A Comprehensive Initiative to Improve Rural Student Success

CIRSS Internal Controls Reference Manual

Project Director, Nicole Cameron

October 2024

Table of Contents

1.   **General Project Information**

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

A.	**PR/Award #**	P116W240122
B.	**Project Title**	A Comprehensive Initiative to Improve Rural Student Success (CIRSS)
C.	**Recipient Information**	Chattahoochee Valley Community College 2602 College Drive Phenix City, AL 36869
D.	**Contact Person**	Nicole Cameron Dean of Instruction 334-291-4945
E.	**Performance Reporting Period**	10/01/2024-9/30/2028
F.	**Grant Award**	$2,226,554.00
G.	**Education Program Contact**	Kurrinn Abrams 202-987-1920 Kurrinn .abrams2@ed.gov
H.	**G5 Payee – Help Desk**	888-336-8930 obssed@servicenowservices.com

2.   CIRSS Purpose

The Comprehensive Initiative to Improve Rural Student Success, also known as the Center to Improve Rural Student Success (CIRSS), is a four-year, grant-funded project supported by the Department of Education through the Rural Postsecondary & Economic Development (RPEDS) program. The RPEDS program aims to improve postsecondary enrollment, persistence, and completion rates among rural students by developing high-quality career pathways aligned with high-skill, high-wage, and in-demand industries in the region.

Through targeted support programs and services, CVCC aims to address the unique challenges faced by rural students, including limited access to educational resources, career pathways, and technology. The grant will fund the development and expansion of initiatives that promote student success, such as personalized academic advising, career coaching, and the integration of advanced learning tools. Ultimately, this grant will help bridge the gap between rural students and their academic and career goals, while contributing to the economic growth of the surrounding region.

3.   Project Overview

CVCC created the Center to Improve Rural Student Success (CIRSS) to serve the rural communities in the region. CIRSS will expand the College's capacity to: positively impact rural communities within the service delivery area that are farther away from the College campus; deliver resources to bridge the digital divide and access electronic enrollment processes; provide educational and career information to rural middle and high school students; and target a cohort of rural students from the group of underserved individuals who are not employed, enrolled in school, or enlisted in the military to prepare to fill in-demand industry sector occupations and accept the challenge to work in and support rural communities

4.   Administration

The project should be administered in accordance with institutional policies and procedures and Federal program and fiscal regulations applicable to the "Fund for The Improvement of Postsecondary Education 84.116W". There may be instances in which both should be applied to meet both institutional and Federal requirements. For example, a change in Project Director requires the education program contact approval, but also may require one or more levels of institutional approval. In this case, both institutional and Federal requirements should be followed. In cases where Program Officer approval may not be required (*e.g.,* transfer of funds among budget categories under certain conditions, though notification and a rationale may need to be transmitted), but institutional approval is required, institutional policy and procedure should be followed.

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

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

Institutional Policies and Procedures

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

Chattahoochee Valley Community College's financial and accounting practices adhere to NACUBO standards in addition to State of Alabama law and Alabama Community College System (ACCS) procedures. ACCS colleges are required to maintain uniform accounting records in accordance with the National Association of College and University Business Officers Manual (NACUBO).

CVCC Internal Control Procedures

The framework for the CIRSS internal controls manual was developed in conjunction with the College's internal control procedures. The CIRSS procedures are fully aligned with those of CVCC and the Alabama Community College System.

- A. The Business Office, due to its accounting regulations, is required to have security measures to safeguard the assets of the College. Specific measures are described below:

    I. The Business Office's organization structure is designed to provide internal control within its various functions. Designated staff perform cashiering, receivables, collections, budgeting, inventory, and the purchasing functions of the College, while other selected staff perform the payable/refund functions.
    II. In addition, the positions of Dean of Financial Affairs, Business Manager, and Accounting Technician provide control duties for all functions through regular reviews, approvals, reconciliations, and reporting. The separation of duties that exists, provides for the location of weaknesses/errors that may occur within the functions and improves the financial control effectiveness of the College.
    III. Examples of how College assets are secured are: (1) cash collected is deposited weekly, or more frequently during heavy registration periods, and bank and book cash activity is reviewed and reconciled monthly by the Accountants; (2) a locked vault is provided in the Business Office to secure all cash and petty cash drawers along with the unused payable checks and is accessible only by designated staff; (3) check registers are reviewed and reconciled monthly, and (4) investments are reviewed and approved by the President and kept in the Business Office vault.

The ACCS Board of Trustees has other specific policies that regulate CVCC's financial activities (308.01 Cash Management).

- B. Reliable accounting data is ensured by:
    a) The use of standard chart of accounts by the College;
    b) The use of generally accepted accounting practices;
    c) Monthly general ledger review and reconciliations by the Dean of Financial Affairs, Business Manager, and Accounting Technicians;
    d) Timely preparation, distribution and review of standard campus budget/financial reporting to administration and Department Heads and Division Chairs;
    e) Annual audit of the College's financial activities/data by the State Examiners for the completeness and accuracy of College assets reported.

C. Selected monitoring functions performed by the Dean of Financial Affairs, Business Manager, and Accounting Clerks to locate errors or weaknesses and improve financial controls are:

    a) Monthly bank and book cash reconciliations.
    b) Quarterly accounts/student receivable reconciliations.
    c) Title IV fund review/reconciliations.
    d) Monthly working trial balance reconciliation and reporting.
    e) Approval of accounts payable.
    f) Refund approvals prior to payment.
    g) Budget approvals for transfer between accounts.
    h) Final review of purchase orders and bid acceptance.
    i) Cash flow analysis and projections.
    j) Monthly budget versus actual financial activity review.

D. Business Office Personnel – Cash Control Duties

    a) Cashier Voids – Prior to Updates - Performed by Business Manager

    b) Cashier Voids After Updates-Performed only by Business Manager

    c) Student Adjustments- Performed by Business Manager Charge Applications

    d) Deposit Approvals- Performed by Business Manager

    e) Operations Monthly Bank- Performed by Accounting Techs Reconciliations

    f) Payroll Monthly- Performed by Business Manager or Accounting Technician

Federal Requirements

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

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

- Legislation, regulations, and guidance, many of which may be accessed through the RPEDS website https://www.ed.gov/grants-and-programs/grants-higher-education/improvement-postsecondary-education/rural-postsecondary-economic-development-rped-program

  Regulations:

  a) The Education Department General Administrative Regulations (Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended in 2 CFR part 3474. (d) The Administrative Priorities. (e) The Supplemental Priorities.

Performance Reports

(1) FINAL REPORTS - ALL RECIPIENTS are required to submit a final performance report within 120 days after the expiration or termination of grant support in accordance with submission instructions provided in box 10 of the Grant Award Notification (GAN), or through another notification provided by the Department of Education (Department) (2 CFR § 200.329(c)).

(2) ANNUAL, QUARTERLY, or SEMIANNUAL REPORTS - ALL RECIPIENTS of a multi-year discretionary award must submit an annual Grant Performance Report (34 CFR § 75.118). The annual performance report shall provide the most current performance and financial expenditure information that is sufficient to meet the reporting requirements of 2 CFR §§ 200.328, 200.329, and 34 CFR § 75.720.

The education program contact will provide project director with information about performance report submissions, including the due date, as a grant term or condition in box 10 on the GAN, or through another notification provided by the Department. The grant term or condition in box 10 on the GAN or another notification may reflect any of the following:

1. That a performance report is due before the next budget period begins. The report should contain current performance and financial expenditure information for this grant. It will either identify the date the performance report is due or state that the Department will provide additional information about this report, including due date, at a later time.

2. That an interim performance report is required because of the nature of the award or because of statutory or regulatory provisions governing the program under which this award is made, and that the report is due more frequently than annually as indicated, e.g., due quarterly and submitted within 30 days after the end of each quarter, or due semiannually and submitted within 30 days after the end of each 6-month period (2 CFR § 200.329(c)(1)).

3. That other reports are required, e.g., program specific reports required in a program's statute or regulation.

Performance Measures

For purposes of Department reporting under 34 CFR 75.110, the Department will use the following performance measures to evaluate the success of the RPED Grants Program:

a. The number of rural students that received direct student services supported by the grant.

b. The change in the annual enrollment rate at grantee institutions of rural students that received direct student services supported by the grant from one year to the next.

c. The number of rural students that received direct student services supported by the grant that transfer to a 4-year institution or obtain a degree or certificate of completion.

d. The number of rural students that received direct student services supported by the grant who obtain an internship, apprenticeship, or employment.

Grantees will be asked to collect and report data on this measure in the annual performance report (EDGAR, 34 CFR 75.590). Likewise, these measures will need to be documented in the College's unit planning system annually to support the overall strategic plan for the institution.

Administrative Authority for Conduct of the Project

The approved CIRSS project assigns authority to direct, oversee, and monitor the project to the Project Director, who reports directly to the College President. The Project Director, with the assistance of CIRSS staff will ensure the development and implementation of the CIRSS project.

Fiscal Management

The project should be fiscally managed in accordance with Generally Accepted Accounting Procedures (or other generally recognized accounting principles), institutional policies and procedures, OMB Circular A-21, and other applicable Federal regulations. The Project Director, along with any others as required by institutional policy, should approve all grant expenditures. Some general principles that should be followed include:

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

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

- Ensure that project funds are expended in line with the approved budget, or any budgetary adjustments as approved internally and by education program contact.

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

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

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

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

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

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

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

Campus Purchasing Delivery and Receiving

All campus purchases are to be delivered first to the Mail Room. If campus purchases are too large to deliver in the Mail Room area, the purchases will be relocated by the Business Office staff to another location.

Before releasing departmental purchases from the Mail Room, the business office staff will inventory and tag all items. Items exceeding $4,999 will be added to the Banner Fixed Asset Listing and will be capitalized. The inventory number and site location will be input into the capital asset inventory system by the Accounting Technician.

The Business Office staff will notify campus personnel of delivery pick up either by phone or email. The Business Office staff and campus personnel will together review purchases for acceptance. The review should include checking that:

- Each correct item is on the PO;
- Each item to be returned is noted on the PO;
- Incorrect items ordered are noted on PO;
- Each PO is dated and signed by the receiving parties;
- Mail Room Log is noted and signed by the receiving department staff.

Once campus receiving signatures are obtained and inventory tagged, Mail Room staff then routes the paperwork to Accounts Payable in the Business Office for payment.

If any item is received, but not accepted or approved, or if there are any other problems with the purchase, the matter will be referred to Business Office leadership for problem resolution.

Equipment

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

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

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

- Draw down only those funds necessary to meet the immediate needs and obligations of the grant project. Depositing advances in interest-bearing accounts whenever possible.

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

- All equipment acquired for the CIRSS program must be documented using the CIRSS Inventory Equipment Form, in addition to following the Business Office procedures for equipment valued at $4,999.00 or more. Moreover, if the equipment is moved within the institution, document it on the interdepartmental equipment transfer form, and if the equipment is missing document it on the missing equipment form. All three forms are included in the appendix of this manual.

Financial Reporting and Drawdowns

Grantees will include financial information in their performance reports regarding their prior year, current year, and next project year budgets. You will be reporting on your budget expenditures on the official ED 524 Budget Form, which you included in your application for funding. In addition to accurate and complete financial reporting, good financial controls include avoiding excessive drawdowns. Excessive drawdowns are defined as drawing down funds in excess of your annual project budget using the following guidelines:

♣ Quarter 1: More than 50%

 ♣ Quarter 2: More than 80%

♣ Quarter 3: 100% of funds

Avoid large available balances. Large balances may indicate that the project is not moving forward. A key indicator of a large, available balance is 70% or more of budget funds left in the G5 account within 90 days before the end of the budget period.

Establish a regular drawdown schedule from G5 to pay for routine grant expenses. The frequency may vary (biweekly, monthly, etc.) but should ideally be completed at least once per quarter. If the project maintains a regular drawdown schedule, the likelihood of an excessive drawdown or large, available balance is greatly reduced. Clearly communicate with the Dean of Financial Affairs to ensure that actual budget expenditures are in alignment with federal, and state accounting practices. See the Uniform Guidance § 200.302 for additional information.

Staffing

Chattahoochee Valley Community College is an Equal Opportunity Employer. It is the policy of the Alabama Community College System, including all post-secondary community and technical colleges under the control of the Alabama Community College Board of Trustees, that no employee or applicant for employment or promotion, on the basis of any impermissible criterion or characteristic including, without limitation, race, color, national origin, religion, marital status, disability, sex, age, or any other protected class as defined by federal and state law, shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment. Chattahoochee Valley Community College will make reasonable accommodations for qualified disabled applicants or employees.

Chattahoochee Valley Community College participates in the Employment Eligibility Verification Program (E-Verify). E-Verify electronically confirms an employee's eligibility to work in the United States as required by the Department of Homeland Security.

Project staffing includes both currently employed personnel, as well as those who will be hired with grant funds. New staff should be hired in accordance with institutional policies and procedures and consistent with allocated grant funds. Position descriptions should contain, at a minimum, those qualifications, duties, and responsibilities included as part of the approved proposal. Unless otherwise determined by

the institution, new employees hired with grant funds should be informed that their positions are dependent upon grant funding.

Recordkeeping

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

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

Time and Effort Reporting (T&E)

Each grantee is responsible for developing its own T&E system and forms. The system must comply with the terms and conditions of the grant, including §200.430 (Compensation - personal services) of the Uniform Guidance. Section (h) Institutions of Higher Education (IHEs) speaks to the unique context of

higher education, such as engaging in research, writing reports, and participating in seminars and conferences

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

Institutional forms may be used, provided they allow for the recording of the reporting elements referenced above, or a form may be specifically designed and used to support the CIRSS project.

5. Monitoring

Internal Monitoring

The Project Director, with the assistance of the CIRSS Project Manager, should regularly monitor project progress using the timeline established within the grant proposal. Should progress lag behind expectations, steps should be taken to identify the impediments and take corrective action in accordance with institutional policies and procedures.

CIRSS staff should meet regularly to review objectives, monitor progress, and identify any challenges. Issues that cannot be resolved at the staff level should be escalated by the Project Director to the College President in a timely manner to ensure continued progress toward the project's goals and objectives. In some cases, challenges may also require collaboration with the education program contact for resolution.

Federal Monitoring

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

Site Visits

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

If selected for a site visit, the College should view it as an opportunity to present information to the Department staff about the project in greater depth and detail. Prior to a site visit, The Education Program Contact will provide guidance on preparing for the visit.

6. Reporting

Internal Reporting

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

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

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

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

- *Quarterly*: CIRSS staff will collaborate to review a quarterly report compiled by the Project Director.

- *Periodically*: The Project Director will share reports with the Administrative Cabinet and faculty leadership through institutional committee structures.

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

7. Federal Reporting

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

Annual Performance Reports (APR)

All HSI grantees will submit performance reports via OPE's Higher Education Programs Institutional Service (HEPIS) portal at https://hepis.ed.gov/. The HEPIS portal allows aggregation of grantee data across OPE programs, permitting aggregation of data and information required for reporting to Congress and OMB on the progress of our grant programs and for facilitating identification of trends and issues to improve grant monitoring. Each grantee must report on its project-specific measures related to its unique goals and objectives and to the program's Government Performance and Results Act (GPRA) measures. GPRA measures connect Federal funding to results and outline the requirements for the Department to measure and report results of grant programs. Also, this effort demonstrates how grant programs support the Department's strategic goals.

After Year 1, all grantees are required to submit an Annual Performance Report (APR), which will cover the entire first year of the grant. The HEPIS system normally opens in November or December of each year for submission of the APRs. Project Directors will be notified by email when the system opens with access information. Grantees will have at least 60 days to submit the report.

The performance reports will be used to determine if CIRSS has made "substantial progress" on the grant's objectives. In addition to substantial progress, the education program contact will ensure that the project-specific performance measures have been met. Information from the performance reports is used to make funding determinations for the Non-Competing Continuation (NCC) awards (annual awards in Years 2-5)

Interim Performance Report

New grantees are required to submit an Interim Performance Report (IPR) **for the first six (6) months of Project Year 1**. The HEPIS system normally opens in March or April of each year for submission of the IPRs. Project Directors will be notified by email when the system opens with access information.   Grantees will have 30 days to submit the report. *These dates are subject to change.

Final Performance Reports

Once the grant has ended, the College will submit a Final Performance Report (FPR). The FPR should reflect the final year of the grant (Year 5 or Year 6 if you received an extension), as well as provide a broad overview of the overall accomplishments of the project, including impacts and institutionalization. FPRs are due 120 days after the grant end date. The education program contact will review your performance reports and compare the data to the approved application and any approved modifications, as appropriate. The education program contact may contact the project director regarding unmet targets, carryover or other budget issues, missing information, or other related issues to assess progress and/or qualify the program for full NCC award amount.

Please refer to §200.308 (Financial Reporting) and §200.329 (Performance Reporting) of the Uniform Guidance when constructing the report.

Evaluation

The goals and objectives of the CIRSS project will be evaluated in alignment with institutional practices. The CIRSS project supports the College's strategic plan and requires the development of a unit plan, which will be reviewed at least twice a year (mid-year and annually). This evaluation process is led by the Office of Strategic Initiatives and ensures that the progress toward achieving goals and objectives is clearly outlined and documented.

8. Audits

Each institution of the Alabama Community College System is audited annually by a private Certified Public Accounting Firm.

Financial and compliance audit of state and local funds.

 The purpose of this audit is to ascertain whether the financial statements present fairly the financial position and results of financial operations of the institution, in accordance with generally accepted accounting principles, and whether the institution has complied with applicable laws and regulations. There is no charge to the institution for the audit of state and local funds.

Federal audits are performed under the OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. The circular requires each audit to encompass all of the financial operations of an institution and to report the results of financial and compliance requirements with generally accepted accounting principles and applicable laws and regulations. The objective of the audit is to determine

compliance with OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. (www.whitehouse.gov/omb/circulars/a133/a133.html).

All federal audits will be conducted by a Certified Public Accounting Firm. The fee for the federal audit is negotiated between the institution and the Certified Public Accounting Firm and a contract should be executed.

The review of federal programs is divided into categories specified and explained in Circular A-133. Each grant document should address the specific requirements applicable to that grant. These may be located in the Catalog of Federal Domestic Assistance (CFDA) available on the web at www.cfda.gov.
In addition, the Chancellor is authorized to initiate and direct audits and reviews of any or all operations of any institution within the Alabama Community College System. The Chancellor shall determine appropriate procedures and compliance measures and standards applicable to such audits or reviews.

Single Audit. A non-Federal entity (a State, local government, Indian tribe, Institution of Higher Education (IHE)1, or nonprofit organization) that expends $750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with 2 CFR 200.501, "Audit Requirements," except when it elects to have a program specific audit conducted.

Per 2 CFR Part 200, Subpart F, all non-Federal entities must have a Single Audit report prepared if they have expended $750,000 or more in total Federal funds in a single fiscal year (this fiscal year is the recipient's fiscal year, not the Federal fiscal year). This report must be conducted and submitted within nine (9) months of the end of the entity's fiscal year and submitted to the Federal Audit Clearinghouse at https://facweb.census.gov/uploadpdf.aspx.

Following the determination of the results of each institution audit completed by the Certified Public Accounting Firm, and each audit or review directed by the Chancellor, a written report addressing the results of such audit or review shall be provided to the ACCS Board of Trustees.

No employee shall be subjected to retaliation or discriminatory treatment by reason of having cooperated in good faith with any audit or review under this section, or for reporting a concern or concerns, in good faith, regarding violation of a policy of the ACCS Board of Trustees or a state or federal statute, rules or regulations applicable to ACCS, or to any of its institutions or employees. For the purpose of this policy, "in good faith" shall mean providing information or making a statement or report with a reasonable belief that it is true or accurate. Employees who engage in retaliatory or discriminatory conduct in violation of this paragraph may be subject to discipline up to and including termination of employment.

Internal Audits:
Internal audits are performed by the Business Office of the institution to provide an evaluation of compliance with institutional policies, ACCS Board of Trustees policies, and state and federal laws. The audit functions must be based on the organizational structure, policies established by the administration, and written procedures designed to provide internal control. The Business Office reports to the President of the institution and accesses all institutional records necessary to perform the audit function.

If necessary, the institution may request the assistance of the Internal Audit Division of the Alabama Community College System when problems with the internal control of the institution are found or suspected.

Operational Audits:
An operational audit is performed to examine the results of each function of an operation to determine its effectiveness and efficiency. Both the institution and the Alabama Community College System should conduct operational audits.

The institution should conduct such audits to compare actual performance with those established by institutional policies and procedures. The results of an audit of this nature can provide management with valuable information to meet the goals set for the institution.

The Alabama Community College System Internal Audit Division performs operational audits of two-year institutions upon the request of the Chancellor, President, or ACCS Board of Trustees member. The purpose is to review and ensure operations of the institutions are performed in accordance with ACCS Board of Trustees policies and procedures. The Department reviews and evaluates functional areas such as financial, facilities, and student services.

Examples of situations that may results in an audit exception or finding include:
Missing time and effort (T&E) reports
Poor record-keeping
Failure to obtain prior approvals
Incorrect indirect cost rate
Unallowable costs
Lack of internal controls

9.   Records Retention

According to EDGAR 75.730 to 75.732, you must maintain records of your grant. These records include fiscal and programmatic records. The following is a summary and explanation of the items listed in these sections:
 • The amount of funds available under the grant and how the funds have been spent (it is advisable that the Project Director maintain fiscal records, as well as the financial office, to ensure that the grant funds have been spent on authorized items only)
• The share of costs provided from other sources (if your proposal included the commitment of some non-Federal funds to the implementation of the grant, you will need to also maintain records on those funds, as well)
• Records to facilitate an audit (for example, inventory lists, purchase orders, budget transfers, correspondence with the Program Specialist)
• Records of significant project experiences and results to show progress in accomplishing project goals or to revise those objectives, if necessary (for example, process evaluations, base-line data and outcome data, external and internal evaluation reports conducted for your project, etc.).

All project records must be maintained for three (3) years after submission of the Final Performance Report (which is the FPR, in this case). Citations regarding recordkeeping are in the Uniform Guidance 200.334 (records retention), and 200.335-337 (records access and storage).

10.   Travel

CVCC encourages its employees to participate in local, regional, and national professional meetings. The College's travel policies and procedures align with ACCS Board of Trustees policies, and reimbursement is provided at rates and conditions established by applicable laws, regulations, and guidelines for ACCS employees, as well as federal guidelines under the CIRSS grant. For CIRSS employees to receive reimbursement for in-state travel, prior administrative approval is required, and a completed 10.1A In-State Employee Travel Request form must be on file in the Business Office. This form must be submitted at least two weeks before the planned trip, with all trip details attached. Reimbursed travel expenses must align with the approved CIRSS budget.   Please note that grant funds for travel should only be used for activities directly related to achieving the project's goals and objectives. All CIRSS-related travel must also comply with Uniform Guidance Requirements. For further clarification on travel expenditure approvals, consult the CVCC Business Operations Manual (pg. 30) or contact the education program contact to ensure the travel qualifies as an approved expense under the grant.

The travel request and approval process are electronic. Please click on the link below to get information on employee and student travel regulations, along with the relevant forms that are required for travel permission.

https://piratemailcv.sharepoint.com/sites/CVCCIntranet/SitePages/Business-Services-Page.aspx#employee-travel-information

11. Prior Approvals

Prior approval from the education program contact is required for the following types of changes to the grant:
Change in project scope or objectives
Changes in Key Personnel
Transfer of funds from the Training Stipends (Line 10) budget line
Any grant transfer that represents more than 10% of your annual project budget

The following situations do not require prior approval; however, they should be reported to the education program contact
Significant delays in hiring (3 months).
Changes to the key personnel's other duties and responsibilities (for example, being appointed as a Dean or other administrative position)
Reductions or increases in the percent of time devoted to the project.

A complete list of costs requiring prior written approval may found in the Uniform Guidance, Cost Principles Subpart E, §200.407.

12. Contracting

Line item 6 of the ED 524 Budget Form (Contractual) covers infrastructure contractors, programming contractors, technology contractors, workshop facilitators, and consultants for external evaluation. It is essential that grantees follow the original application regarding the use of contractors.

For instance, while it may seem insignificant to contract an activity out to a consultant rather than having it led by CIRSS staff, such changes can significantly impact the quality of project implementation. As a general rule, consider whether a proposed change might have influenced the reviewers' original assessment of your application. Any contractual changes not outlined in the original application require prior approval from the Program Specialist.

13. **Budget**

- **The GAN award is the official document that indicates the amount of funds that are afforded to the CIRSS project.** A copy of the approved budget will be filed in the Project Director, Project Manager, and Chief Financial Officers office. In some cases, a budget amendment or budget adjustment may be needed to achieve the goals and objectives for the program.   As such, prior approval is needed by the education program contact for the following budgetary changes:

• Transfer of funds from the Training Stipends (Line 10) budget line
• Any grant transfer that represents more than 10% of your annual project budget

When a budget amendment is necessary, the CIRSS Project Manager will consult with the Project Director, who in turn will submit the budget amendment through the College on-line purchase requisition system. The Chief Financial Officer will review the Grant Award Notification and collaborate with the Project Director to determine if the budget amendment is permissible.

The Project Director and Project Manager are able to access the CIRSS budget and current balances by computer at any time. Said Personnel should review department budgets monthly to ensure no negative balances exist. If negative balances exist in budget lines, budget adjustments should be made to balance the budget. The Dean of Financial Affairs regularly reviews the budget status of departmental spending and provides monthly budget reports to the departments during the fiscal year. The budget amendment form and budget adjustment form are included in the appendix of this manual.

Implementation of the Project

The purpose of the CIRSS Implementation Guide is to provide a comprehensive framework for the successful execution of the Center to Improve Rural Student Success program. This guide outlines key strategies, processes, and best practices to ensure the program's objectives, retention, and completion rates for students in rural communities are effectively met. It serves as a resource for the program administrators to launch, monitor, and evaluate the success of the program.

- Explanation of why the program is being implemented.

    CVCC is proposing a Center to Improve Rural Student Success (CIRSS) to serve the rural communities in the region. According to the Alabama Department of Labor, Region 5, which includes Russell, Bullock and Macon Counties, currently has over 2,100 job openings in the Manufacturing industry and over 4,700 job openings in Healthcare. Many of the jobs require
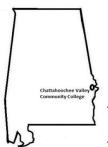
more than a high school education but less than a college degree, so short- and long-certificates are uniquely suited for these job opportunities.

Equally important, The Alabama Department of Labor Market Information Division Reports, using 2020 base year data with projections through 2030, predict high demand occupations and annual target jobs to be filled in the health science and manufacturing sectors. These areas include registered nurses with an annual opening of 3,185 jobs, Medical Assistants – 1385 openings, Nursing Assistants – 2890 openings, Licensed Practical and Licensed Vocational Nurses – 1065 openings, Pharmacy Technicians – 580 openings, Phlebotomists – 340 openings, and Clinical Laboratory Technologists and Technicians – 425 openings; Maintenance and Repair Workers (general) – 1735 openings, and Welders, Cutters, Solderers, and Brazers – 1340 job openings.

CIRSS will expand the College's capacity to: positively impact rural communities and LEAs that are farther away from the College campus; deliver resources to bridge the digital divide and access electronic enrollment processes; provide educational and career information to rural middle and high school students; and target a cohort of rural students from the group of underserved individuals who are not employed, enrolled in school, or enlisted in the military to prepare to fill in-demand industry sector occupations and accept the challenge to work in and support rural communities.

- Target population (e.g., students in rural areas, in the case of RPEDS).

Chattahoochee Valley Community College (CVCC) located in Phenix City, Alabama, serves the citizens of Phenix City, Russell County, and parts of Bullock, Lee, Macon and Barbour Counties in Alabama, and serves the citizens of Ft. Moore (formerly Ft. Benning), Chattahoochee County, Georgia and the metropolitan area of Columbus, Muscogee County, Georgia. The CVCC mission "promotes student success and is committed to enriching our community by offering accessible, quality, and engaging educational opportunities through academic transfer, career and technical education, workforce development, and adult education". CVCC is listed by the National Center for Education Statistics (NCES) as a Rural-Fringe campus setting. As shown in the chart below, CVCC serves communities in rural counties that are served by Local Education Agencies (LEAs) and schools with locale codes that NCES listed as 32 (Town – Fringe), 42 (Rural – Distant), and 43 (Rural – Remote).

	County/LEA	Locale Code	Students	Population
Alabama	Russell	42	3,710	61,055
	Bullock	32	1,443	10,189
	Macon	32	1,845	18,856
	Barbour	43	737	24,554
Georgia	Chattahoochee	42	956	9,055
Total			8,691	123,709

Goals and Objectives

Goal One is to "Conduct outreach into the CVCC service region, recruit rural students, and provide improved onboarding support at the students' initial point of entry."

Goal Two is to "improve advising and student support systems in order to increase student success."

Specific objectives tied to improving postsecondary access, retention, and success
The College will enhance recruitment and communications with rural prospects who demonstrate an interest in the institution to increase the number of applicants who matriculate (enroll) in the upcoming semester
The College will ensure that students who are admitted to the institution will have information to enable them to participate in pre-college orientation (New Student Experience [NSE]) prior to their first semester.
The College will implement strategies to enhance fall to fall retention of first-time, full-time students.
The College will implement strategies to increase the number of contacts with sophomores to facilitate an increase in applications for graduation.

Program Structure and Components

1. Academic advising

   Academic Advising will be available with all CIRSS project students once they are officially accepted and onboarded with the College. Students are required to meet with their academic advisor a minimum of two times each academic year (fall and spring). However, students are highly encouraged to meet with their advisor as needed to discuss courses, programs, progression, graduation, and academic challenges. Each student will have an academic advising folder housed in the CIRSS office and there will be a completed checklist in each folder that identifies career pathways, degree progress, graduation requirements, and relevant industry certification exams applicable to the academic plan for the student.

2. Timeline of key phases or milestones for implementation.

Milestone	Personnel Responsible	Projected Date of Completion
Hire new staff to include Project Manager, Student Navigator, Rural Student Recruiter, Project Specialist, Marketing/PR staff person	Project Director	11/2024
Bid on equipment and purchase equipment	Project Manager with Division Chair Faculty	12/2024
Provide professional development to CIRSS support team on topics relevant to the project	Project Manager and Project Director	11/2024-Ongoing

Develop and implement massive recruiting and marketing campaign	RSSC Recruiter, RSSC Marketing/PR	11/2024 and 12/2024
Pilot first cohort of rural students	Project Manager and Student Navigator/Coach	1/2025
Develop individual student success plans and academic progress consent agreements to be provided to students	Student Navigator/Coach	1/2025 and to be reviewed annually
Annual project evaluation through CVCC unit planning system	Project Manager	Semi-annual evaluation (mid-year and annual)

Roles and Responsibilities of Team Members and Partners.

1. Project Director
   The Project Director for the CIRSS program is responsible for leading and overseeing the successful execution of this four-year, grant-funded initiative. The primary focus is to increase postsecondary enrollment, retention, and completion rates for rural students by developing career pathways aligned with high-demand industries. The Project Director will also serve as the primary point of contact with the Department of Education and other key stakeholders to foster collaboration and sustainability.

2. Project Manager
   The Project Manager will manage all aspects of the program, including strategic planning, stakeholder engagement, partnership development, and resource allocation. This role involves supervising staff, ensuring compliance with grant requirements, monitoring progress, and evaluating program outcomes to ensure alignment with established goals.

3. Student Navigator
   The Student Navigator for the CIRSS program is responsible for providing personalized guidance and resources to enhance student enrollment, retention, and success. The Student Navigator will work closely with students to assess their needs, develop individualized education plans, academically advise, and facilitate access to academic support, financial aid, and career services. Additionally, the Student Navigator will collaborate with key personnel within the College, and community partners to organize activities, seminars, and workshops for students in the program.

4. Project Specialist
   The Project Specialist for the CIRSS program is responsible for providing comprehensive administrative and logistical support to ensure the successful implementation and management of the project. This role involves coordinating project activities, tracking timelines and deliverables, and assisting in the development and maintenance of program documentation. The Project Specialist will support data collection and analysis to evaluate program effectiveness and assist in reporting outcomes to the Project Manager and Director for external stakeholders. Additionally, the position requires collaboration with team members, faculty, and community partners to facilitate communication and engagement across the program.

5. Rural Marketing Coordinator
   The Marketing Coordinator is responsible for developing and implementing effective marketing and outreach strategies to promote the CIRSS program. This role focuses on increasing awareness,

engagement, and enrollment in the program across rural communities. The coordinator will collaborate with program leadership to craft targeted marketing campaigns, manage digital and print materials, and develop content for social media, websites, and other communication channels.

Meetings

Meetings to review goals, objectives, progress, needs, and concerns should be held as frequently as possible, with a minimum of two documented meetings per month for the CIRSS program. These meetings will ensure that milestones are tracked and contingency plans are addressed in a timely manner. Each meeting must include a sign-in sheet to record attendee signatures, and minutes should be documented using the meeting minute template provided in the appendix of this manual.

Professional Development and Technical Training

- <u>Plans for CIRSS staff training.</u>

   Annual professional development will be provided to ensure that each staff member is trained to execute the goals, objectives, and initiatives of the program, and meet the specific needs of rural students in the project.

   Key Professional Development Topics Include; however, are not limited to:

   1.   Rural Student Barriers and Challenges: Understanding the unique obstacles rural students face and strategies for addressing them.

   2.   Career Pathways Advising: Training on how to guide students through identifying a career pathway, including industry certifications and degree requirements.

   3.   Using Advising Tools: Training on the use of digital advising tools, degree audit software, and career pathway checklists.

   4.   Mental Health and Personal Support: Understanding how to identify students who may need additional emotional or mental health support and connecting them to resources.

   5.   Data-Driven Advising: Using data to track student progress and make informed decisions on advising practices.

   6.   Diversity and Inclusion: Training on supporting first-generation, low-income, and underrepresented rural students.

   Format:
   •   Conferences, workshops, and/or webinars; annual college wide professional development
   •   Annual in-person retreat or in-house training sessions for all CIRSS staff

   _____

<u>Workshops</u>

   The CIRSS initiative is dedicated to improving educational outcomes for students in rural communities by providing them with the tools and support necessary to access and succeed in postsecondary education. To strengthen this mission, a series of targeted workshops will be offered to empower students to take ownership of their academic success.

The CIRSS workshops will focus on key areas essential to rural student success; however, are not limited to:

1. **College Readiness and Access**
   This workshop will provide practical guidance on navigating the college admissions process, including financial aid, scholarships, and application strategies. It will target students and families, offering step-by-step support to demystify the college enrollment journey.

2. **Career Pathways in Rural Areas**
   Highlighting the connection between education and local workforce opportunities, this workshop will explore high-demand industries in rural communities such as healthcare, manufacturing, and technology. It will guide students on aligning their academic paths with viable career options that support regional economic growth.

3. **Overcoming Barriers to Success in Rural Postsecondary Education**
   Focused on the unique challenges faced by rural students, this session will address topics such as limited access to resources, transportation, and broadband. It will offer strategies for overcoming these obstacles through online learning tools, community partnerships, and resource-sharing networks.

4. **Advising and Coaching for Student Retention**
   Aimed at educators, advisors, and administrators, this workshop will cover best practices for student advising and success coaching. It will introduce practical methods to engage and support students throughout their educational journey, with a focus on persistence and graduation.

5. **Engaging Rural Communities for Student Success**
   This workshop will focus on building and leveraging community partnerships to enhance student recruitment and retention. Participants will learn how to engage local businesses, community leaders, and alumni to create a support network that fosters a culture of postsecondary education in rural areas.

6. **Leveraging Technology for Rural Education**
   As technology becomes increasingly integral to education, this workshop will provide training on how to effectively use digital tools for learning and communication. It will cover online platforms, virtual advising, and the use of technology to increase access to education for rural students.

<u>College Supportive Services</u>

1. *Learning Resource Center- Tutoring Center*
   Hours: Monday-Thursday 8am-8pm
         Friday: 8am-2:30pm
         Saturday/Sunday: Closed
   https://www.cv.edu/student-resources/learning-resource-center/

2. *Learning Resource Center-Library Services*
   Hours: Monday-Thursday- 8am-8pm
   Friday: 8am-2:30pm
   Saturday/Sunday: Closed
   https://www.cv.edu/student-resources/learning-resource-center/

3. *UWill College Student Mental Health/Teletherapy*
   Contact: Associate Dean of Student Development and Success, Vickie Williams
   Phone Number: 334-214-4803

4. *CVCC Testing Center*
   Hours**:** Monday through Thursday: 8:00 a.m. – 7:00 p.m.
   Friday: 8:00 a.m. – 2:30 p.m.
   Sunday (twice a month): 2:00 p.m. – 6:00 p.m.
   https://www.cv.edu/student-resources/testing-center/

5. Pirate Thredz Closet
   Hours**:** Monday through Thursday: 8:00 a.m. – 6:00 p.m.
   Friday: 8:00 a.m. – 2:30 p.m.
   Student Development and Success Office
   Wilson Hall

6. Pirate Food Pantry
   Hours**:** Monday through Thursday: 8:00 a.m. – 6:00 p.m.
   Friday: 8:00 a.m. – 2:30 p.m.
   Student Development and Success Office
   Wilson Hall

7. Strategic Initiatives Division
   Hours**:** Monday through Thursday: 8:00 a.m. – 5:00 p.m.
   Friday: 8:00 a.m. – 2:30 p.m.
   Dr. RoseMary Watkins
   RoseMary.watkins@cv.edu

Appendix

Helpful Websites

Organizational Chart

Time and Effort Report

Budget Amendment Request Form

Budget Adjustment Form

ED 524 Budget Form

Travel Reimbursement Request Form

Office Supply List Form

Office Supply Requisition Form

CIRSS Inventory Equipment Form

Interdepartmental Equipment Transfer Form

Report of Missing Equipment Form

Copy Paper Requisition

Advising Guide

Career Pathways Checklist

Workshop Survey Tool

CIRSS Meeting Minute Template

LEGEND

ADMS	Adams Building
ATHL	Athletic Fields
BOOKS	Bookstore
BRS	Brassell Hall
FINE	Fine Arts
IPAC	Instructional and Performing Arts Center
ITC	Industrial Training Center

Helpful Federal Websites

The following web sites provide valuable information on the Federal grant's management process. These resources are also useful for your grants and finance offices since many of the questions that they will have throughout your grant may be quickly answered on these websites.

U.S. Department of Education http://www.ed.gov Grantmaking at ED

HSI Division YouTube playlist:
https://www.youtube.com/playlist?list=PLNvZOA2puYOgpRJLkBvsobcMi6X041xrY

US Department of Education
http://www.ed.gov/

34 CFR (regulations for ED)
https://www.ecfr.gov/current/title-34

Education Department General Administrative Regulations (EDGAR)
https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html

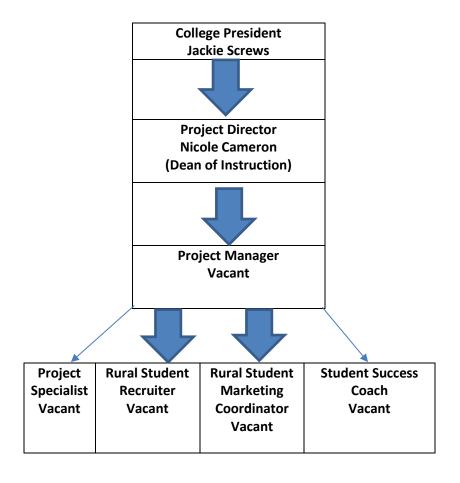Federal Service Desk (UEIs) https://www.fsd.gov/gsafsd_sp

Integrated Postsecondary Education Data System https://nces.ed.gov/ipeds/

Uniform Guidance https://www2.ed.gov/policy/fund/guid/uniformguidance/index.html

Performance http://www.performance.gov

ED 524 Budget Form ED 524 Form and Instructions - Budget Information, Non- ...

CIRSS Organizational Chart

```
┌─────────────────────────┐
│    College President    │
│     Jackie Screws       │
│           ↓             │
├─────────────────────────┤
│    Project Director     │
│     Nicole Cameron      │
│  (Dean of Instruction)  │
│           ↓             │
├─────────────────────────┤
│    Project Manager      │
│         Vacant          │
└─────────────────────────┘
```

Project Specialist Vacant	Rural Student Recruiter Vacant	Rural Student Marketing Coordinator Vacant	Student Success Coach Vacant

Time and Effort Report

Employee Name (Please Print)	Month/Year

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

Date	In	Out	Break Minutes/Hour	Hours	% CIRSS Funds Expended on Instruction	% CIRSS Funds Expended on Administration	% Non CIRSS Non-Title III Expended on Instruction	% Non CIRSS Non-Title III Expended on Administration
						100%		
						100%		
						100%		
						100%		
						100%		
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						100%		
						100%		
						100%		
						100%		
TOTALS				0.00				

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

Employee's Signature/Date

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

Project Director Signature/Date

Budget Amendment Request

BUDGET AMENDMENT REQUEST

CV CC
CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE

Use this form to request an increase -
adding monies to increase the beginning budget within a total functional area budget.
Amendments must be approved by the President prior to any expenditures which exceed budgets.
If disapproved at any level - return to requester.

Department		Requester	
Date Prepared		Effective Date	

Budget Code Number	Budget Account Title	(+) Amendment	Current Budget	Revised Budget
	TOTALS			

Justification For Budget Increase:

Budget Supervisor		Date	
Business Office		Date	
Administrator		Date	
President		Date	

Budget Adjustment Request

BUDGET ADJUSTMENT REQUEST

CV CC
CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE

Use this form to request an increase or decrease -
transferring of monies within total functional area budgets for the
600 and 700 budget account codes only.

Department _____   **Requester** _____

Date Prepared _____   **Effective Date** _____

Budget Code Number	Budget Account Title	(+) (-) Adjustment	Current Budget	Revised Budget
	TOTALS			

Purpose Of Budget Adjustment/Revision:

_____
_____
_____
_____
_____

Budget Supervisor _____   **Date** _____

Business Office _____   **Date** _____

Administrator _____   **Date** _____

.11

ED524 Federal Budget Form

	U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1894-0008 Expiration Date: 8/31/2026
Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information** (To Be Completed by Your Business Office):*

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1)   Do you have an Indirect Cost Rate Agreement approved by the Federal government? ____Yes ____No.

(2)   If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: ___/___/_____ To: ___/___/_____ (mm/dd/yyyy)
Approving Federal agency: ____ED ____Other (please specify): _____ The Indirect Cost Rate is _____%

(3)   If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ____Yes ____No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4)   If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ____Yes ____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5)   For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
___ Is included in your approved Indirect Cost Rate Agreement? Or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____%

Travel Reimbursement Request

Travel Reimbursement Request

Name of Traveler	Travel PO Number	Department	Funds (Restricted or Unrestricted)

Purpose of Travel	Is this a dues paying event? (are you a member of this association)

I hereby certify that the within account in the amount below is correct, due, and unpaid.	The mileage and subsistence expense indicated in this expense account has been previously authorized and has been checked for compliance.

Signature of Traveler	Dean's Signature	Business Office Signature

NOTE: ALL DOLLAR FOR DOLLAR TRAVEL ITEMIZED RECEIPTS ARE REQUIRED

RECAPITULATION OF EXPENSES

Travel Expenses	Amount	Emergency and Necessary Expenses Incurred in Connection with Travel	Amount
Commercial Transportation (incl rental car/gas) 0400-02	$0.00	Total other expenses such as postage, fax, telephone, parking, baggage,	$0.00
Mileage, private car 0400-01	$0.00	handling, tolls, registration fees etc.	
Meals and lodging 0400-03	$0.00		
SUBTOTAL TRAVEL EXPENSES	$0.00	GRAND TOTAL TRAVEL EXPENSES	$0.00

ITEMIZED STATEMENT OF NECESSARY TRAVELING EXPENSES INCURRED FOR PERIOD   TO

Date mm/dd/yy	Points of Travel From City/State	Points of Travel To City/State	Hour of Depart/ Return	Private Car Miles / Fare Description	Commercial Fare Amount	SUBSISTENCE Breakfast	SUBSISTENCE Lunch	SUBSISTENCE Supper	Total Meals	Lodging	Total Meals & Lodging	Necessary Other Expenses Detail	Necessary Other Expenses Amount
									0.00		0.00		
									0.00		0.00		
									0.00		0.00		
									0.00		0.00		
									0.00		0.00		
									0.00		0.00		
									0.00		0.00		
									0.00		0.00		
									0.00		0.00		
									0.00		0.00		
									0.00		0.00		
TOTALS				0.00	0.00				0.00	0.00	0.00		0.00

Revised 5/21/24 A. Rowe

Office Supply List

Office Supply List

CHATTAHOOCHEE VALLEY COMMUNITY COLLEGE

General Supplies

Description	Price	Inv Level	# on Hand	# To Be Ordered	T-004 Line #-Price
Adding Machine Rolls 2¾	.27ea/3.24dz	3	3	0	
Bankers Box Letter Legal Size	9.91ea/19.82pkg				
Batteries AAA Engergizer Photo	.93ea/7.39pkg	3	3	0	
Batteries E2 Engergizer Photo	.52ea/ 4.14 pkg	10	5	0	
Batteries C Engergizer Photo	.58ea/6.92pkg	1	1	0	
Batteries AA Energizer Photo	.53ea/6.47pkg	5	5	0	
Binder 1" 3-Ring	.90ea	0	0	0	
Binder 1½" 3-Ring	2.57ea	0	0	0	
Binder 2" 3-Ring	4.47ea	10	15	0	
Binder 3" 3-Ring	8.11ea	10	6	4	
Binder Clips Large	.65bx	3	6	0	
Binder Clips Medium	.23bx	3	3	0	
Binder Clips Small	.09bx	3	10	0	
Binding Comb 1/4" (100 per bx)	4.19	5	4	-1	
Binding Comb 5/16" (100 per bx)	6.49	5	4	-1	
Binding Comb ⅜" (100 per bx)	7.29	5	11	0	
Binding Comb ½" (100 per bx)	11.49	3	3	0	
Binding Comb ⅝" (100 per bx)	15.69	3	3	0	
Binding Comb ¾" (100 per bx)	26.19	3	3	0	
Binding Comb 1" (50 per bx)	11.29	3	1	-2	
Binding Comb 1½" (50 per bx)	32.89	3	1	-2	
Binding Comb 2"	42.89	1	2	0	
CD-R Disk	.19ea/19.47pkg	2	2	0	
CD-RW Disk Rewritable	.32ea/8.10pkg	0	0	0	
CD Envelopes	.10ea/4.76bx	1	1	0	
CD Shield Bubble Mailers	.32ea/1.56pkg	5	5	0	
Chalk Board Color Anti-Dust	.38bx	5	5	0	
Chalk Board White Anti-Dust	.29per bx	4	4	0	
Class Record Books Large	7.09	9	9	0	
Class Record Books Small	13.89ea	10	19	0	
Clorox Wipes	6.11				
Correction Tape White	1.02ea	3	1	-2	
Diskettes 3½ Formatted (Floppy)	.90bx	2	2	0	
Dividers Insertable 5-Tab Multicolor	.13ea/.65pkg	2	5	0	
Dividers Transparent	3.55ea	2	3	0	
Dividers View Tabs Multicolor 8 tab Round	.59ea/4.71pkg	10	10	0	
Dividers Insertable 5-Tab Gold	.26ea/1.30pkg	100	100	0	

Office Supplies Requisition

CVCC Chattahoochee Valley Community College				**OFFICE SUPPLIES REQUISITION**			
Requester:				**Date:**			
Department:				**Phone Ext:**			
Expenditure Budget Code(s) Must Be Filled In Before Processing.							
Department Budget Code:							

Quantity Needed	Unit (ea, bx, dz)	Color	Item Description	Unit Price	Total Cost
				TOTAL	

This form is to be filled out completely for all requested supplies. If the requested item(s) are not in stock, substitutions will be given. Requester will be notified by voice mail when the order is ready.

For Business Office Use Only

Order Completed By:		**Date:**	
	Work Room Staff		

COPY - BUDGET SUPERVISOR/DEPARTMENT HEAD

Jan-12

CIRSS Inventory Equipment Form

Section 1: General Information

- **Program Department:** _____

- **Program Location (Campus/Building/Room):** _____

- **Date of Inventory:** _____

- **Prepared by:** _____

- **Contact Information:** _____

Section 2: Equipment Details

Equipment Description	Serial Number	Model/Make	Purchase Date	Date Received	Condition	Location	Cost	Tag Number	Comments

Equipment Description	Serial Number	Model/Make		Purchase Date	Date Received	Condition	Location	Cost	Tag Number	Comments

---

Section 3: Certification

I certify that the above-listed equipment is accurate and accounted for as part of the RPEDS program's inventory.

- **Signature of Inventory Coordinator: _____**

- **Date: _____**

Section 4: Review and Approval

- **Reviewed by (Department Head): _____**

- **Signature: _____**

- **Date: _____**

Interdepartmental Equipment Transfer

Chattahoochee Valley Community College

Interdepartmental Equipment Transfer

Inventory Name: _____

Inventory No.: _____   Current Building Location: _____

Description of Item: _____

From: _____   To: _____

Reason For Transfer: _____

_____

Signature of Employee Releasing Equipment: _____

Signature of Employee Receiving Equipment: _____

Approved by Dean: _____

Approved by CFO: _____

Date of Transfer: _____

Please complete this form whenever equipment is transferred from one area to another on campus. The completed form should be given to the Purchase Clerk in the Business Office.

Instructions:

1) Complete the transfer form with all information requested.
2) Secure the signature of the persons releasing and receiving the equipment.
3) Secure the Dean's approval **Before Transfer.**
4) Bring the transfer slip to the Business Office so an up-date can be made on the campus capital asset report.

Report of Missing Equipment

Chattahoochee Valley Community College
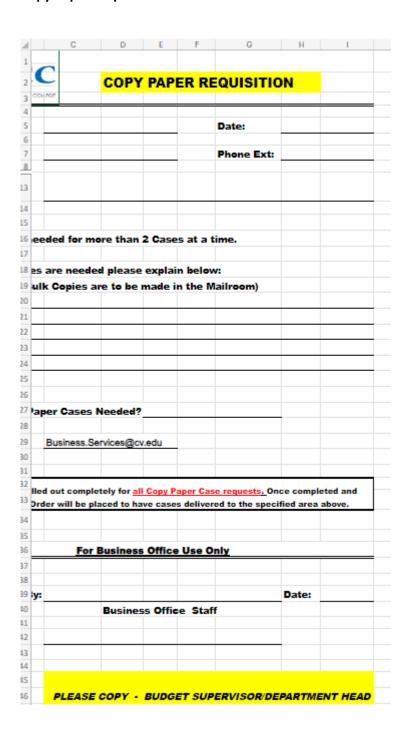
Report of Missing Equipment

Inventory No.: _____   Description: _____

Model: _____   Serial No.   _____

Date Purchased: _____   PO Number: _____

Purchase Price: $ _____

Date Missing: _____   Date Reported: _____

Explanation of Missing Item: _____

_____

_____

_____

Reported To: _____   Reported By: _____

Action Taken: _____

_____

_____

_____

_____   _____
CFO   **DATE**

Missing Equipment:

It is the responsibility of the instructor or employee to which equipment is assigned to notify his/her immediate supervisor immediately upon discovery of a missing item of equipment. It shall be the responsibility of the Dean or Supervisor to notify the Police and to complete a "Report of Missing Equipment" form. This report should be filed with the Business Office.

Copy Paper Requisition

	C	D	E	F	G	H	I
1							
2	**C**			**COPY PAPER REQUISITION**			
3	COLLEGE						
4							
5					Date:		
6							
7					Phone Ext:		
8							
13							
14							
15							
16	eeded for more than 2 Cases at a time.						
17							
18	es are needed please explain below:						
19	ulk Copies are to be made in the Mailroom)						
20							
21							
22							
23							
24							
25							
26							
27	aper Cases Needed?						
28							
29	Business.Services@cv.edu						
30							
31							
32	lled out completely for all Copy Paper Case requests. Once completed and						
33	Order will be placed to have cases delivered to the specified area above.						
34							
35							
36	**For Business Office Use Only**						
37							
38							
39	By:				Date:		
40		Business Office Staff					
41							
42							
43							
44							
45							
46	**PLEASE COPY - BUDGET SUPERVISOR/DEPARTMENT HEAD**						

Project Manager Job Description

Position Title: Project Manager-Center to Improve Rural Student Success (CIRSS)
Reports To: Project Director
Job Summary: The Project Manager coordinates a comprehensive and collaborative campus-wide effort to maximize the recruitment, retention, and graduation of rural students. The Project Manager will oversee the development, implementation, and assessment of programs and initiatives designed to support rural students. This is a four year grant funded position.

Minimum Qualifications:
1. Master's degree in a related field of study
2. Three or more years of supervisory level experience reasonably related to the administrative assignment
3. Grant writing and management experience

ESSENTIAL DUTIES AND RESPONSIBILITIES:
- Provide administrative oversight and coordination of the CIRSS
- Maximize efforts with community organizations, K-12 partners, and other stakeholders to recruit rural students.
- Work with campus constituencies to develop and implement initiatives to enhance rural student engagement, enrollment, retention, and graduation rates.
- Facilitate professional development for faculty and staff, focusing on challenges and best practices that impact rural student enrollment, engagement, and success.
- Collaborate with the Institutional Effectiveness Office to collect, analyze, and maintain data for continuous project improvement and assessment.
- Coordinate with Marketing to develop publication materials for recruitment, outreach, and visibility efforts targeting rural students and communities.
- Serve as a resource to participants, faculty, and staff, providing guidance on services and support available to rural students.
- Develop, manage, and monitor the program budget, ensuring resources are allocated efficiently and effectively to meet program goals.
- Prepare reports and documents for grant reporting purposes, ensuring compliance with funding requirements and timelines.
- Coordinate mentorship and peer support programs tailored to the unique needs of rural students.
- Organize events, workshops, and activities that promote rural student engagement, leadership development, and career readiness.
- Advocate for rural students within the institution, ensuring their needs are considered in institutional planning and policy development.
- Engage in continuous professional development to stay informed about best practices in rural education and student success initiatives.

Job Attributes:

Leadership skills; commitment to diversity and inclusion; multi-tasker

- o Willing to work with teams; solve complex problems
- o Flexibility; adaptability; results driven
- o Excellent interpersonal, oral and written communication skills
- o Advocacy skills, strategic thinker, networking abilities
- o Analytical skills; critical thinking

Student Navigator/Coach Job Description

Position Title: Student Navigator/Coach-Center to Improve Rural Student Success (CIRSS)
Reports To: Project Manager
Job Summary: The Student Navigator/Coach is responsible for guiding students through their academic journey by providing comprehensive support services that enhance student retention, progression, and success. The role involves assisting students in academic planning, navigating institutional resources, developing educational goals, and addressing potential barriers to academic achievement. The Student Navigator/Coach works closely with faculty, staff, and other departments to ensure a holistic approach to student support. This is a four year grant funded position.

Minimum Qualifications:

1. **Education:** Bachelor of Science degree in a related field, such as Education, Psychology, Counseling, or Social Work.
2. **Experience:** Experience in academic advising, student services, counseling, or a related field is preferred.

Key Responsibilities:
- Provide individualized academic advising to students, helping them develop academic plans that align with their goals and ensure timely progress toward graduation.
- Assist students in identifying and accessing campus resources, such as tutoring, financial aid, counseling, career services, and other support services.
- Collaborate with students to set achievable academic, personal, and career goals. Monitor progress and provide ongoing support and encouragement.
- Identify at-risk students and develop strategies to improve academic performance, including connecting them with appropriate academic support services.
- Develop and facilitate workshops on topics such as time management, study skills, and career exploration to enhance student success.
- Maintain accurate records of student interactions, advising notes, and progress toward academic goals. Use data to identify trends and inform continuous improvement efforts.
- Serve as a liaison between students and faculty/staff, advocating for student needs and facilitating effective communication across campus.
- Contribute to the development and implementation of retention strategies, including early alert systems, to identify and support students who may be at risk of not completing their program.
- Work closely with other departments, including Academic Affairs, Financial Aid, and Student Life, to ensure a coordinated approach to student success.
- Attend and support campus recruitment activities
- Participate in continuous professional development to stay informed about best practices in rural education and student success initiatives.
- Other duties as assigned

Skills and Abilities:

- Strong interpersonal and communication skills.
- Ability to work effectively with a diverse student population.
- Knowledge of academic policies and procedures.
- Problem-solving and crisis intervention skills.
- Ability to handle confidential information with discretion.
- Proficiency in using student information systems and advising software.

Project Specialist Job Description

Department: Center to Improve Rural Student Success (CIRSS)
Position Title: Project Specialist

Reports To: Project Manager, CIRSS
Job Summary: The Project Specialist will provide comprehensive administrative and clerical support to the Rural Student Success Center. This role is pivotal in enhancing the Center's efforts to improve rural student success through effective program support, coordination, and communication. This is a four year grant funded position.

Minimum Qualifications:

- Bachelor's degree in business, education, or a related field
  Two (2) or more years as an administrative assistant, secretary, or other directly related clerical position
- Proficiency in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) and familiarity with database management.
- Excellent written and verbal communication skills
- Ability to work independently and as part of a team

Key Responsibilities:

- Provide administrative support to the Project Manager, including scheduling meetings, preparing reports, and maintaining records.

- Assist with the coordination and implementation of programs aimed at improving rural student success.

- Manage correspondence, including drafting emails, memos, and other documents.

- Organize and maintain project files, databases, and other resources.

- Assist in tracking project timelines, deliverables, and outcomes.

- Coordinate logistics for meetings, events, and workshops related to the Center's activities.

- Support data collection and reporting processes to ensure accurate and timely information is available for program assessments.

- Handle routine inquiries from students, staff, and external partners regarding the Center's initiatives.

- Assist with budget monitoring and processing of purchase orders and reimbursements.

- Perform other duties as assigned by the Project Manager to support the overall success of the Center.

- Strong organizational and time management skills with the ability to manage multiple tasks simultaneously.

- Excellent written and verbal communication skills.

- Ability to work independently and as part of a team.

Skills and Abilities:

- o Strong interpersonal and communication skills.
- o Ability to work effectively with a diverse student population.
- o Knowledge of academic policies and procedures.
- o Problem-solving and crisis intervention skills.
- o Ability to handle confidential information with discretion.
- o Proficiency in using student information systems

Rural Student Recruiter Job Description

Department: Center to Improve Rural Student Success (CIRSS)

Position Title: Rural Student Success Recruiter

Reports To: Project Manager, CIRSS

Job Summary:
The Rural Student Success Recruiter plays a critical role in advancing the mission of the Center to Improve Rural Student Success (CIRSS) by actively recruiting students from rural communities. This position is responsible for developing and implementing recruitment strategies, building relationships with prospective students, families, and community partners, and providing guidance and support throughout the admissions process. This position requires frequent travel within the region and the ability to engage with diverse populations. The Recruiter must be adaptable to various environments, and be comfortable working flexible hours to meet the needs of prospective students and their families. This is a four year grant funded position.

Minimum Qualifications:

- Bachelor's degree in Education, Marketing, Communications, or a related field
- Minimum of two years of experience in student recruitment, admissions, or a related field, preferably with a focus on rural or underserved populations.

Preferred Qualifications:

- Master's degree in Education, Marketing, Communications, or a related field
- Minimum of two years of experience in student recruitment, admissions, or a related field, preferably with a focus on rural or underserved populations.
- Experience with financial aid processes and resources.

Key Responsibilities:

- Develop and execute targeted recruitment strategies to attract students from rural areas, aligning with the goals and objectives of CIRSS.
- Establish and maintain strong relationships with high schools, community organizations, and other stakeholders in rural communities to promote CIRSS programs and initiatives.
- Organize and participate in outreach activities, such as college fairs, community events, and school visits, to engage prospective rural students and their families.
- Provide individualized support to prospective students throughout the recruitment and admissions process, including application assistance, financial aid guidance, and answering inquiries.
- Collaborate with the Marketing team to develop recruitment materials and campaigns that effectively communicate the benefits of CIRSS programs to rural audiences.
- Coordinate campus visits, open houses, and informational sessions for rural students and their families, showcasing the resources and support available through CIRSS.
- Track and analyze recruitment data to assess the effectiveness of outreach efforts and make data-driven adjustments to recruitment strategies.

- Work closely with the CIRSS Project Manager and other team members to align recruitment efforts with college wide student success initiatives.
- Assist in developing partnerships with local businesses, government agencies, and non-profits to create additional opportunities for rural students.
- Attend and participate in professional development activities to stay current on best practices in rural student recruitment and success.
- Prepare reports on recruitment activities, outcomes, and challenges, and present findings to the CIRSS leadership team.
- Travel extensively within the region to conduct recruitment activities and build relationships with rural communities.
- Strong understanding of the challenges faced by rural students in accessing higher education.
- Excellent communication, interpersonal, and presentation skills.
- Ability to work independently and as part of a team, with strong organizational and time management skills.
- Proficiency in Microsoft Office Suite and experience with CRM systems or student information systems.
- Willingness to travel extensively and work flexible hours, including evenings and weekends, as needed.
- Other duties as assigned

Skills and Abilities:

- Strong interpersonal and communication skills.
- Knowledge of academic policies and procedures
- Ability to work effectively with a diverse student population.
- Problem-solving and crisis intervention skills.
- Ability to handle confidential information with discretion.
- Proficiency in using student information systems and advising software.

CIRSS Advising Guide
The Advising Guide will provide a structured roadmap for students and advisors, ensuring that all students understand the advising process and expectations throughout their academic journey.

Advisor Contact Information:
- Name:
- Office Hours:
- Email:
- Phone:
- Preferred Method of Communication:

Advising Goals:
- Help students develop an academic plan aligned with their career goals.
- Guide students through the process of choosing a career pathway.
- Ensure students understand graduation requirements and industry certification options.
- Provide support and resources to overcome academic, financial, and personal challenges.

Objectives:

- Understand and articulate their career goals.
- Identify the appropriate career pathway.
- Know degree requirements and industry certifications for their chosen field.
- Access necessary resources for academic and personal success.

Advising Schedule:

- **Fall Session 1**: Initial advising session (focus on degree progress, career pathway selection, academic support)
- **Spring Session 2**: Follow-up session (degree progress check, graduation requirements, industry certification plan)
  Dates/Times will be provided via CVCC email

Student Responsibilities:
- Attend two mandatory advising sessions each year.
- Come prepared with questions and materials related to your academic plan.
- Follow up on any tasks or recommendations provided by your advisor.
- Stay updated on important deadlines, such as registration and financial aid.

Advising Resources to Be Provided to Student:
- Information on Degree Works Software for Course Progression
- Degree Map for Program of Study
- Link to College Catalog and Student Handbook
- Industry Certification Information if Applicable

Career Pathways Checklist

The Career Pathways Checklist helps students and advisors work together to identify the best career path based on student interests, academic strengths, and job market trends.

RPEDS CIRSS Career Pathways Checklist

Student Name: Advisor Name: Date:

1. Career Exploration:

- ☐ Have you completed a career assessment or exploration activity?
- ☐ What industries are you interested in?
  - ☐ Healthcare
  - ☐ Information Technology
  - ☐ Manufacturing/Engineering
  - ☐ Education
  - ☐ Business/Finance
  - ☐ Other: _____

2. Educational Planning:

- ☐ Have you reviewed degree/certificate options in your field of interest?
- ☐ Have you discussed possible transfer options to a four-year university (if applicable)?
- ☐ Have you identified any required certifications for your field?

3. Industry Certification Pathway:

- ☐ Are you pursuing any short-term certifications?
  - If yes, which ones? _____
- ☐ Are you aware of job placement assistance for certified graduates?

4. Academic Progress:

- ☐ Do you know how many credits you need to graduate?
- ☐ Have you completed or registered for key courses required for your degree/certificate?
- ☐ Have you met with your advisor to discuss course load and graduation requirements?

CIRSS Workshop Survey Tool

Thank you for participating in the CIRSS Workshop! Your feedback is essential to help us improve and tailor future sessions to better support rural postsecondary education success. Please take a few moments to complete this survey.

Workshop Information

- **Workshop Title:** _____

- **Workshop Date:** _____

1. Overall Satisfaction

How satisfied were you with this workshop?

- ☐ Very Satisfied

- ☐ Satisfied

- ☐ Neutral

- ☐ Unsatisfied

- ☐ Very Unsatisfied

2. Content Relevance

How relevant was the workshop content to your needs?

- ☐ Very Relevant

- ☐ Somewhat Relevant

- ☐ Neutral

- ☐ Not Very Relevant

- ☐ Not Relevant at All

3. Workshop Objectives

Did the workshop meet its stated objectives?

- ☐ Exceeded Expectations

- ☐ Met Expectations

- ☐ Neutral

- ☐ Fell Short of Expectations

- ☐ Did Not Meet Expectations

4. Presenter Effectiveness

How effective was the presenter(s) in delivering the content?

- ☐ Very Effective

- ☐ Effective

- ☐ Neutral

- ☐ Ineffective

- ☐ Very Ineffective

5. Engagement and Interaction

How would you rate the level of engagement and interaction during the workshop?

- ☐ Excellent

- ☐ Good

- ☐ Neutral

- ☐ Fair

- ☐ Poor

6. Practical Application

How likely are you to apply the knowledge or strategies from this workshop in your role?

- ☐ Very Likely

- ☐ Likely

- ☐ Neutral

- ☐ Unlikely

- ☐ Very Unlikely

7. Resources and Materials

Were the resources and materials provided helpful?

- ☐ Extremely Helpful

- ☐ Helpful

- ☐ Neutral

- ☐ Not Very Helpful

- ☐ Not Helpful at All

8. What did you find most valuable about this workshop?

- _____

9. What could be improved for future workshops?

- _____

10. Additional Comments or Suggestions

- _____

11. Future Workshop Topics

Please suggest any topics you would like to see covered in future RPEDS workshops: