

Halifax Community College
Title III & Sponsored Programs
2011 Policy and Procedure Manual

Office of the President

Authority:

Changes/exceptions to administrative policies issued by the Office of Title III and Sponsored Programs require the HCC President/CEO & Title III Director approvals.

I. Introduction

The Title III & Sponsored Programs Office (TSP) is designed to assist the Office of the President enhance student's academic and social college experiences. The engagement activities relate to social responsibility, interpersonal relationships, civility, integrity, ethics, and cultural awareness. Students who are **engaged** in co-curricular activities show sustained behavioral involvement in learning tasks accompanied by a positive emotional tone through ongoing action, enthusiasm, optimism, and curiosity.

This **policy manual** provides policies and procedures which will assist project managers (PM) with implementing approved activities. It should also assist other College personnel in understanding the Strengthening PBIF Program. It is the responsibility of each Activity Director to familiarize him/herself with the policies and procedures in the manual and to seek clarification when such is needed. Since Federal regulations do change, the Title III Director must keep up-to-date with regulations affecting the program and make changes in the manual as might be necessary.

The purpose of the Predominantly Black Institutions (PBI) Program is to strengthen eligible institutions to plan, develop, undertake and implement programs to enhance the institution's capacity to serve more low- and middle-income Black American students; to expand higher education opportunities for eligible students by encouraging college preparation and student persistence in secondary school and postsecondary education; and to strengthen the financial ability of the institution to serve the academic needs of these students.

The PBIF is funded under the Strengthening Historically Black Colleges and universities Program of Title III of the Higher Education Act of 1965 as amended by the Higher Education Act of 1986. **Types of Projects**

Institutions may use federal funds for activities that include:

Academic instruction in disciplines in which Black Americans are underrepresented

- Establishing or enhancing a program of teacher education designed to qualify students to teach in a public elementary school or secondary school in the state that shall include, as part of such program, preparation for teacher certification or licensure;
- Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education;
- Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes;
- Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings;
- Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty;
- Development and improvement of academic programs;
- Purchase of library books, periodicals, and other educational materials, including telecommunications program material;

- Tutoring, counseling, and student service programs designed to improve academic success, including innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction;
- Education or counseling services designed to improve the financial literacy and economic literacy of students or the students' families;
- Funds management, administrative management, and acquisition of equipment for use in strengthening funds management;
- Joint use of facilities, such as laboratories and libraries;
- Establishing or improving an endowment fund; and
- Creating or improving facilities for Internet or other distance learning technologies, including purchase or rental of telecommunications technology equipment or services.

GRANT ADMINISTRATION AND PERSONNEL

Roles of Grant Personnel

The Halifax Community College Title III & Sponsored Programs Director (**TSPD**) is responsible for overseeing the proper administration of the grant funds from the US Department of Education. Since this grant is for the purpose of strengthening the institution (LCC), the director will keep the following college personnel informed of the grant's progress--the College President, the V.P. of Academic Affairs, the V.P. for Finance and Operations, and the Dean of Instruction.

The director will supervise all Title III Projects until each becomes fully institutionalized. He will also lead in the recruitment and selection of other personnel for the projects of the grant and is responsible for ensuring the timely completion of tasks, grant activity objectives, and documentation.

There are a number of responsibilities that are assigned to the director. These include approving expenditures and maintaining budget control and responsibility. The director oversees preparation of fiscal and technical reports for the U.S. Department of Education as well as development and implementation of effective and objective project evaluation. The director also establishes and maintains effective communication procedures to ensure the project adheres to institutional goals.

The director's responsibilities include implementing activities that encompass new policies and procedures, assisting activity staff by providing positive support during development through duration of the grant. He maintains inventory records of all Title III equipment ensuring all required evaluation data is maintained and organized. The director ensures successful integration and institutionalization of the new activities and serves on appropriate college committees. For the proper administration of the Title III and Sponsored Programs Grants, the director must keep current regarding Title III and U.S. Department of Education policies and grant conditions. The most used sources are the **EDGAR and OMB** regulations.

The HCC Title III Administrative Assistant works with the TSPD and to maintain project data and helps prepare and process reports and related information about the program for distribution to college and federal administration. She

serves as the secondary point of contact for the TSPD projects and ensures that questions are answered or properly referred to appropriate offices.

The assistant prepares mass mailings and other communications, takes minutes, prepares correspondence and performs clerical duties as required by project staff. She assists project staff by maintaining a project calendar, in scheduling trips and making travel arrangements. The assistant serves as an interim contact for potential students referring them to appropriate representatives when necessary.

II. PURPOSES FOR WHICH FUNDS MAY BE USED

Funds may be used to purchase goods and services approved in the Activity Plan of Operation. The Plan of Operation which has been approved by the U.S. Department of Education provides the basic guidelines for the use of the funds. Also, the allowable and non-allowable activities provide further guidance for the use of PBIF--Title III funds.

Funds may be used to support the following Title III Focus Areas: 1) Fiscal Stability, 2) Institutional Management, 3) Student Services and Outcomes, and 4) Academic Quality.

There is specific "federal" Legislative Allowable Activities (LAA) for which Title III funds may be used.

PROGRAM ADMINISTRATION

I. RESPONSIBILITY FOR ADMINISTERING THE PROGRAM

The TSPD has the primary responsibility for the day-to-day administration and coordination of the program. However, the Strengthening Historically Black Colleges and Universities Program is an institution-wide program; therefore, the College President is accountable to the U.S. Department of Education (USDE) for its management and implementation. It is the prerogative of the College President to direct or redirect the allocation of Title III funds to areas that support the vision and mission of the university.

II. RESPONSIBILITY FOR IMPLEMENTING THE INDIVIDUAL TITLE III ACTIVITY

The Project Manager (PM) is accountable for implementing the approved Activities and must monitor the implementation process. The PM must document the extent to which the Activity is being implemented.

The TSPD is responsible for monitoring the implementation of the program as a whole and assist the Ads with developing their activities in accordance with the approved Plan of Operation.

The key to the successful implementation of Strengthening PBIF Program activities lies in the careful planning, effective resource allocation and the transformation of plans into action and actions into desired results. The PM is responsible for submitting an activity timetable indicating the tasks to be performed during the course of the year relative to the activity.

III. RESPONSIBILITY FOR COMMUNICATING WITH THE U. S. DEPARTMENT

The TSPD serves as the official liaison between the College and the U.S. Department of Education on matters dealing with the Strengthening PBIF Program; however, the College President or the U.S. Department of Education may initiate direct communication between each other.

The TSPD is the College liaison with the U.S. Department of Education (USDE) and serves as a clearinghouse for the transfer of materials and information going to the USDE. PMs should not contact an officer of the USDE regarding Title III matters before consulting with the Title III Director. The liaison function of the TSPD facilitates consistency in dealing with the USDE.

IV. POLICIES GOVERNING THE EXPENDITURES OF TITLE III FUNDS

The established institutional policies govern the use of Federal funds; provided there are no conflicts between the institutional policies and applicable Federal regulations.

V. CONFLICTS BETWEEN ESTABLISHED INSTITUTIONAL POLICIES AND FEDERAL REGULATIONS

If there are unresolved conflicts between Federal regulations and established institutional policies regarding the use of Title III funds, the Federal regulations will take precedence.

VI. GENERAL ALLOWABLE ACTIVITIES UNDER THE PBIF-TITLE III PROJECT

Allowable activities are those activities that can be supported by funds under the PBIF Program are included on the following Legislative Allowable Activities list.

Legislative Allowable Activities (LAA)

1. Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.
2. Develop and/or strengthen academic programs and community outreach programs.
3. Support of faculty exchanges, faculty development, and faculty fellowships to assist faculty in attaining advanced degrees in their field of instruction.
4. Academic instruction in disciplines in which Black Americans are underrepresented.
5. Purchase of library and instructional materials.
6. Develop and strengthen student support services.
7. Develop and/or strengthen administrative and financial management systems and development functions.
8. Joint use of facilities, such as laboratories and libraries.
9. Establish or improve a development office to strengthen or improve contributions from alumni and the private sector.
10. Establish or enhance a program of teacher education designed to qualify students to teach in a public elementary or secondary school in the State that shall include, as part of the program, preparation for teacher certification.
11. Establish community outreach programs that will encourage elementary and secondary students to develop the academic skills and the interest to pursue postsecondary education.

VII. UNALLOWABLE ACTIVITIES UNDER THE PBIF-TITLE III ACTIVITY

Unallowable activities are those activities which cannot be supported by funds provided under the PBIF--Title III Program. They include:

1. Activities that are not included in the applicant's approved application
2. Activities that are inconsistent with any State plan of higher education applicable to the institution or a State plan for desegregation of higher education, if any, applicable to the institution.
3. Activities or services that relate to a school or department of divinity or any religious worship or sectarian activity.
4. Direct fund-raising including proposal writing.

VIII. OTHER LIMITATIONS

Funds awarded under the PBIF Program must be used to supplement, and to the extent practical, increase funds that would otherwise be made available for the purposes listed in Section 609.41 of the program regulations and in no case supplant those funds. Supplement is defined as using grant funds to correct a deficiency in an existing activity or service or to improve, enrich, or enhance an existing service or activity through the addition of new services or activities. **Supplant is defined as** substituting grant funds to pay for personnel, activities, services, or other costs that were supported from other sources prior to the receipt of a grant or such costs that are contained in the current institutional budget. A grantee shall not use more than fifty percent of its grant for constructing or maintaining a classroom, laboratory, or other instructional facility.

IX. PROCEDURES FOR REQUESTING EXPENDITURE OF STRENGTHENING

PBIF FUNDS FOR APPROVED PURPOSES

The Activity Director shall initiate request(s) for the expenditure of funds. The requisition must be approved (signed) by the Activity Director's supervisor, the Title III Director, and the President & CEO. The Vice President for Administrative Services or his designee must then authorize the commitment of the funds for the approved purpose(s). All requests for the use of the Strengthening PBIF Program funds must be approved by the Title III Director, the President & CEO, and the Vice President of Administrative Services before the goods are obtained or services provided. The Business Office shall issue a purchase order before goods or services are procured. This includes the employment of consultants.

Purchase requisitions are completed by each activity unit currently submitted electronically through the Banner System. The initiator(s) and approver (s) of requisitions must be trained by the Division of Administrative Services before they are able to submit or approve electronic purchase requisitions. The Activity Director is expected and encouraged to expend Activity funds in a timely and efficient manner in accordance with the Timeline and Implementation Strategy outlined in the Plan of Operation.

XI. ACCOUNTABILITY FOR EQUIPMENT AND MATERIALS

Equipment and non-consumable materials, purchased with Title III funds, must be clearly labeled "Purchased with Title III Funds." The Activity Director is accountable for the safekeeping of such equipment and materials and must

ensure that such equipment and/or materials are entered into the College inventory system when appropriate. The College policy regarding the use, maintenance, transfer, and reporting of lost and/or stolen equipment applies to equipment purchased with Title III funds. In addition, the Activity Director must notify the Title III Director within two working days of the discovery of the theft or loss of equipment/non-consumable materials.

PROGRAM, TITLE III PROGRAM STAFF

I. PROGRAM STAFF

All individuals employed by the College and paid in full or in part by Title III--Strengthening PBIF Program funds are considered Title III staff members. Included in this group are the: Activity Directors, faculty, and staff members. Title III Activity staff members may be requested from time to time to assist in performing Title III related functions other than those pertaining directly to their funded Activities.

A. ACTIVITY DIRECTORS

The Activity Director is responsible for implementing the activities of the program and cooperates with the Title III Director in the performance of the duties of the Title III Coordinator.

1. Qualification Required for the Position

The Activity Director should have experience working in a supervisory role, demonstrated leadership and interpersonal skills, and excellent oral and written communication skills are necessary for the position.

2. General Duties and Responsibilities

- a. Coordinate the day-to-day development of the program's activities.
- b. Develop an adequate and an appropriate Plan of Operation in a timely manner.
- c. Comply with College policies and Federal regulations in making request for the expenditure of funds.
- d. Review monthly budget report prepared by the business office and ascertains the correctness of reports.
- e. Report unsolved budget disputes to the Title III Director for appropriate action.
- f. Prepare and maintain appropriate adequate documentation of expenditures, assisting agency/institution services, and achievements of activities.
- g. Recommend organization and/or consultants to provide Activity and monitor the services provided.
- h. Services
- i. Submit Activity reports to the Title III Director in a timely manner.
- j. Apprise the Title III of concerns/issues related to programmatic or fiscal aspects of the Activity.
- k. Maintain up-to-date inventory of equipment.
- l. Make timely recommendations to the Title III Director for revision in the Activity budget.
- m. Keep the College community informed about the Activity.
- n. Attend and participate in regularly scheduled meetings of the Strengthening PBIF Program project staff.

B. Title III Administrative Assistant

The **Title III Administrative Assistant** reports to the T3SP Director and is responsible for performing a variety of clerical and office management tasks necessary for the smooth operation of the Program. Additionally, the **Title III Administrative Assistant** is responsible for assisting in the implementation of the activities of the program.

1. Qualifications Required for Position

The **Title III Administrative Assistant** should possess an associate degree or higher business education, secretarial science, or related field. The applicant should possess a good command of English usage, spelling, grammar, and computer skills. Two years of general office experience is a must. Accuracy in typing and proofreading skills is necessary. The individual must be able to communicate courteously and effectively with a diverse group of students, staff, faculty and external constituents.

2. General Duties and Responsibilities

- a. Type correspondence memoranda and other documents necessary for the operation of the program.
- b. Assist the Director in keeping accurate records of the expenditures of the program's budget and assist in the proper use, upkeep, security and accounting for the program's equipment and commodities
- c. Answer, place, and reroute telephone calls and provide information regarding inquiries.
- d. Maintain leave records of staff and submit monthly leave summary reports.
- e. Keep records of schedules of appointments for workshops, seminars, and meetings.
- f. Supervise student workers and keep accurate time records.
- g. Assist in maintaining office decorum.
- h. Keep informed of the general procedures of the program.
- i. Perform other duties as assigned.

II. Responsibilities of the title iii & Sponsored Programs Director

The **TITLE III & Sponsored Programs Director (TSPD)** is accountable to the College president for the day-to-day management, administration, and coordination of the overall Title III program. The **TSPD insures** that approved Program Activities are implemented in a timely, effective, and efficient manner and in accordance with Federal regulations. The TSPD will carry out the following tasks:

- a. Coordinate the preparation of the Title III Program proposal when appropriate.
- b. Develop and/or revise the Title III Activity proposal for funding.
- c. Coordinate development of the Title III Program Plan of Operation at the university, including budget negotiations with the grants officer at the U.S. Department of Education and with individual Activity Directors.
- d. Approve all requests for the expenditure of Program monies before requests are accepted by the College business office.
- e. Assist Activity Directors in developing specific procedures for the development and implementation of their Activities so as to ensure Activity milestones and objectives are achieved on a timely basis.
- f. Monitor the implementation of the Title III Program and each Activity both in terms of programmatic implementation and fiscal management.

- g. Maintain appropriate records of expenditures related to the grant.
- h. Assist in selecting consultants and evaluators for the program.
- i. Provide for the internal and external formative and summative evaluation of the program as appropriate.
- j. Submit all required and requested reports to the U.S. Department of Education (including Performance Status Report, External Report, Financial Status Report, etc.) in a timely manner.
- k. Initiate the revision of Activity budget when it is necessary to do so.
- l. Attend and/or provide for attendance at meetings sponsored by Title III--National Association of Title III Administrators, U.S. Department of Education--IDUES, and other organizations as appropriate.
- m. Participate in the institutional long-range planning process and ensure that activities proposed in the Title III-Strengthening PBIF Program are consistent with the institutional mission and goals.
- n. Serve as a liaison between Activity Directors and the Division of Administrative Services and the Office of the President on matters related to their Title III activities.

III. ALLOWABLE CHANGES IN KEY PROJECT OR ACTIVITY PERSONNEL

The Department of Education must be notified of changes of key personnel. The written notification should include the name and qualifications of the successor.

HALIFAX COMMUNITY COLLEGE PROGRAM, TITLE III

PROGRAM PROJECT COMMITTEE

The Title III Coordinator, along with the Title III Activity Directors, constitutes the Title III Project Committee. The committee serves in an advisory capacity to the administration and provides recommendations and suggestions regarding the Title III project. The Title III Director is the liaison between the committee and the administration.

HALIFAX COMMUNITY COLLEGE TITLE III REPORTS

I. REQUIRED REPORTS FROM TITLE III ACTIVITY DIRECTORS

The Activity Director will submit four Quarterly Progress Reports (annually) to the Title III Office.

Report #1: (First Quarter) covers the first quarter of the Activity.

Report #2: A semi-annual report covers the first six months of the Activity.

Report #3: The Third Quarterly Report covers the third quarter of the Activity.

Report #4: A final report covers the entire year.

Reporting Procedures and Standards

1. Reports must be typewritten and include enough information to allow proper assessment of progress being made in the implementation of the Activity Annual Performance Report.

2. In addition to the four previously mentioned reports, an Annual Performance Report (APR) must be prepared to demonstrate that the Activity has achieved its stated annual objectives.
3. The APR is submitted electronically to the Institutional Development and Undergraduate Education Service (IDUES), United States Department of Education.
4. The APR is prepared in conjunction with the Title III Program Office. The Title III Director will provide the Activity Directors with the necessary forms and instructions for completing each report.
5. Normally, the forms that are used in preparing the Plan of Operation are also used in preparing the reports. The table below outlines the reporting schedule.

II. Reporting Schedule For Title Iii Activity Directors

Report Date	Period Covered	Report
September 22	October 1 - December 31	First Quarterly Activity Report
January 15	January 1 - March 31	Semi-Annual Activity
April 15	April 1 - June 30	Third Quarterly Activity
Report July 15	July 1 – September 30	Annual Activity Report

REPORTS FOR CONFERENCES AND WORKSHOPS

The Activity Director and any designated staff traveling to conferences, workshops, or for other approved purposes must attach a typewritten conference report with the requisition for reimbursement. No reimbursement will be made for travel until travel authorizations documents have been approved by the Title III Director. When applicable, a copy of the meeting/conference agenda should be attached to the report. The report should be succinct and to the point.

IV. REPORTS SUBMITTED TO THE U. S. DEPARTMENT OF EDUCATION

1. Annual Performance Report
2. Final Performance report within 90 days after the grant expiration date
3. Financial Status Report within 90 days after the grant expiration date or the end of the annual budget period if a multi-year grant
4. Grant Administration and Payment System (GAPS) Draw-down Request
5. External Evaluation Report. This report must include:
 - a. the qualifications of the evaluator;
 - b. the method by which the evaluator was selected and the cost;
 - c. formative as well as summative data regarding accomplishments of objectives;
 - d. a description of the use to which the evaluation data is put.

The performance report must include information regarding the extent to which project objective and goals were accomplished.

DESCRIPTION OF BUDGET CATEGORIES

1. Personnel

Personnel include individuals who are employed on a Title III Activity and may include key personnel who are not paid from Title III funds.

2. Fringe Benefits

Fringe benefits are costs that are related to salaries and wages and are calculated based on institutional policies and procedures.

3. Travel

Grant funds may be used only for travel that is related to achieving the objectives of a specific Activity during the budget period. Travel justification should be provided, including total costs of all travel, including destinations, per diem rates, and transportation costs based on institutional rates.

International travel is only allowed as it is related to achieving the objectives of a specific Activity. Prior approval must be obtained from the U.S. Department of Education. However, please note that approval is granted on a case-by-case basis. DO NOT include freight costs or travel expense of consultants. Freight costs, consultant costs and consultant travel should be listed under the "other" category.

4. Equipment

For the U.S. Department of Education, the amount per unit cost for equipment is \$5,000. However, for Halifax Community College, equipment is any single item that costs \$500 or more.

5. Supplies

Supplies include costs of all tangible personal property except that covered under "Equipment." Personal property means property of any kind except real property-land and buildings.

6. Contractual

Include the estimated costs of contractual agreements with other organizations or businesses. If aggregate expenditures exceed \$5,000, you must explain the criteria to be used in selecting a contractor, the basis for arriving at the projected cost, and whether competitive bids will be sought or will some other procurement policies be used to provide for open and free competition.

7. Construction

Enter the estimated costs for construction.

8. Other

Include all direct costs not clearly covered by sub-items. Examples of such costs are

communications, freight costs (if not included by vendor in the equipment purchase package), equipment rental, computer use charges, registration fees, and consultants costs. Use of consultants should be justified and the fees paid to consultants should be based upon established institutional policy.

I. TSPD DAILY OPERATIONS AND PROCEDURES

- a. Check email messages for latest updates from supervisor/administrative assistant
- b. Check telephone messages
- c. Return calls and emails by order of importance
- d. Check to-do-list
- e. Check Calendar of Activities to determine what is to take place on a given day
- f. Begin tasks left from previous day
- g. Log in tasks to be done as assigned
- h. Continue working on all tasks
- i. Attend unit meetings
- j. Attend College meetings
- k. Attend unit activities

II. FILLING VACANT POSITIONS

Vacancies and new positions shall be posted in the Office of Human Resources and in the applicable department. It is the responsibility of the Title III Director to ensure that vacancies and new positions are properly advertised. The Title III Director and Office of Human Resources will ensure compliance with applicable federal and state laws in advertising vacancies and new positions and in filling those positions. The original application and all required documentation for employment must be submitted to Human Resources, before the employment process can be completed.

Human Resources Procedures for Employment

1. All positions are posted advertising the vacancy or new position and in the Human Resources Office;
2. Completion of a written application form by the employee/applicant (resumes and other biographical background information may be attached to the application);
3. Personal interview by an appointed staff member;
4. Checking of references and background investigation where necessary;
5. Testing of skills;
6. Formal interview between the applicant and department head and/or supervisor;
7. Some positions may require a physical examination;
8. Candidates who meet qualifications outlined in the job description will be interviewed by the department head and/or supervisor, the Title III Director and other appropriate individuals who have the responsibility for making the final recommendation for employment;
9. Once the department has made the decision to employ an individual, pending the individual's presenting certain required documents to the Human Resources Office, the individual reports to the Human Resources Office to complete employment documents and obtain orientation.
10. The following documents must be provided to the Human Resources Office by the prospective employee and/or activities to be completed in the Human Resources Office:
 - a. The original Application for Employment shall be presented to the Director of Human Resources.

- b. The Immigration Reform and Control Act of 1986 requires all persons to complete Form I-9. This shall be done within the first three (3) days of employment. Proper credentials shall be presented before other forms can be completed. This will determine the first day to be placed on the payroll.
- c. The credentials needed for Form I-9 are following: current driver's license, an original social security card, or a current passport, certified birth certificate, alien registration receipt card, or employment authorization card.
- d. Social security numbers and dates of birth are needed for all beneficiaries. All applicants should be aware that false statements made on an application form or information concealed, whether on the application form or resume, will be deemed sufficient cause for the employee's immediate dismissal.

III. PERFORMANCE EVALUATION

It is Halifax Community College 's policy to evaluate the effectiveness of all employees on an annual basis. The purposes of the evaluation are:

- (a) to serve as the basis for administrative recommendations such as salary and promotion; and
- (b) to support the improvement of individual performance.

Written evaluations will be provided and the employee being evaluated will have an opportunity to discuss the evaluation with his/her supervisor before recommendations based upon it are forwarded. The evaluation shall follow written procedures which may be revised at any time, provided that those affected are consulted. Formal consideration of revisions must occur at least once every three years. Major changes, if needed, are normally made at the beginning of the fiscal year.

IV. APPLICATION FOR LEAVE

Employees of the College who are applying for leave are required to complete the Application for Leave Form. No leave is official until it is approved by the supervisor, Human Resource Director, and President & CEO. The Application for Leave Form may be secured from the Office of Human Resources.

V. TRAVEL PROCEDURES

1. Travel request must be submitted to the appropriate department head/dean and/or administrative head for approval.
2. Once travel request has been submitted to the Office of Business Affairs, the employee should call the state travel agency to make specific arrangements for the proposed trip.
3. Once the Division of Administrative Services has approved the travel and the employee has received a pink slip, all persons in the academic area should call the Vice President for Academic Affairs' secretary so that arrangements can be made to charge tickets to an air travel card. All persons in the professional staff area should contact the Vice President for Business Affairs' secretary to make arrangements for tickets to be charged to an air travel card.
4. Travelers have the options of having tickets mailed prior to traveling, picked up at the airport or obtain electronic ticket at the airport. Ticketing preference should be specified to the secretary to the Vice President for Academic Affairs or the Vice President for Business Affairs as appropriate.

VI. TRAVE REGULATIONS

1. Travel allowances are based on current state law. Travel by private automobile will be reimbursed at the prevailing rate for each mile actually and necessarily traveled. A public carrier should be used for travel to a distant city. When a private vehicle is used, reimbursement will be made based on the tourist air fare or automobile mileage, whichever is lowest.
2. When more than one person from the College is attending the same meeting or function for which reimbursement of travel expenses will be sought, said individuals are expected to travel together when such travel is by private vehicle.
3. Ground transportation from the airport to a hotel or place of meeting must be on a bus or in a limousine provided for such purposes at the airport. Taxis may be used for such transportation when bus or limousine service is not available. Expenses for ground transportation must be supported by receipts.
4. Receipts must be presented for train, airplane, or bus fares, parking lot charges, registration fees and any item of an unusual nature. The nature of long-distance telephone calls must be explained to show party called and purpose.
5. All air travel must be tourist class. In the event that tourist class is not available, a statement from the airline making such certification is required.
5. Expenses incurred for lodging must be supported by a receipt. An itemized breakdown of the room and tax amounts must be shown on the hotel receipt. Economical accommodations should be selected. Government or Educational rates should be requested when making hotel/motel reservations.
7. A general report of travel to conventions and/or professional meetings should be made to the department chairperson, dean and the President of the college.
8. All travel requests must also have the approval of the immediate supervisor and dean of curriculum before any trips are made.
9. All travel requests must be received and approved in the Division of Administrative Services at least two weeks before any trips are made. Travel submitted for approval and payment after a trip has been made will not be paid.
10. Post travel documentation usually includes the following:
 - a. All reimbursement forms must be itemized by each person traveling.
 - b. Receipts must be submitted for the following:
 - c. Hotel (after checking out)
 - d. Taxi, bus or limousine
 - e. Parking (hotel or airport)
 - f. Meals for high-cost cities when claiming above per diem
 - g. Gas receipts for College vehicles (include tag number, date of tag number, date of trip and store name)
11. All receipts must be originals and unaltered.
12. No reimbursement will be made for anyone other than the person traveling unless prior approval has been given.

VII. TRAVEL ADVANCE

The College has made it possible for eligible employees who earn \$15,000 or more to obtain a corporate travel card at no monthly charge to the employee. The use of the travel card eliminates, to a significant extent, the need for travel advances. It is the policy of Halifax Community College that the College shall not provide advanced travel funds for its employees except in cases of group travel involving students.

VIII. POLICY ON COLLEGE INVENTORY

It is the policy of Halifax Community College that College inventory (equipment, supplies, and other property) must be used solely for the purpose of College business. No College employee is authorized to use the College equipment, supplies, or other property for personal reasons. It is the policy of the College that College employees must not take College equipment home or off-campus without proper authorization.

A. Safeguarding of and Accountability for College Equipment, Supplies, and other property, the ultimate accountability for College equipment, supplies, and other property lies with the departmental chairperson or the immediate supervisor of the budgetary unit to which the equipment, supplies, and/or property is assigned. For example, if the equipment is assigned directly to an academic program, the department head and dean of curriculum are accountable for the care and safekeeping of the equipment.

B. Maintaining Records of Inventories

The College property officer has the responsibility of maintaining accurate and up-to-date records of all equipment and other non-consumable property at the university. Departmental chairpersons and deans must maintain accurate and up-to-date records of equipment and other no-consumable property assigned to their areas. For example, departmental chairpersons must maintain records of equipment purchased by faculty/staff even though such equipment might have been purchased through non-state sources. Similarly, deans must maintain records of all equipment and non-consumable property (items) assigned to individuals/departments within their schools irrespective of the sources of the items.

IX. PROCEDURES/STANDARDS ON THE HIRING OF CONSULTANTS AT HALIFAX COMMUNITY COLLEGE

Once the faculty or staff member has identified a prospective consultant, the faculty or staff member must prepare a requisition which must be approved by his/her supervisor. When the requisition to retain the consultant is approved by the Fiscal Officer, the Purchasing Agent issues a purchase order to the consultant.

The purchase order indicates the terms of the consultative services that will be provided. In addition, a letter of agreement may be entered into by the faculty or staff and the consultant.

Usually, the consultant is required to submit a copy of his/her resume to the faculty or staff before the purchase order is issued. When the consultant has completed the agreement to work, he/she submits an invoice (for payment) to the faculty or staff who initiated the work order. The faculty or staff certifies that the work has been completed and authorizes the Business Office to prepare and issue a check to the consultant.

X. SPLIT APPOINTMENT FORM

All employees who are paid from Title III Funds are required to submit a Time & Effort Form to the Title III Office monthly. This form may be secured from the Title III Office.

Halifax Community College
Time and Effort Certification Procedures

1. Purpose and Scope

The federal government requires time and effort certification to be completed when individuals are compensated by or have agreed to contribute time (in kind/match) to a federally-funded program or project.

These procedures provide an overview of time and effort certification requirements for the process as defined by OMB Circular A-87 (2 CFR Part 225).

2. Definitions

2 CFR Part 225 – This is the location in the Code of Federal Regulations that contains “Cost Principles for State, Local, and Indian Tribal Governments” (OMB Circular A-87). These cost principles include regulations defining what costs are allowable and allocable to federal grants. Additionally, they include regulations on the maintenance of time and effort certification for all persons who are fully or partially compensated for personnel services with federal grant funds.

Cost Objective – “means a function, organizational subdivision, contract, grant, or other activity for which cost data are needed and for which costs are incurred.” (OMB A-87/

2 CFR Part 225) Examples include:

Title I, Part A – The Title I, Part A cost objective would include set of work activities allowable under the terms and conditions of Title I, Part A regulations.

Special Education – The special education cost objective would include activities that are allowable under the terms and conditions of a specific grant that serves special education students.

Multiple Cost Objectives – An employee is considered to be working on multiple cost objectives if:

- the employee is paid partially with federal grant funds and;
- works on activities allowable under the terms and conditions of the federal grant and;
- works on activities not allowable under the terms and conditions of the federal grant.
- Or if the employee’s salary is comprised of:
 - more than one federal grant or;
 - a federal grant and a non-federal grant or;
 - an indirect cost activity and a direct cost activity or;
 - two or more indirect activities which are allocated using different allocation bases.

Office of Management and Budget (OMB) – OMB is a branch of the Executive Office of the President. OMB helps the President formulate his spending plans; evaluates the effectiveness of agency programs, policies, and procedures; assesses competing funding demands among agencies, and sets funding priorities. OMB’s circular A-87 is the location for the regulations on the maintenance of time and effort certification for all persons who are fully or partially compensated for personnel services with federal grant funds.

Personnel Activity Report (PAR) – A type of time and effort certification used by an employee working on multiple cost objectives which records and calculates the difference between the employee’s budgeted

allocation of effort to be spent on activities allowable under the terms and conditions of a grant and the employee's actual effort spent on activities allowable under the grant.

Semi-Annual Certification – A type of time and effort certification used for an employee working on a single cost objective that confirms effort has been spent solely on activities allowable under the terms and conditions of a specified grant.

Single Cost Objective – An employee is considered to be working on a single cost objective if:

- the employee is paid fully or partially with federal grant funds and;
- works solely on activities allowable under the terms and conditions of a specific federal grant.

Variance Report – A BCPS report used by grant managers to record and monitor the outcomes of their employees' PARs on an ongoing basis throughout the course of the fiscal year.

3. Requirements Regarding Time and Effort Certification

OMB Circular A-87/2 CFR Part 225 – “Cost Principles for State, Local, and Indian Tribal Governments” is the federal government's cost principles that are applicable to BCPS. These principles define what costs are allowable and allocable to federal grants. OMB Circular A-87/2 CFR Part 225 also sets forth criteria for acceptable methods of charging salaries and wages to federally-funded programs.

OMB Circular A-87/2 CFR Part 225 requires that institutions develop a process to determine or confirm how individuals paid with federal funds expend effort during a specified time period.

Failure to adequately document employees' time and effort related to federal funds could result in audit findings, questioned costs consisting of salaries, wages, and related benefits, or potential repayment of disallowed costs.

4. Time and Effort Certification Procedures

4.1 Determining Employee Position Lists

At the beginning of each fiscal or school year as appropriate, each grant manager will review the positions that are funded by a federal grant(s) and determine whether each employee will be working on a single cost objective or multiple cost objectives. Additionally, throughout the course of the year, the grant manager will determine the cost objective status of any new employee or employee whose salary allocation has been modified to be paid fully or partially from a federal grant.

4.2 Employees Working on a Single Cost Objective

Employees who work solely on a single cost objective will have their time and effort confirmed twice annually through the use of a *Semi-Annual Certification*. The employee or supervisor with first-hand knowledge of the employee's work will certify that all time and effort expended in the prior six-month period was in accordance with the cost objective identified on the form.

Semi-Annual Certifications will include the names of all individuals paid through a specified federal grant who have worked on a single cost objective in the previous six month period. These certifications will be distributed by the appropriate grant manager for the time period of July 1st – December 31st and January 1st – June 30th. The *Semi-Annual Certifications* will be collected and reviewed by the appropriate grant manager in a timely fashion, on or about the end of the month in which they are distributed.

An alternative to using the *Semi-Annual Certification* is to include a certification statement (either stamped or typed) on the employee's *Request for Miscellaneous Payroll* form, *Paid Helper Timesheet*, or other form used

to support payroll charges. This method may be used for hourly and/or temporary employees whose time is charged to the actual funding source in the payroll records for that specific time period. The grant manager will make the decision of the method to be used. For example, the Office of Food and Nutrition Services has adopted this method for the certification of the majority of its employees.

If at any time the employee and/or supervisor notes that an employee's duties are no longer solely committed to a single cost objective, the employee will immediately be determined to be working on multiple cost objectives and will begin following the process listed in section 4.3 below to document her/his time and effort.

4.3 Employees Working on Multiple Cost Objectives

Employees who work on multiple cost objectives will be required to confirm their time and effort bi-weekly through the use of a *PAR*. The *PAR* will certify how an employee's time and effort was spent on the prior two weeks' duties.

PARs will be distributed by the appropriate grant manager at the beginning of each fiscal or school year, as appropriate. These forms will be prepared by the employee after the work has been completed and will account for all hours for which the employee was compensated. The *PARs* will then be signed by the employee and supervisor with first-hand knowledge of the employee's work and submitted to the grant manager on or about the end of each month.

If an employee is on leave and is being compensated through vacation, sick, urgent business, family illness or other type of paid leave, the effort reported on the *PAR* for that time will be documented in direct proportion to their salary split.

On a quarterly basis, the grant manager will document any variance between the amount of time an employee was budgeted to work on a designated cost objective and the amount of time the employee actually spent working on the cost objective through the completion of the *BCPS Time and Effort Variance Report (Variance Report)*.

If the *Variance Report* demonstrates that the grant has been overcharged, the grant manager will reconcile the variance by completing a journal voucher to move the appropriate amount of funds from the grant to the other funding source or sources through which the employee is paid. If the *Variance Report* demonstrates that the grant has been undercharged, the grant manager will contact the supervisor of the other funding source or sources through which the employee is paid to determine an appropriate course of action.

If the *Variance Report* demonstrates a continuous variance for any employee, (two quarters of *Variance Reports* demonstrate variances), the grant manager will contact the supervisor of the employee and the supervisor of the other funding source or sources through which the employee is paid to determine if a position allocation change should be completed or if the employee's job duties should be modified.

4.4 Special Circumstances

Any employee whose job functions do not clearly conform to the system described herein shall be classified appropriately at the discretion of the grant manager in consultation with the grant specialist in accordance with the provisions of OMB A-87/2 CFR Part 225.

Third Party Billing

Although Third Party Billing is a separate funding source; it does not represent a separate activity and is not a federal grant. Therefore, Third Party Billing is not considered to be a cost objective and is excluded from these procedures.

5. Documentation Retention

All federal grant documents (including but not limited to *PARs*, *Semi-Annual Certifications*, *Variance Reports*) shall be retained for a minimum of five (5) fiscal years after the end of the grant period. If any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records must be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular 5-year period, whichever is later.

XI. MONTHLY LEAVE SUMMARY

All employees must submit the **Monthly Leave Summary** to the Office of Human Resources. This form may be downloaded from the **Halifax Community College "I" Drive**.

POSITION DESCRIPTION

TITLE Administrative Assistant, Director of the Title III (PBI) and PRIDE of Halifax Mentoring Programs

DEPARTMENT Halifax Community College President's Office

POSITION STATEMENT: Under the supervision of the Director, this position is responsible for processing all Title III and PRIDE data including managing day-to-day operations of the offices including budgetary matters, record control, and complex secretarial support.

DUTIES AND RESPONSIBILITIES**Processes all operational documents, information and budget data**

Answer the telephone and respond to inquiries made concerning Title III and PRIDE programs and refer calls accordingly

1. Maintain and update confidential files.
2. Perform variety of office duties such as copying, faxing, ordering supplies, and making travel arrangements.
3. Type or word process a variety of correspondence which includes letters, proposals, memoranda, reports, and various forms.
4. Monitors and manages all incoming and outgoing printed materials.
5. Perform bookkeeping duties Develop and maintain Title III and FLI computerized reporting systems
6. Maintains up-to-date electronic and hardcopy financial monitoring and tracking systems
7. Balances and reports account expenditures monthly
8. Take minutes at meetings.
9. Process forms for statistical analysis and filing.
10. Develop and maintain web pages.
11. Prepare flyers, brochures, email, text, newsletters, and other materials.

Collaboration

12. Collaborate with academic, student development, budget, institutional Effectiveness, and other units to access required data and information
13. Process and catalog Title III and PRIDE educational archives.
14. Log and mail appropriate program materials and follow up by telephone when necessary
15. Assist with distribution and collection of surveys and evaluations
16. Meet the public and make arrangements for meetings with College and non-college personnel.

Professional Development

17. Participate in staff development and in-service training activities.

Support Of Mission/Related Responsibilities

18. Perform other duties as required to achieve program goals and objectives.
19. Be familiar with and adhere to HCC policies and procedures.

POSITION DESCRIPTION

TITLE Director of the Title III (PBI) and PRIDE of Halifax Mentoring Programs

DEPARTMENT Halifax Community College President's Office

POSITION STATEMENT: Under the supervision of the President, the Director of Title III Programs is responsible for the overall accomplishment of all Title III activity, including project evaluation, grant management, compliance and program institutionalization. Working closely with the college controller, institutional researcher, and individual program directors, the Director of Title III Programs will monitor budgets, measure progress toward program goals, and ensure that all reporting is done in a regular and timely fashion.

DUTIES AND RESPONSIBILITIES

SPECIFIC DUTIES

1. Communicate an informed understanding of the objectives of the Title III project to all college constituencies.
2. Establish and maintain effective communication channels and procedures to assure that the operation of the project remains congruent with the goals of overall institutional development.
3. Assist all individual program directors with activity monitoring.
4. Coordinate activities in a manner that will facilitate maximum effectiveness and utilization of program resources and personnel.
5. Remain current on Title III and U.S. Department of Education policies and grant terms/conditions to assure the program operates in compliance throughout the period of federal support.
6. Oversee the preparation and monitoring of fiscal and technical reports relating to the project for both the college and the U.S. Department of Education.
7. Coordinate the writing/submissions of annual performance reports.
8. Advise/assist in inventory/distribution of Title III equipment.
9. Prepare, submit, and negotiate the FLI program proposal.
10. Prepare, submit, and respond to reports required by the US Dept. of Education and supervising units.
11. Maintain open lines of communication with the US Department of Education, community agencies and organizations, postsecondary educational institutions, regional businesses, the FLISC, and the CAC
12. Administer the program budget in compliance with EDGAR.
13. Represent the FLI project by participating in College programs, committees, and activities.

PROFESSIONAL DEVELOPMENT

1. Continuously hone and update skills in grant management, budgeting, and program evaluation.
2. Attend appropriate seminars whenever possible.

SUPPORT OF MISSION/RELATED RESPONSIBILITIES

3. Serve as a representative of the college for special events.
4. Participate in college events and activities.

ADDITIONAL RESPONSIBILITIES

5. Perform other duties as assigned by the President.

WORKING CONDITIONS

6. Must be able to work in a college environment.
7. Must demonstrate interpersonal skills applicable to working with diverse groups of stakeholders.

EDUCATIONAL REQUIREMENTS

8. Bachelor's degree in business or a related field required. Master's degree preferred.

EXPERIENCE REQUIREMENTS

9. At least two years administrative experience in higher education or comparable related experience.
10. Familiarity with the Title III Program preferred.
11. Strong interpersonal and communication skills.
12. A demonstrated ability to work as a member of a leadership team.
13. Experience in budgeting and program evaluation preferred.
14. Experience with Microsoft Office Suite, particularly Microsoft Word, Excel, PowerPoint, and Access.

Halifax Community college
PBIF Activity Reporting Form

Name: _____ Title: _____

Name of Program: _____

Program Director: _____

Report Period: _____ Date Submitted: _____

Please be specific in responding to all items in this report.

1. Discuss the major developmental activities of your program for the above reporting period.
2. Discuss any problems which you are experiencing in meeting the objectives of your program.
3. Discuss, substantiate, and recommend any needed changes in the project strategies and timetables.
4. Indicate if any activity objectives were completed (please refer to activity objectives/performance indicators for your program in the Title III policy/procedures manual to answer this question).
5. What equipment, materials, and supplies, were purchased during the reporting period for your program?
6. Summarize all travel for the reporting period.
7. Indicate the contributions Title III staff and/or other college staff or departments are making to your program.

Signature of Employee: _____ Date: _____

Signature of Title III Director: _____ Date: _____

PBI-F 2012 – 13 Activity Worksheet

Event Title:	
Location:	
Coordinator:	
Attendance Number:	
Survey Completed:	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, explain: _____
Consultant Fee:	
Speaker Fee:	
Refreshment Cost:	
Printing Costs:	
Other Expenses:	
Total Expenses	

Signature of Coordinator

Date

**Halifax Community College
PBIF Projects**

Building – Renovations - Installations Punch List

This tracking sheet is designed to be used for projects that include building, renovations, technology purchases, installations, or setups.

Project Location	Start Date	Activity	Completion Date	Activity Manager

Activity Manager: _____ Date: _____

Supervisor: _____ Date: _____

Title III: _____ Date: _____

**Performance Objectives Information and
Related Performance Measures Data**

Activity Title: HCC PBI Formula Grant **Activity Director:** _____

Goal: 1. Develop and market an academically based cultural performance and speaker series for public school and college students

Activity Summary:

IMPLEMENTATION STRATEGIES:

List major undertakings (implementation strategies, project etc.) engaged in during this reporting period. Comment on progress toward the objective (s). Include quantitative data and data collection information.

Performance Objectives Information and

**Related Performance Measures Data
Template for Report Submission**

Goals and Objectives Form

Please provide a detailed description of the activities to be supported using program funding: please reference the allowable activity as stated in the program legislation, measurable goals and objectives within the scope of these activities; associated performance indicators/measures; baseline data; proposed outcomes, including quantitative target data, to be used to evaluate the success of the funded activities; and the budget period(s) in which the objectives will be achieved. Please make sure that the information on this form reflects the goals, activities and outcomes described in your Project Narrative, especially your Evaluation Plan.

Allowable Activities	Goals	Objectives	Success Indicators	Progress Made This Reporting Period
1. Tutoring, counseling, and student service programs designed to improve academic success...	Coordinator of Student Activities (Part Time)	The Coordinator will partner with P.R.I.D.E., Student Support Services, Phi Theta Kappa, Student Government Association, and other campus clubs and organizations to increase awareness of student activities and programs, as well as engagement and participation. The CSA will market activities and programs.	The Coordinator will plan and monitor student activities, programs, and mentor student leaders. The CSA will increase student awareness of activities and programs on campus. Student evaluations will show students are participating in campus activities and programs, and are satisfied.	
2. Implement programs to enhance the institution's capacity to serve more low-and middle-income minorities students...	J.U.M.P. The HCC First year Experience Pilot Program.	<p>To increasing student success, persistence and graduation rates.</p> <p>To enhance communication and collaboration between all departments in order to increase student success, persistence and graduation</p> <p>To improve current processes and develop new processes that will positively affect student success, persistence and graduation</p> <p>Communicate/educate improved/new processes campus wide in order that all employees realize their part in moving students from admissions to graduation</p>	<p>Persistence rates will increase from semester to semester and year to year.</p> <p>Graduation rates will increase</p>	
3. Development and improvement of academic programs	Hospitality/Culinary Arts as a Career	This is a collaborate venture with Roanoke Salem Development Organization Corporation's to develop a Culinary and Hospitality	70% of students who complete training will be placed in unsubsidized employment. 50% of those enrolled will	

		Program. Students will also earn Career Readiness (CRC) and Human Resources Development (HRD) and Safe Serve Certification, along with work-experience placements at local dining establishments.	continue their education in this career field or continue their training in another Community College program.	
4. Establishing outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education	Accelerated Summer Math Camp for Elementary Aged Students	Sixty students, six elementary teachers and six HCC faculty will share teaching ideas and strategies designed to enhance student performance between the 2 nd and 3 rd grades. Activities will: <ol style="list-style-type: none"> 1. Strengthen mathematics foundations of students from underrepresented populations 2. Provide training for teachers of elementary mathematics 3. Provide a framework for ongoing camps/workshops for underrepresented students. 4. Strengthen bonds between the public schools and HCC 	<ol style="list-style-type: none"> 1. 85% of students will achieve higher grades and end of grade pass rates as compared to compared a non-participant group. 2. 90% of teachers will report greater competence with and appreciation for manipulative training provided during the camp. 3. HCC Faculty will These six teachers will facilitate workshops at their schools, impacting numerous additional students. 	
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	Title III will establish an expenditure record keeping system to ensure all funds are properly attended to by working closely with HCC Administrative Services office and budget officer.	Title III office will establish an expenditure record keeping system to ensure all funds are properly attended to by working closely with HCC Administrative Services office and budget officer	All Title III funds will be accurately accounted for, and all Title III programs will be thoroughly evaluated according to U.S. Dept. of Education guidelines.	
	Coordinator of Student Activities (CSA)	The CSA will plan and monitor student activities, programs, and mentor student leaders. The CSA will increase student awareness of activities and programs on campus.	Student evaluations will show students are participating in campus activities and programs, and are satisfied.	
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	Matching Endowment Growth	<p>This would be used to provide much needed financial flexibility to the college. To help build the size of the endowment and to build upon what the foundation currently have.</p> <p>Provide more scholarships to support academic program needs.</p>	<p>The total number of donors to the HCC Foundation will increase by 20 percent in one year.</p> <p>Alumni participation will increase by 50 percent in one year.</p> <p>Alumni giving will increase by 50 percent in one year.</p>	

IX, Tutoring, counseling, and student service programs designed to improve academic success....	Develop a common first year experience Student adjustment program	Improve first & second year student adjustment, persistence, and retention rates.	80% of students will be very satisfied or satisfied. 1 st semester retention will increase 5% 1 st year retention will increase 5%	
IV. Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	To provide college-transfer students the scientific skills needed to succeed in an associate and/or baccalaureate program.	Scientific equipment will be purchased for instructional use that will benefit students. Students will be better prepared for the workforce after a 2 year degree. In addition, college transfer students will be better prepared to compete and successfully complete a 4 year degree.	In surveys administered to transferees after their junior years, 90% will indicate they were adequately or more than adequately prepared in science.	
XII. Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	To have a Development Director to plan and oversee fund raising by building relations with donors, the alumni and partners.	Increase quantity and quality of fund drives, and events. be responsible for planning annual development planning such as campus fund drive, the alumni association the Centre raffle and an annual foundation golf tournament and the annual scholarship award process.	Build relations with donors, including cultivation of prospects, more dedicated staff leadership provided to the alumni association and expanded use of volunteers in fund raising effort and more through planning are expected to reap a benefit of doubling the annual giving to the foundation.	
VI. Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty	To establish a leadership institute that will nurture the leadership abilities of faculty and staff who desire advancement within the community college system and beyond	Develop an increased understanding of leadership skills and abilities Increase knowledge of critical issues facing the community college and its environment Increase ability to act as change agents Increase college and community leadership skills	Equip HCC faculty and staff with knowledge that is instrumental in carrying out the mission and vision of HCC, as well as achieving personal leadership enhancement	
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	Hire a director to establish a Director of Title III office	All Title III funds will be accurately accounted for, and all Title III programs will be thoroughly evaluated according to U.S. Department of Education guidelines.	All Title III funds will be accurately accounted for, and all Title III programs will be thoroughly evaluated according to U.S. Dept. of Education guidelines.	

Halifax Community College
 2011-12 Predominantly Black Institutions Formula Grant
Title III Fall 2011-12 New Activity Worksheet
May 30, 2011-2012

Name of Activity: _____ Number of Participants: _____ Activity Date: _____

Allowable Activities	Goals	Objectives	Success Indicators	Progress Made This Reporting Period	Manager Report Period #1
II. Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.	1. Develop and market an academically based cultural performance and speaker series for public school and college students	1.a. At least 2,000 current and future students of HCC will be challenged to consider their life goals and the opportunity for higher education.	The total number of individuals in attendance from February 7, 2012 thru April 21, 2012 were <u>2,174</u>	Eight cultural events were planned and marketed to the campus, local public schools and local communities. These series started Tuesday, February 7, 2012 and ran through Saturday, April 21, 2012.	Hasty
		1.b. At least 75 percent of survey respondents will express a favorable level of satisfaction with the information they learned, the usefulness of the material to their academic and/or professional growth, the speaker and the overall event.	Surveys indicated that 95% of the participants were satisfied with the events.	All cultural events that were planned have taken place. The surveys indicated that <u>95%</u> of the participants were satisfied with the events.	Hasty
Sample Above					
VI. Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty	4. Provide support for faculty development	Need one or two simple statements.	State how you will determine the activity's success?	What quantifiable information can you provide to validate the program's effectiveness?	Vines



OFFICE OF TITLE III AND SPONSORED PROGRAMS

Professional Workload Assignment and Certification of Workload Time & Effort Report

Report Period _____ Department: _____

Employee Name: _____ Project manager _____

	Time and Effort Completed Tasks	
Sponsored Activity Name/Code#	Tasks	% of Effort Devoted to Grant
This position will improve HCC's ability to track and manage the College's Title III and sponsored funds. Duties and responsibilities will enhance funds management, administrative management, and acquisition of equipment for use in strengthening funds management.		
Other Institutional Activities	Tasks	% of Effort Devoted to Other Activities
	TOTAL (Must equal 100%)	

Updated 7/2/13

CERTIFICATION:

I hereby certify that the above information is correct.

Employee Signature _____ Date _____

Supervisor/Project Manager Signature _____ Date _____

Title III Director Signature _____ Date _____

This report must be completed, submitted and filed with the Office of Title III and Sponsored Programs monthly.

Dana: Please Add all other Title III Forms

Requisitions, evaluations, PBIF Sign for facilities,

POSITION DESCRIPTION

TITLE Director of Development (Please note: This position is grant funded. Grant funding is anticipated for four years).

DEPARTMENT Halifax Community College Foundation Inc. & Office of Institutional Advancement

POSITION STATEMENT: Under the supervision of the vice president for institutional advancement, the director of development is responsible for maximizing the financial gift support to the HCC Foundation by seeking private and corporate contributions and for integrating the activities of institution-wide volunteer organizations and other leadership groups with the mission and priorities of the organization.

EQUIPMENT

Be able to operate office equipment such as personal computer, fax machine and photocopier.

Possess experience with donor management software , particularly eTapestry (preferred) **DUTIES AND RESPONSIBILITIES**

SPECIFIC DUTIES

- Develop, implement and evaluate development plans and fundraising campaigns, including the annual fund drive
- Identify, research, cultivate, solicit and recognize individual and organizational donors
- Plan/implement donor and fundraising events, including, but not limited to the golf tournament and donor recognition luncheon
- Manage the databases for external stakeholders such as donors and alumni
- Coordinate the activities of the HCC Alumni Association
- Develop, implement and evaluate policies, processes, procedures and systems to ensure fundraising efforts are efficient and effective
- Assist the public information officer with developing, implementing and evaluating an integrated communications plan for the HCC Foundation Inc.

PROFESSIONAL DEVELOPMENT

Continuously hone and update skills in resource development, alumni affairs, volunteer management and event planning
Attend appropriate professional development activities whenever possible

SUPPORT OF MISSION/RELATED RESPONSIBILITIES

Serve on various College committees

Serve as a representative of the College for special events

Participate in College events and activities

Submit annual plans (with goals, objectives, strategies, tactics and budget) to the vice president of institutional advancement

ADDITIONAL RESPONSIBILITIES

Perform other duties as assigned by the vice president of institutional advancement

Maintain confidentiality and discretion

WORKING CONDITIONS

Must be able to work in a college environment

Must demonstrate interpersonal skills applicable to working with diverse groups of stakeholders

EDUCATIONAL REQUIREMENTS

Possess bachelor's degree in business or a related field (required). Master's degree preferred.

EXPERIENCE REQUIREMENTS

Possess three to five years of experience in a related field, preferably in resource development. Knowledge of the Roanoke River area of northeastern North Carolina a plus. Experience in community college work preferred.

PHYSICAL REQUIREMENTS

Frequently requires standing, sitting, and walking

Occasionally requires lifting (10-15 pounds), repetitious finger and wrist movement, and reaching both high and low

Constantly requires speaking clearly, hearing and seeing

HALIFAX COMMUNITY COLLEGE
 Weldon, North Carolina 27890
PROFESSIONAL SERVICES AGREEMENT

Halifax Community College, hereinafter referred to as the College, and

 (College)

_____, hereinafter referred to as the Contractor, enter into this agreement for

professional services as described below in Item I for the period and the rate of pay indicated.

I. The Contractor agrees:

A. To provide professional services as follows (fully describe the services):

Will examine the HCC Title III Predominantly Black Institutions Formula Grant and performance indicators to provide guidance in completion and submission of the 2010-11 annual report. Includes 1) making recommendations relative to Title III best practices, 2) helping HCC critically assess progress toward goals/objectives, 3) strengthening the college’s continuous improvement evaluation processes and 4) documenting “lesson learned” that can be of benefit to other colleges.

B. Rate of pay:	\$	C. Number	Total:	\$XX per month
		of hours:		
	_____		_____	_____

D. Period covered: From:	20	13	to	20	13
	_____	_____		_____	_____

E. Budget Code/Description: **XXXXXXXX**

F. Payment of all federal and state income taxes and social security applicable to the compensation received is the responsibility of the Contractor and not the College.

G. The rate of pay includes all subsistence expenses of the Contractor.

H. To furnish to the appropriate administrator upon completion of the services an abstract report of the actual services rendered.

II. The College Agrees:

A. To make payment upon completion of services rendered as provided for in Item 1-B and 1-C above, and upon certification by the appropriator and the receipt of a completed expense account itemizing costs on a daily basis.

III. Attest:

A. Contractor:

 (Name) (Present Employer)

Address

XXXXXXX

 (Street, City, State, Zip Code)

XXXXX

 (Social Security Number)

 (Signature)

 (Date)

B. Institution:

President:

Dr. Ervin V. Griffin, Sr.

 (Typed Name)

 (Signature)

 (Date)

Requisition #1: For regular purchases (non-lyceum series)

**HALIFAX COMMUNITY COLLEGE
REQUISITION**

BUDGET INFORMATION				Date: _____		
Line Item Number:		02-524-00 - PBI Formula Grant		State Contract No. _____		
State _____		Local _____		Requisition No. _____		
Other _____		Ship To:				
Vendor Federal I. D. _____				Halifax Community College		
To: _____				100 College Drive		
				Weldon, NC 27890		

Item No.	Qty.	Unit	Commodity Number	Description	Unit Price	Total Price

Project Manager's Signature: _____ Date: _____

Title III Director's Signature: _____ Date: _____

President's Signature: _____ Date: _____

Order complete-Received by: _____ Date: _____

Approved: _____

*****Note to Business Office: This request should not be processed without the presence of all signatures above. Please send incomplete requests to Daniel Lovett in room 303.**

HALIFAX COMMUNITY COLLEGE
REQUISITION

Requisition #2: For use in Lyceum Series events:

<p>BUDGET INFORMATION</p> <p>Line Item Number: 02-524-00- PBI Formula Grant</p> <p>05-771-00-539501-00000 Cultural Affairs / Student Fees</p> <p>State _____ Local _____ Other _____</p> <p>Vendor Federal I. D. _____</p> <p>To: _____</p>				<p>Date: _____</p> <p>State Contract No. _____</p> <p>Requisition No. _____</p> <p>Ship To: Halifax Community College 100 College Drive Weldon, NC 27890</p>		
Item No.	Qty.	Unit	Commodity Number	Description	Unit Price	Total Price
				<p><u>*All charges on this requisition should be split evenly between the two line item numbers listed.*</u></p>		

Project Manager's Signature: _____ Date: _____

Title III Director's Signature: _____ Date: _____

President's Signature: _____ Date: _____

Order complete-Received by: _____ Date: _____

Approved: _____

*****Note to Business Office: This request should not be processed without the presence of all signatures above. Please send incomplete requests to Daniel Lovett in room 303.**

This statement must accompany any flyer /advertisement associated with the PBI / Title III grant:

Partially funded by the U.S. Department of Education Predominantly Black Institutions – Formula Grant

**Halifax Community College
Title III / PBI-F Activity Survey**

Event Name: Leadership Institute **Date:** _____

As part of our continuous quality improvement program, Halifax Community College surveys participants to gain better insight into the benefits of each performance. Please assist us by responding to each question below.

Q#	Survey Question	Response
1.	Engagement: The workshop allowed time for personal interaction and opportunity to learn from other participants.	<input type="radio"/> Agree <input type="radio"/> No Opinion <input type="radio"/> Disagree
2.	Content: The material covered was useful to leadership and professional development and provided me with insights for further development.	<input type="radio"/> Agree <input type="radio"/> No Opinion <input type="radio"/> Disagree
3.	Benefit: The workshop provided information/training that helped me better understand leadership perspectives.	<input type="radio"/> Agree <input type="radio"/> No Opinion <input type="radio"/> Disagree
4.	Quality: The workshop was valuable and would be useful to others interested in leadership development.	<input type="radio"/> Agree <input type="radio"/> No Opinion <input type="radio"/> Disagree
5.	Presenter(s): The presenters were knowledgeable and informative about leadership development.	<input type="radio"/> Agree <input type="radio"/> No Opinion <input type="radio"/> Disagree
6.	Continuous Enhancement: What suggestion would you offer to improve the event for next year? _____ _____	

Partially funded by the U.S. Department of Education Predominantly Black Institutions - Formula Program

**Halifax Community College
Title III / PBI-F Activity Survey
Lyceum Series Events**

Event Name: _____ **Date:** _____

As part of our continuous quality improvement program, Halifax Community College surveys participants to gain better insight into the benefits of each performance. Please assist us by responding to each question below.

Q#	Survey Question	Response
1.	Engagement: I was satisfied with what I learned during this event.	<input type="radio"/> Agree <input type="radio"/> No Opinion <input type="radio"/> Disagree
2.	Content: The material covered was useful to academic and professional growth.	<input type="radio"/> Agree <input type="radio"/> No Opinion <input type="radio"/> Disagree
3.	Benefit: I will consider attending the event again.	<input type="radio"/> Agree <input type="radio"/> No Opinion <input type="radio"/> Disagree
4.	Quality: I will recommend the event to friends and family.	<input type="radio"/> Agree <input type="radio"/> No Opinion <input type="radio"/> Disagree
5.	Continuous Enhancement: What suggestion would you offer to improve the event for next year? <hr/> <hr/> <hr/> <hr/>	

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American Indian Heritage Celebration Survey 2012

Halifax Community College is in the process of surveying (in person) students who attended the **American Indian Heritage Celebration** held at HCC on November 7, 2012.

Instructions:

Fill in the circle next to the answer that best describes your reaction to each statement.

1. I was satisfied with what I learned during the event
 Agree
 No Opinion
 Disagree

2. I received valuable information during the main program
 Agree
 No Opinion
 Disagree

3. I received valuable information during the demonstrations
 Agree
 No Opinion
 Disagree

4. I enjoyed the vendors and exhibitor area
 Agree
 No Opinion
 Disagree

5. I will consider attending the event again
 Agree
 No Opinion
 Disagree

6. I will recommend the event to friends and family
 Agree
 No Opinion
 Disagree

7. Finally, what suggestions would you offer to improve the event for next year?

Partially funded by the U.S. Department of Education Predominantly Black Institutions - Formula Program

E-mail to Faculty/Staff:

HCC Family,

Good News! HCC has received the second of what we hope (barring and future legislative re-directions) is a 5-year commitment for PBI Formula grant funds from the Department of Education. These funds fall under the "strengthening Institutions category" and are designed to provide discretionary funds to enhance institutional effectiveness throughout the campus.

We invite you to review the 14 Allowable Activities in the attached chart, meet with your department head (to avoid competing objectives) and submit a mini proposal for funding. I have attached a "Project Proposal and Fund Request Form" for your use.

All requests must be submitted to the Title III Office by Monday, July 28, 2012. You will be notified relative to proposal acceptance shortly thereafter.

2012-13 Department of Education PBI Formula Grant
Project Proposal and Fund Request Form

Name: _____ **Date:** _____

Description	Information
Title & Department	
Allowable Activity No.	
Name of Project	
Project Objective	
Description of your student-centered project and the measureable impact it will have on the population.	
Expected Outcomes:	
Itemized Expense Estimate:	
Total Funds Requested:	

Signature: _____ Date: _____

Department Head/Director _____ Date: _____

Sample Approval Letter:

Date:

To:

Re: 2012 – 2013 Proposal for PBIF Funds

Dear _____,

Thank you for your 2012-13 Title III PBIF proposal request. We appreciate your submission and interest in strengthening our Institution and improving student performance and success outcomes. The PBIF Proposal Committee received 22 proposals totaling \$625,000. Funding, however, is limited to \$250,000.

Your proposal **has been approved** as indicated below:

Activity Name	PBI Funding Awarded	Possible Matching Funding	Total	Length of Funding
Science Equipment	\$	\$	\$	1 Year

****This award may being matched by Halifax Community College equipment fund.***

If your project was not approved *in total* this year there may be future possibilities. The 2012-13 PBIF is the second of a 5 year award (barring future legislative redirection). Thus, we invite you to submit a proposal again next year.

Additionally, some proposals may be eligible for consideration under one or more Institutional Initiatives. We encourage you to ask your supervisor to submit a request on your behalf.

Once again, we thank you for your proposal and look forward to receiving future requests. If you have questions or need additional information about your submission, please feel free to contact me at (252) 536-7275.

Sincerely,

Daniel J. Lovett

Director, Title III and PRIDE

Sample Denial Letter:

Date:

To:

Re: PBIF Proposal for _____

Dear _____,

Thank you for your 2012-13 Title III PBIF proposal request. We appreciate your submission and interest in strengthening our Institution and improving student performance and success outcomes. The PBIF Proposal Committee received 22 proposals totaling \$625,000. Funding, however, is limited to \$250,000.

Due to the competitiveness of the pool, your proposal cannot be funded through the PBIF. Your request however, may be eligible for funding under the **HCC General Fund**. We encourage you to discuss your proposal with your supervisor, determine if it ranks among your division's top strategic priorities, and request that it be considered accordingly. Additionally, the 2012-13 PBIF is the ____ of a 5 year award (barring future legislative redirection). Thus, we invite you to submit a proposal again next year.

Sincerely,

Daniel J. Lovett

Director, Title III and PRIDE