribute Grants Conflict of Interest Statement annually to all grant affiliated personnel. This includes employees working directly on a grant and any employee whose time is used for match or in-kind.
    - Submit all signed Grants Conflict of Interest Statements for his/her grant personnel to the Grants Office at the beginning of each fiscal year or upon receipt of grant award letter.
    - Include the Grants Conflict of Interest statement as part of the intake paperwork for all new hires during the grant year and submit signed forms for new employees to the Grants Office as soon as new employees are employed.
- Grant Personnel Responsibilities:

    - Sign and submit a Grants Conflict of Interest Statement to his/her manager at the beginning of grant employment and annually thereafter.

- Grant Indirect Pool Employee Responsibilities:
    - NWFSC employees, identified below, who are in the indirect cost pool, will complete the annual Grants Conflict of Interest Statement. Signed forms will be sent to the Grants Office at the beginning of the fiscal year. This includes:
    - Grants Office Personnel
    - Finance Personnel
        - Controller
        - Accountants
    - Purchasing Personnel
    - Human Resources Personnel
    - Payroll Personnel
    - Any other personnel identified by the President, Vice President of Administration and CFO, Vice President of Academic Affairs, or Dean of General Education and Grants.

PURCHASING

The College's Purchasing Department has provided the following purchasing guidance. Please contact the Purchasing Department for further guidance on purchasing procedures.

The College's Purchasing Department falls under the Vice President, Administration and Chief Financial Officer. All grant purchases must follow the College purchasing procedures and follow College policy for purchasing. Purchasing Goods and Services policies are found in the Board of Trustees Policy Manual, Financial Affairs number 22.00.

Purchasing Office Staff

The following staff will be able to assist you with purchasing questions and issues.

Bldg./Office	Name/Position	Phone	Email
Bldg. 320 Rm 137	Ms. Dedria Lunderman Purchasing Coordinator	729-6031	lundermd@nwfsc.edu
Bldg. 320 Rm. 136	Ms. Beth Dunn Purchasing Support Specialist	729-5361	dunnb@nwfsc.edu

The Purchasing Process at NWFSC

- NWFSC departments determine their requirements for goods and services.
- Departments communicate those requirements to the purchasing department via the requisition system.
- The Purchasing Department obtains competitive pricing, maintain vendor contacts, and select sources of commodities and services.
- The Vice President of Administrative Services/CFO or College attorney reviews all contracts
- The Purchasing Department issues purchase orders.
- Central Receiving receives and inspects materials.
- Accounts Payable processes payment to the vendor.

Each grant will have an approval path for requisitions. After a requisition is entered into Banner, it is sent forward for approvals. Typically the approvers are the program director's supervisor, the grants accountant and the Vice President of Academic Affairs. If computer equipment is ordered, IT will also be included as an approver. Each approver must approve the requisition before it gets to Purchasing and is converted into a Purchase Order. The approval path for each grant will be established when the grant budget is entered into Banner.

Sole Source

Sole source items must meet both of the following criteria:

- It is the only item that will produce the desired results (or fulfill the specific need), and there are no alternates, and

- The item is available from only one source of supply.

Warranty requirements and ***compatibility*** to existing equipment shall be an acceptable justification for waiver of bidding requirements, provided the item is only available from one source of supply.

Purchases of supplies, equipment and contractual services from a sole source are exempt from competitive requirements in accordance with State Board of Education Administrative Rule 6A-14.0734(2) (e).

Sole source determination/approval shall be made only by the Vice President of Administrative Services/CFO.

Procurement Cards (P-Card)

With prior approval, grant personnel can use a P-Card to purchase items. Any personnel who need P-Cards will complete a request that is then approved by the following:

- Dean/Director/Chair
- Vice President, Administration and Chief Financial Officer
- President

After approvals are obtained the grant personnel will receive a P-Card.

See the following link for the P-Card Manual www.nwfsc.edu/purchasing/

The P-Card manual contains the following and will give you all the information you need for using P-Cards:

- Overview
- Request for PCard Issuances
- PCARD Limits/Restrictions
- Roles and Responsibilities
  - Cardholder
  - Supervisor/Authorized Approver
  - Purchasing Coordinator
  - Financial Services
- Receipt Requirements
- Transaction Processing Procedures
- Reconciliation Report
- Outstanding Transactions
- Returns, Disputed Charges and Credits
  - Returns
  - Disputes
  - Credits
- Special Transactions
- Sales Tax
- PCARD Changes
- Cancellation Report

- Expired Cards
- Lost or Stolen PCARDS
- Fraud, Abuse or Misuse of PCards
- Definitions
- Frequently Asked Questions
- **Exhibits-Forms and Miscellaneous Information**
    - Cardholder Application
    - Cardholder Agreement
    - Certificate of Exemption
    - List of Unallowable Charges (Blocked MCC)
    - Lost Receipt Verification Form
    - Disputed Items Form
    - Credit Voucher/Shipping Document

Bid Process

Any purchase that is over $65,000 must go through the College's bid process.

CONCLUSION

We hope that the information provided in this Grants Guide will be of assistance to you as you pursue federal, state, local and private grants. The Grants Office is happy to assist you as you pursue funding. As mentioned earlier in this document, the College has a Grants Committee. This committee consists of Grants Office staff, Financial Services staff, and College grant managers. You will find this group helpful as you write and implement grants. Many of the members of the committee are seasoned grant managers and will be a valuable resource for you. Please feel free to contact the Grants Office if you have any questions.

Compliance issues are very important in the administration of any grant, but most especially in Federal grants. The new Uniform Grant Guidance that was implemented December 2014 brought many changes. The Grants Office has several manuals with helpful information about managing the new Federal Guidelines. Please contact that office if you need further clarification on UGG requirements.

The Grants Office has also purchased Grants Management software. This software will assist us in compliance with the new Uniform Grants Guidance requirements. You will be asked to complete a spreadsheet of information about your grant so that we can add your grant to our management software. The Grants Office will contact you regarding completion of that information.

APPENDICES

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APPENDIX A:
Grant Proposal Form

NORTHWEST FLORIDA STATE COLLEGE

Grant Proposal

To:

From:

Date:

Grant Title:

Writing Team:

Grant Project Manager:

Funding Source and Agency: Include link to proposal site.

Brief Summary of Proposal: Include applicable NWF vision/goal number.

Submittal Deadline Date:

Number of Proposals Allowed per Institution:

Date Submitted:

Grant Duration:

Budget Amount:

College Match Required: Yes ☐ No ☐

If matching required, amount and source:

Notification Date: Awarded ☐ Not awarded ☐

---

1 Approval to Proceed with Grant
(Must be submitted prior to writing proposal)

Coordinator, Educational Assessment and Grants Date

Dean/Vice President Date

President Date

2 Approval to Submit
(Must be signed before grant is submitted for the President's signature)

Director, Human Resources Date

Assoc. Vice President, Business Services/Designee Date

Coordinator, Educational Assessment and Grants Date

Dean/Vice President Date

APPENDIX B:
Sample Project Timelines

Timeline Example 1

Project Performance and Accountability			
Scope of Work (see Project Design-Narrative)	**Tasks (see Project Design – Narrative)**	**Deliverables** **Deliverables marked with asterisk and in italics are required in the RFP*	**Due Date**
<u>Phase 1</u>: **Initiate the Common Core Professional Development Project at Chipola and NWFSC**	Receive notification of funding, complete paperwork required for contract ; attend meetings as required; initiate the project	Signed paperwork as required ; approved budgets/expenditures, documented attendance as required in kick-off meetings	Month 1
	Develop the detailed comprehensive work plan for the project—including deliverable completion and delivery dates	**Project's comprehensive work plan completed and approved*	Month 1 (First 15 days)
	Develop and begin implementation of a plan for communication with the following: • FSU—Developer of The Teacher Standards Tool (Tool #1); • County-level personnel in 18 district school board offices; • School-level personnel, faculty, and others who will/might receive training; • Frequent contact with DOE/State Level personnel about the progress of the project and its deliverables.	**Completed Project Communication Plan* *(Including communication methodologies and timelines to address the following: Advisory committee, vendors, DOE, teacher education programs, school districts, product releases, product updates, user feedback to products, and system of marketing awareness and implementation plan.)*	Month 1 (First 15 days)
	Develop job descriptions and publish position announcements for project coordinators at NWFSC and Chipola	Job descriptions for a Common Core Project Coordinator at each site; two position announcements published	Month 1
	Hire coordinators and orient to project and tasks	Coordinators in place to lead project	Month 1-2
	Provide to DOE the names, resumes, and job descriptions/major functions of key personnel assigned to the project	**Names and resumes of key personnel assigned to the agreement, including a description of the functions and responsibilities of each.*	Month 2-3?
	Appoint and orient advisory committee	**Advisory Committee with two representatives from each of the following: (1) Faculty of Teacher Education Programs; (2) Faculty of EPI Programs; (3)Administrators or faculty of a school district teacher preparation program; (4) School district professional development directors; (5) School-based administrators; (6) District-level administrators.*	Month 2-3

	Conduct orientation meeting with county-level personnel identified from 18 counties	Meeting agenda and training materials	Month 1-2
<u>Phase 2</u>: **Design Professional Development Module for Teacher Standards Tool**	Project Coordinator establishes contacts with key personnel at Florida State University and makes plans for initial training on the functions of the Teacher Standards Tool	Minutes of meetings; contact information, and other documents	Months1-2
	Schedule group meeting(s) for orientation/ demonstration for NWFSC and Chipola Teacher Education Department personnel by FSU personnel about background and purpose of The Teacher Standards Tool	Agenda and/or orientation and training materials provided by FSU and/or Chipola and NWFSC	Months 2-3
	Purchase training materials/supplies and training devices (technology) as required to implement the Comprehensive Work Plan	All materials/supplies and training devices ordered, delivered, inventoried, and stored for use (Purchase orders, check requests, inventory records, etc., on file)	Months 2-3
	Identify and contract with professional educators to develop training materials for target p0pulation on purpose and functions of Teacher Standards Tool • Contract with qualified personnel in developing training materials on the Teacher Standards Tool; • conduct group meeting(s) for orientation/demonstration for NWFSC and Chipola Teacher Education Department personnel by FSU personnel about background and purpose of The Teacher Standards Tool • Assign tasks and establish timelines/deadlines; • Conduct collaborative workshops as required for the completion of the training resources	Signed contracts with professional educators; training/meeting schedule and materials	Months 4-12?
	• Develop and complete professional development modules to introduce target population to the purpose and use of the Teacher Standards Tool. • Develop a feedback assessment instrument for participants in face-to-face sessions and/or online modules to include participant evaluation of the module and participant learning gains upon completion of the module	First versions of Tool #1 modules developed and delivered **Evaluation/assessment instruments to ascertain participant learning gains as a result of the professional development*	Months 4-12?
	Create training toolkits for use in professional development on the Teacher Standards Tool	First versions of all training materials for Teacher Standards Tool loaded on IPad or notebook computer for pilot test	Months 4-12?

	Pilot test all training materials with EPI classroom teachers and pre-service teacher candidates • Engage in a pilot test EPI classroom teachers and pre-service teacher candidates at Chipola and NWFSC; • Receive feedback; • Revise as required	Schedule of pilot tests; feedback from pilot test; revised versions of training toolkits Sign- in sheets and participant evaluations	Months 6-12?

Timeline Example #2

Goal: To create a healthy campus climate of mutual respect, civility with student engagement to adopt and implement a smoke free campus

Objective 1:

Activities/Deliverables to Accomplish Objective (bulleted steps)	**Staff Lead Role**	**Time Line (in months)**											
		1 Mar	**2 Apr**	**3 May**	**4 Jun**	**5 Jul**	**6 Aug**	**7 Sept**	**8 Oct**	**9 Nov**	**10 Dec**	**11 Jan**	**12 Feb**
• Hire Staff	Dean		X										
• Form Taskforce	Dean		X										
• Research Best Practices	Taskforce			X	X	X							
• Assessment	Taskforce						X	X					

Objective 2:

Activities/Deliverables to Accomplish Objective (bulleted steps)	**Staff Lead Role**	**Time Line (in months)**											
		1 Mar	**2 Apr**	**3 May**	**4 Jun**	**5 Jul**	**6 Aug**	**7 Sept**	**8 Oct**	**9 Nov**	**10 Dec**	**11 Jan**	**12 Feb**
• Fall fling	SL							X					
• Take a Stand Campaign	SL								X				
• Speaker	SL									X			
• Great Smoke Out	SL									X			

Timeline Example #3

Table 2.0 STTC Project Timeline			
	State Goal	**Objective**	**Strategies/Activities**
Remainder of Fall 2012	Promote higher education faculty and secondary education teacher collaboration for standards and curricular alignment.	1. Promote NWFSC faculty and Okaloosa and Walton Counties secondary teacher collaboration for standards and curricular alignment.	Establish curriculum alignment teams.
Remainder of Fall 2012 and early Spring 2013	Build and strengthen connections between Florida State College (FSC) institutions and their respective school districts.	2. Build and strengthen connections between NWFSC and Okaloosa and Walton Counties school districts.	• Host working groups to align curriculum. • Plan workshops and create materials.
Spring 2013	Increase college readiness of high school graduates through enhanced curricular alignment.	3. Increase Okaloosa and Walton Counties' high school graduates' college readiness through enhanced curricular alignment. 4. Increase pre-service teachers' awareness of the CCSS and PARCC. 5. Increase secondary teachers' awareness of the CCSS and PARCC.	• Host workshops on the CCSS and PARCC for both county school districts; invite pre-service teachers in NWFSC's Teacher Education programs. • Provide materials for classroom instruction related to the CCSS.
Spring 2013	Increase higher education faculty's knowledge of CCSS and PARCC.	6. Increase NWFSC faculty's knowledge of CCSS and PARCC.	Offer workshops on CCSS and PARCC for NWFSC faculty across disciplines and programs.
Summer 2013		7. Report findings to Division of Florida Colleges 8. Create project website 9. Attend 2013 Connections Conference and present findings.	• Evaluate project effectiveness. • Disseminate information.

Timeline Example #4

(1) Activities	(2) Deliverables	(3) Est. Amount	(4) Due Date
OBJECTIVE 1: By June 30, 2014, the Florida Common Core State Standards Professional Development Consortium will have developed 100% of the professional development modules for each of the six tools outlined in the Request for Proposal. Modules will be for teachers, administrators, and pre-service teacher education faculty and students in both the face-to-face and online environment.			
Goal: Development of Professional Development			
1.1 Tool #2 Professional Development Toolkits and Formative Assessments in Mathematics – delivered to FDOE for review	Training Modules Evaluation Summary	$365,246 per Quarter	September 2, 2013
1.2 Tool # 6 Professional Development – Text Demand Study – delivered to FDOE for review	Training Modules Evaluation Summary	$77,011 per Quarter	September 9, 2013
1.3 Consortium Training Event Full day train-the-trainer workshop to be hosted by Indian River State College to provide training to consortium institutions on professional development modules created for tools 2 & 6.	Training Schedule Trainer Agreement Agenda Sign-in Sheets Training Materials Evaluation Summary	$16,700 per Quarter	December 6, 2013
1.4 Tool # 1 – Teacher Standards Instructional Tool – delivered to FDOE for review	Training Modules Evaluation Summary	$365,246 per Quarter	December 9, 2013

APPENDIX C:
Sample Letters of Support

[Insert Date]

National Science Foundation
Directorate for Computer and Information Science and Engineering
4201 Wilson Boulevard
Arlington, VA 22230

Re: National Robotics Initiative

L3 Communications is an international communications design and production company. Our Niceville, Florida, location is pleased to support the *Robotics Education Infusion* educational project proposed by Northwest Florida State College in response to the National Robotics Initiative grant solicitation. We commit to offering the following activities in support of this effort:

- Unpaid internships to students meeting L3's age and security requirements
- Guaranteed job interviews to graduates of these institutions who have taken specific coursework, as appropriate to the advertised position
- Guest lectures in classes
- Membership on the Advisory Council for this initiative

We commend the local school districts, Northwest Florida State College, and the University of West Florida in their continued efforts to increase STEM/robotics training, and, ultimately, to improve the quality of the local workforce.

Sincerely,

[name]
[title]
[business name]

SCHOOL DISTRICT OF OKALOOSA COUNTY

SUPERINTENDENT OF SCHOOLS
MARY BETH JACKSON

ATTORNEY TO THE BOARD
C. JEFFREY McINNIS, Esq.

February 20, 2014

National Science Foundation
Directorate of Undergraduate Education, Robert Noyce Teacher Scholarship Program
4201 Wilson Boulevard
Arlington, VA 22230

Re: Robert Noyce Teacher Scholarship Program-Capacity Building

The Okaloosa County School District enthusiastically supports the partnership with the University of West Florida and Northwest Florida State College in their application for funding under the Robert Noyce Teacher Scholarship Program.

Okaloosa County is proud of its outstanding ranking among Florida school districts and of its commitment to pre-service teachers and the professional development of its current teachers. Therefore, we look forward to working with the Recruiting Impassioned STEM Educators (RISE) project with NWFSC providing summer Master Teacher training for district teachers and Okaloosa County District Schools placing RISE students with mentor teachers in a STEM field experience. Serving Florida's children with well-trained teachers is essential to their success.

Sincerely,

Mary Beth Jackson

Mary Beth Jackson
Superintendent of Schools
Okaloosa County School District

ADMINISTRATION COMPLEX-120 LOWERY PLACE S.E.-FORT WALTON BEACH, FLORIDA 32548
TELEPHONE (850) 833-3100 FAX (850) 833-3436

CARVER HILL ADMINISTRATION COMPLEX-461 W. SCHOOL AVENUE-CRESTVIEW, FLORIDA 32536
TELEPHONE (850) 689-7117 FAX (850) 689-7121

NORTHWEST FLORIDA
STATE COLLEGE
100 College Boulevard, E. • Niceville, FL 32578-1295 • (850) 678-5111 • www.nwfsc.edu

March 16, 2015

Motorola Solutions Foundation
Matt Blakely, Director
1303 East Algonquin Road
Schaumburg, IL 60196

Dear Mr. Blakely:

As part of our ongoing partnership with the Okaloosa County School District, we fully support Dr. Mark Horrell's development of GeoLeaP: The Geospatial Learning Project. Dr. Horrell's has successfully used Google Earth in his college classes and is anxious to share his knowledge and expertise with high school earth science teachers. He hopes to encourage teachers to use advanced technology in their classrooms and to encourage more students to enter the science field.

His goal to deepen and broaden teachers' knowledge of important topics from earth and environmental science through the use of computer technology is exciting. He has many data sets to share with teachers and hopes to continue to expand his databases.

We whole-heartedly support Dr. Horrell's vision and applaud his willingness to train Okaloosa County School District science teachers.

We look forward to working with this project.

Sincerely,

Dr. Ty Handy, President

APPENDIX D:
Systems Access Request Form

NORTHWEST FLORIDA
STATE COLLEGE

Systems Access Request Form

PRINT ONLY

USER INFORMATION

☐ Employee ☐ Affiliate ☐ Production ☐ Test

Name of Person Acquiring Access: FULLTIME: ☐ Yes ☐ No FACULTY: ☐ Yes ☐ No

Last Name ______ OFFICIAL First Name ______ Middle Initial ______ Phone Ext. ______

Campus ______ Department ______

User ID ______ Title/Position ______

Please mark the System(s) for which you are requesting access:

☐ Student Send to Beth Kuntz (signature) ☐ Finance Send to Pamela Kaby (signature) ☐ Payroll/Personnel

☐ Financier Send to Pat Bennett (signature) ☐ Facilities Send to Mia Checkley (signature)

System(s) Profile(s) Requested (if affiliate, explain how affiliated with NWFSC):

Supervisor's/Sponsor Signature: ______ Date: ______

Print Name: ______

SYSTEM MANAGER

Please sign below and return to Information Technology

Student ______ Date ______ Finance ______ Date ______

Financier ______ Date ______ Facilities ______ Date ______

Payroll/Personnel ______ Date ______

IT Department Use Only

Date Received: ______

Date Added: ______

Application Security Administrator ______ UNIX Security Administrator ______

Database Administrator/Application Security Admin ______ Network Administrator ______

Form 0051 – 12/2012

APPENDIX E:
Time and Effort and In-kind Form

Pink

TIME/EFFORT AND IN-KIND REPORT

NORTHWEST FLORIDA STATE COLLEGE

MONTH _______________ **YEAR** _________________

NAME OF SERVICE PROVIDER ________________________________

SCHOOL ____

TABLE I Service Hours donated by Principal, Mentor, or Community Representative

Date	Service Donated	Hours

Note: Table I includes time spent training members. **Total Hours:** ____________
Total Hours @$_______/hour = $ _________

TABLE II Mileage

Date	From/To Purpose	Miles

Table II Total miles: _______ for month @ .445/mile = $____

TABLE III Supplies/Materials used for AmeriCorps NWFSC Objectives

Date	Materials Donated	Value

Table III Approximate total value of supplies/materials = $_____________

____
Signature of Service Provider **Date**

____
Signature of NWFSC official acknowledging receipt of In-Kind Report **Date**

APPENDIX F:
Record of Time and Effort Form and Sample

NORTHWEST FLORIDA
STATE COLLEGE

CATEGORICAL FUNDING AND GRANT PROJECTS
RECORD OF TIME AND EFFORT

Title of Grant/Project: ____

Reporting Period (or month of) _________ to _________

Name: ____

Percentage of work/time required by the grant _______

Actual percentage of work/time spent ______ **Matching Dollar Amount** _______

Summary of grant/project related work/duties/projects completed during the time period:

-
-
-
-

____ ________________
Signature **Date**

I concur that the above is an accurate representation of the employee's time and effort.

____ ________________
Supervisor **Date**

SAMPLE FORM

NORTHWEST FLORIDA STATE COLLEGE

CATEGORICAL FUNDING AND GRANT PROJECTS
RECORD OF TIME AND EFFORT

Title of Grant/Project___Project C^2 -- Florida's Great Northwest (WIRED) Program

Reporting Period (or month of) ______ **to** ________

Name: ____

Percentage of work/time required by the grant _5%

Actual percentage of work/time spent _5%___ **Matching Dollar Amount** $192.99

Summary of grant/project related work/duties/projects completed during the time period:

- Monthly budget review
- Review/approval of budget items and expenditures
- Tracking of Purchase Orders
- Attend Grant Committee Meeting

____ ________________

Signature **Date**

I concur that the above is an accurate representation of the employee's time and effort.

____ ________________

Supervisor **Date**

APPENDIX G:

Interviewing Do's and Don'ts

DO	DON'T
Prepare for the interview by carefully examining the job description and the applicant's resume and/or application.	Make your initial review of the candidate's application/resume when she/he is sitting in front of you.
Familiarize yourself with EEO, non-discriminatory selection practices. Resist personal biases and reject assumptions.	Ask questions that do not relate to the candidate's ability to do the job.
Follow a written, structured interview and question format.	Shoot from the hip, thinking up questions as you speak with each candidate.
Think of the candidate as an NWF State College guest; make him/her feel welcome and respected; treat him/her with courtesy and dignity.	Forget to shake hands; overlook introducing yourself.
Inform the candidate that you always take notes which help remind you of the conversation.	Just start writing without forewarning the candidate.
Ask open-ended questions.	Accept incomplete or vague answers.
Let the applicant do most of the talking. Listen attentively. Allow pause/silence.	Monopolize the conversation; get distracted while the applicant is speaking; rush.
Encourage applicant to ask questions about the job and/or the organization.	Forget the candidate is also studying you.

APPENDIX H:
Tips for Interviewing Applicants with Disabilities

1. Always offer to shake hands. Do not avoid eye contact, but don't stare either.
2. Treat the applicant as you would any other adult—don't be patronizing. If you don't usually address applicants by their first names, don't make an exception for applicants with disabilities.
3. If you feel it appropriate, offer the applicant assistance (for example, if an individual with poor grasping ability has trouble opening a door), but don't assume it will necessarily be accepted. Don't automatically give assistance without asking first.
4. If you know in advance that an applicant has a particular disability, try to get some information (from local and/or national organizations) before the interview on how the limitations of the disability may affect the performance of the essential functions of the job in question.
5. Whenever possible, let the applicant visit the actual work station.

APPENDIX I:
Sample Interview Questions

The following tips are provided to help you throughout the interview process:

All committee members need constant reminders about bias and the dangers of stereotyping. Group interviews followed by discussion can be a plus here--groups tend to self-correct the biases of individual members.

Every interview group needs a facilitator to keep things on track (normally is the chairperson). During group questioning, if the candidate isn't doing 75-80% of the talking, something is wrong that the facilitator needs to right. The first skill of all interviewers is to listen.

Sample Interview questions

These are suggestions – tailor your questions toward specific jobs.

Managerial/Supervisory Positions

1. What would you say are some of your more important accomplishments? Considering these accomplishments, what are some of the reasons for your success?
2. What responsibilities or results have not come up to your expectations?
3. How many immediate subordinates have you selected in the last two years? Any surprises or disappointments?
4. How many immediate subordinates have you removed from their jobs in the last few years? Any contemplated? One example of how you went about it.
5. What has been the biggest surprise you have received from something getting out of control? Why did it happen?
6. Let's talk about standards of performance. How would you describe your own? What would your subordinates say? What would your boss say?
7. What things do you think contribute to your effectiveness as a supervisor?
8. How would you describe your relationship with your supervisor?
9. Most of us can look back upon a new idea, a new project, or an innovation we feel proud of introducing. Would you describe one or two such innovations that you are particularly proud of?
10. Are there any conditions or restrictions that would limit your flexibility for taking on this new assignment?
11. Do you have any questions?

Faculty Positions

1. How do you motivate students?
2. How do you create a climate conducive to learning?
3. How do you update your knowledge, professional skill and resources to make your instruction meaningful?
4. How do you meet or support the individual learning needs of students?
5. What information do you have that shows your students' achievement or the effectiveness of your service?
6. What professional goals have you set for yourself, and what progress have you made toward attaining them?
7. How do you assess student learning, and what is your justification for these approaches?

8. What do you consider the key elements of successful course design?
9. Describe your favorite assignment and explain the educational rationale behind it.
10. What is the most influential source you have read on teaching and/or learning?
11. How do (or would) you deal with classrooms where students typically fall into one or two groups: those very well prepared or those hardly prepared at all?
12. How do you promote academic integrity in your course?
13. If you meet a student five years after that student has taken your course, what would you like that student to remember about your course? Can you identify some specific aspects of your instruction that help to ensure this is what a student remembers?
14. Do you have any questions?

Non-Supervisory Positions

1. Why do you think you might like to work for our college?
2. What are your future career plans?
3. What personal characteristics are necessary for success in your field?
4. What qualifications do you have that make you think you will be successful in your field?
5. What jobs have you enjoyed the most? The least? Why?
6. What have you done that shows initiative and willingness to work?
7. Why are you leaving your current position?
8. Why should I hire you?
9. How would your co-workers describe you? Your supervisors describe you?
10. Describe your greatest accomplishment so far.
11. Do you have an analytical mind or a creative mind?
12. Do you have any questions?

APPENDIX J:
Conflict of Interest Statement

NORTHWEST FLORIDA
STATE COLLEGE

Grants Conflict of Interest Statement

Northwest Florida State College defines a conflict of interest as a situation in which a person may derive personal benefit or provide benefit to family and friends from his/her actions and decisions as a grant/College employee. Such dualities of interest must be fully disclosed to one's supervisor, and the employee must not be involved in any decisions in which there could be a conflict of interest.

In my position:

❒ I have no conflicts of interest.

❒ I will fully disclose to my supervisor any future conflicts of interest.

OR

❒ I have a potential conflict of interest, as described below:

Employee Signature____

Employee Printed Name: ____

Title: ______________________________ Date: ______________________

Supervisor Signature____

Supervisor Printed Name: ____

Title: ______________________________Date________________________

Name of Grant(s) and contract(s) on which you work: (if applicable)

This statement complies with C.F.R. § 200.112: The Federal awarding agency must establish conflict of interest policies for Federal awards. The non-Federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with applicable Federal agency policy.