Mission: To seek and obtain eternal funds for the support of new and existing programs that will improve student achievement at Florida State College at Jacksonville.
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A project idea is initiated by a faculty or staff member and presented to the campus or department leadership team for consideration.

Campus president /administrative leader approves project idea or grant opportunity, confirms alignment with college mission and campus strategic plan, and submits to Director of Grants for review.

Director of Grants and RDO reviews RFP announcements to:
- determine a match between a request and a RFP
- confirm eligibility to apply and appropriateness to the college
- decide if the proposed project fits within RFP guidelines.

If needed and allowable, RDO discusses project idea or submits clarification questions to funding agency. RDO serves as the College liaison with funding agencies.

Director of Grants or RDO obtains campus president /administrative leader approval of project idea and intent to develop a proposal.

Campus president /Administrative leader assigns Design Team members.

RDO leads Design Team through stages of proposal development: reviews RFP, brainstorm concept, assignments made, timelines established.

RDO facilitates Design Team meetings and guides tasks to develop draft proposal and budget narrative; PB&A aids to establish project budgets and ensure compliance with financial guidelines and College policies.

RDO manages internal sign-off process and submits Board of Trustees agenda items for approval.

RDO calls final meeting to review proposal, incorporate all accompanying documentation, i.e.: letters of support, resumes, etc.

RDO finalizes grant proposal.

Campus president /Adminstrative leader approves proposal and confirms submission of application.

RDO submits grant proposal.

If grant awarded:
- RDO sets up orientation – refer to Implementation Manual

If not awarded:
- RDO obtains reviewers' comments where applicable, considers resubmission in a future round, and/or offers alternative funding sources.
Either oral or written, to seek a grant award of any kind or value. There are many forms and types of solicitations, but the most typical are Request for Proposal (RFP) or a Request for Application (RFA). The solicitation typically provides the guidelines for the application.
1. IDEAS AND SOLICITATION

Generating Ideas/Concept

Successful grant seeking is initiated with an idea that aligns with both the College mission and campus/department long term goals. Questions to help formulate your grant idea include the following.

- **Project Goal:** What is the goal for this project? What the end results of the project idea?
- **Targeted population:** Who will benefit from the proposed project?
- **Expected outcomes:** What are the anticipated outcomes for the idea?
- **Alignment with College priorities:** How does this project fit the missions of the department and the College? Why is it a priority?
- **Uniqueness of the project:** What makes this project special or different?
- **Estimated budget:** Is there an estimated or itemized lists of costs associated with the activities and resources involved in this project idea?
- **Timeline:** Is there a timeline of proposed activities (i.e., 1 year project, 5 year project)?
- **Institutional resources:** Which of the College resources, facilities, or services do you need to utilize?
- **Collaborations:** Who are the internal and external partners needed to implement this project? What would be their roles and contribution to the project?
- **Evaluation:** How will the effectiveness of the project be evaluated?
- **The College Support:** Is there an immediate supervisor’s/administrative leader’s commitment and affirmation of support?
- **Sustainability:** What will be the lasting results of this project? What reoccurring costs will need to be covered by another funding source (and what source)? What capacity will be established during the life of the grant (such as a train-the-trainer model)?

Identifying Funding Sources and Eligibility

Once an idea has been developed with clear goals and objectives, the Resource Development (RD) office staff members conduct research for potential funding opportunities to find the right “match” for the idea/project. Once a “match” is identified, the Resource Development Officer (RDO) reviews the Request for Proposal (RFP) announcement to: 1) ensure that the proposed idea/project closely aligns with the funding agency’s goals and objectives, 2) determine if the College is eligible to apply, and 3) assure that the goals and objectives of the proposed project align with to the College’s goals and strategic objectives.

Solicitation

Federal, state, foundation, or other agencies will make an announcement of a grant opportunity. Depending on the funding agency, different terms are used for that announcement. Some of the most common terms are:

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

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

- **Deadline** for the application
- **Amount of funds** that may be requested
  - May be stated as the minimum and/or maximum award that may be requested. Any requested outside those parameters may be eliminated from the competition.
  - May list the intended distribution of an allocation; for example, the funding agency may state that they have $15,000 and intend to award five projects. They are stating that the projects may be around $5,000 each, but some may request/be awarded more and some less.
  - If an amount is not designated, the RDO may conduct a search to find out what has typically been funded in the past.
- **Project period** - proposed start and ending date
- **Focus area** - this could include restrictions on what the funding agency will support or areas that will have the greatest chance of approval
- **Format** – some funding agencies will list font, margin, spacing, and other requirements; if listed, this must be strictly followed or the application could be eliminated from the completion
- **Geographic distribution** – some funding agencies may restrict the geographic area that is eligible to participate in the competition; this is sometimes listed by state or county
- **Eligibility** – it is important to make sure this competition is open to higher education institutions and state/community colleges in particular
2. APPROVAL PROCESS

Communication

As indicated in the Proposal Development Flow Chart (Figure 1) on page 3, there are many ways to introduce an idea for a grant project.

- Faculty or staff members initiate grant ideas or find funding opportunities and present them to their campus or department leadership team for consideration.
- The RD team also reviews grant opportunities released by funding agencies to identify appropriate opportunities for the College.
- College leaders could identify a campus need for grant support or hear about a funding opportunity.

Once a grant idea or opportunity is identified, a campus president/administrative leader must confirm alignment with the College mission and campus strategic plan. RD is available to assist in this process by discussing a project idea or submitting clarification questions to the funding agency. The campus president/administrative leader then communicates their approval to RD to move forward in developing a grant application.

Identification of Design Teams

A campus president/administrative leader notifies the Director of Grants with the names of the campus or department personnel assigned to participate on a grant Design Team. Design Team members work together to develop a grant proposal and are also liaisons to keep their administrative leader informed. An RDO leads a Design Team through the stages of proposal development, including: reviewing the grant guidelines, brainstorming ideas for activities, assigning tasks and meeting established timelines. Successful design teams are able to add subject matter expertise during project development. They also expected to provide in-depth feedback when reviewing drafts of a grant application.

Decision-Making Matrix

The Grant Development Decision-Making Matrix (Table 1) on page 8 can be used to evaluate whether or not to move forward with a grant proposal. Multiple factors should be taken into consideration before fully developing a proposal. A potential grant should fit with the mission of the College and be aligned with the campus or department strategic plan. There should be a clear understanding of what level of the College resources are required along with a plan to sustain the project after grant funding is over. Other issues to think through include the history the College has with the funding agency or how many potential awards will be made. It is also important to determine if the College staff are able to dedicate the time needed to develop a competitive the proposal before the grant application deadline.
### Table 1: Grant Development Decision-Making Matrix

<table>
<thead>
<tr>
<th>Bid Factors</th>
<th>Weighted Decision Criteria</th>
<th>Estimated Rating</th>
<th>Decision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project/Grant fits with mission (project fits with mission through discussion with program officer or website)</td>
<td>Not aligned with mission</td>
<td></td>
<td>Go</td>
</tr>
<tr>
<td>No Go</td>
<td>Marginally aligns with mission</td>
<td></td>
<td>No Go</td>
</tr>
<tr>
<td>College Fit (fits mission, aligned with strategic plan, high priority)</td>
<td>No college alignment, low priority and impact</td>
<td>High college alignment, major priority and high impact</td>
<td>Go</td>
</tr>
<tr>
<td>Need (clear documented community need, internal need, research findings, etc.)</td>
<td>Only anecdotal, qualitative information</td>
<td>Multiple qualitative and quantitative third party data sources</td>
<td></td>
</tr>
<tr>
<td>Proposed College PI expertise and credentials</td>
<td>PI is not experienced in area, improper credentials</td>
<td>PI has extensive experience in area, exceptional credentials</td>
<td></td>
</tr>
<tr>
<td>Proposed PI time commitments</td>
<td>PI has no time to commit</td>
<td>PI has time to commit</td>
<td></td>
</tr>
<tr>
<td>Design Team members (appropriate administration, faculty members, content experts, and program people)</td>
<td>Team does not have appropriate or engaged members.</td>
<td>Team has appropriate representation; members are involved and engaged.</td>
<td></td>
</tr>
<tr>
<td>Financial potential (generates new revenues, additional credit and non-credit students)</td>
<td>Poor short-term and long-term financial potential</td>
<td>Excellent short-term and long-term financial potential</td>
<td></td>
</tr>
<tr>
<td>College resources needed (space, personnel, matching funds, etc.)</td>
<td>Requires significant investment of resources</td>
<td>Requires marginal investment of resources</td>
<td></td>
</tr>
<tr>
<td>Project Sustainability</td>
<td>No plan or resources to continue project</td>
<td>Strong plan or resources to continue project</td>
<td></td>
</tr>
<tr>
<td>Strong external collaborators based on project guidelines requirements</td>
<td>No collaborators or partnerships</td>
<td>Strong collaborators or partnerships</td>
<td></td>
</tr>
<tr>
<td>Funding agency (history, rapport, etc.)</td>
<td>No knowledge of agency, college has never applied</td>
<td>Some submissions, none successful</td>
<td></td>
</tr>
<tr>
<td>Competitiveness of solicitation (how many awards?)</td>
<td>1 – 5 awards</td>
<td>5-15 awards</td>
<td></td>
</tr>
<tr>
<td>Capabilities to effectively develop credible and competitive proposal based on complexity of the guidelines</td>
<td>Turn around time is less than 1 week or immediately.</td>
<td>Sufficient time is allowed to develop project, meet with team, conduct proper reviews, etc.</td>
<td></td>
</tr>
<tr>
<td>Availability of RD (other deadlines, staff time available to dedicate to project, etc.)</td>
<td>RD staff are involved in multiple projects with similar deadlines.</td>
<td>Staff is busy but can commit some carved out time to project.</td>
<td></td>
</tr>
</tbody>
</table>

**Scores:** 1-40 No Go  41-80 Campus decision  81-130 Go
3. ROLE OF DESIGN TEAM

The College President signs all grant proposal, letters of intent, letters of inquiry, letter of support and commitment, and grant partnership agreement.

Campus Presidents/Administrative Leaders set priorities for seeking external funding and assign the Design Team members. They lead and advise on the collaborative work of proposal development with the responsibility for approval of final proposal submission.

A Design Team is formed when a group of the College faculty, administrators, or staff come together for the purpose of developing a proposal. They agree to a timeline for the performance of assigned tasks in the development of a proposal, such as:
- Conduct research or report on existing data in support of the proposal
- Submit or obtain letters of commitment from engaged parties
- Serve as subject matter experts to provide content specific to the target issues
- Develop sections of the proposal that fit their area of expertise
- Agree to a timeline for the completion of assigned tasks
- Review the proposal prior to submission

Resource Development Officer (RDO) works collaboratively with the Design Team in the development of the proposal. The RDO responsibilities include the following:
- Be familiar with the guidelines and compliance issues
- Help facilitate meetings and discussion on proposal content within the program guidelines
- Draft and obtain approvals and signatures, as needed (All original documents must be processed through the RDO)
- Prepare proposal application and all other required forms with input from the Design Team
- Compile application and meet deadlines (proposal to be completed no less than two days before the agency deadline)
- Submit the application package

The Director of Project Budgeting & Accounting (DPBA) is located in the Finance and Accounting Department. The DPBA works with the RDO to generate the documents required to establish a proposed project budgets.
4. ELEMENTS OF A PROPOSAL

Introduction
This proposal section is a background and rationale for the project. RDO’s and Design Team members work together to establish the need and importance of the project. Typically the introduction describes the organization and its mission. The introduction also provides pertinent demographics of students served and the larger service area. RDO’s can research and provide information on the College’s history and background, programs and services in addition to the census information, resident demographics, and workforce development statistics of the communities the College is serving.

Often times, the funding agency requires the introduction to include the target population that will be impacted by the project. Does the project seek to serve students, and if so, which students? (For example, all students, minority students, students enrolled in a certain course/program, etc.) Also inclusive to the introduction is identifying how many people the project will serve. Although working with the Design Team later in project development may clarify details, it is important to start from an informed vantage point.

Depending on the proposal guidelines, introductions may include a brief abstract explaining the project. The abstract may include a brief summation of the project including what the project goal is, how much it will cost, and time it will take to complete the project, and an explanation of how the project relates to the agency’s interests. RDO’s may also help the Design Team write about the difference the project will make to the College, the students, the community, the field, the state, nation, etc.; what has already been done in the area of the project, how the College plans to conduct the project.

These questions will be answered in different ways and receive different emphases depending on the nature of the proposed project and on the agency to which the proposal is being submitted. Most agencies provide detailed instructions or guidelines concerning the introduction.

Project Need
 Typically grant proposals must address the need for the project, creating a compelling need statement and show command of current knowledge in the field. RDO’s can help Design Teams review literature and reference local, state, and national data, statistics, or studies. Documenting the need for the project can be illustrated through providing quotes from an external expert, use data from public records or internal sources, or conducting a literature review on the subject from studies and journals.

The need statement – as this is often referred to – answers the question “So what?” Why is it important for the project to happen? What is the urgency in solving this problem now? What happens if the need is not addressed? A strong proposal uses quantitative number and qualitative
stories data to support why the project is necessary, and RD can help a Design Team create a substantive need by also reviewing similar projects and identifying what the projects learned and what will make the new project proposed unique.

Goals, Objectives, and Activities

All grant program designs must have established goals, objectives, and activities that are communicated within the application. These are each separate and distinct components of a grant application; however, they should correspond and align with each other.

Goals: Goals provide an overall purpose and clarify the mission of the project. They should identify what will be accomplished through the project and be clearly connected to the needs statement. The project goal should always be (obviously) in line with the granting agency’s overall mission and the goals of the relevant funding opportunity.1

- Goals are broad, intangible, and abstract
- A goal is an overall, desired outcome
- Goals have no specific timeframe
- Goals should support the mission of the project

Examples:
- Students completing the designed program will gain employment.
- The Encore Health Connection will prepare the 50+ population as a new workforce resource by increasing the number of trained nursing assistants and home health aides in employment.

Objectives: Objectives describe the intended outcomes of the program that will provide critical information or offer relief to the problem described in the Need section.2 Objectives state how success will be measured and should be goal-focused rather than budget-oriented.

- Objectives are concise and specific
- Objectives are measurable
- Objectives reflect quantitative or qualitative accomplishments
- Process objectives measure process accomplishments; outcome objectives reflect quantitative or qualitative accomplishments and give more credibility to the project
- Objectives answer the questions: Who or what will change? What behavior or condition will change? How much change will there be? How long until this change happens?

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1 Eastern Kentucky University, Grant Proposal Development Handbook

2 Southern Oregon University, Grants and Sponsored Programs Administration
http://www.sou.edu/grants/handbook.shtml#PROPD
Examples:

- We want people to know that smoking is bad for them. We are going to increase their awareness.

- By July 2030, there will be an increase from 200 to 400 (100%) of the number of citizens enrolled in smoking cessation classes.

Activities: This is usually the largest and most comprehensive section of a proposal and is the opportunity to truly communicate the uniqueness and impact of the project. Activities are necessary to the success of the project and should be fully described in the proposal. The description of activities should focus on what methods will help the project meet its goals and objectives. If the activity is not necessary for reaching the project’s objectives, leave it out.³

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

The following example includes a project goal, objective and associated activities.

Example:

- Goal: To create a fast-track, convenient, and accessible training program for the 50+ student

- Objective: Adapt the nursing assistant and home health aide programs by June 2013 that yields flexible and easy access to 48 participants, recognizing and meeting the boomers’ desire for flexibility

- Activity: To further expedite training, the required course, Health Care Careers Core (HCP0001), will be redesigned to be offered in an online format which students can take at home or on campus. If students do not have internet access at home or want assistance, the Encore Health Connection will make the redesigned courses available for program participants at each campus in the Academic Success Centers.

One tool that RD frequently uses, especially to help address a complex RFP or guide a Design Team, is the Logic Model. The Kellogg Foundation defines a Logic Model as “a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve.”⁴ The Foundation continues on to state that the point of developing a Logic Model is to come up with a relatively simple image that reflects how and why a program will work. Logic Models come in many shapes and forms, but there are some usual suspects or common terms involved including the following:

---
- **Needs**: outline of the major concerns of an organization, area or community
- **Goals**: typically the three or four major purposes, aims or objectives the organization wants to address
- **Activities**: the events, programs, actions or treatments the group will use to meet the stated goals
- **Outputs**: products and services the design team has identified to accomplish the goal and that relate to the RFP
- **Outcomes**: the benefits for the targeted group members that are identified by the Design Team members to meet the goals of the project
- **Targeted group**: the population or persons who have the major needs
- **Impact**: long-term changes the goals are to accomplish

A Logic Model can be a very helpful tool in communicating ideas to Design Team members. While perhaps not applicable in every grant project, the Logic Model can be a learning and management instrument for programs and can help further develop project design.

**Checklist:**

- ✓ Meet with Design Team to determine project goals, objectives and activities that align with the RFP and the College’s mission
- ✓ Use a Logic Model when necessary or for complex project designs

Figures 3 and 4 illustrate two samples of Logic Models.
Figure 3: Logic Model Sample #1

**Input**
- Human
- Financial
- Organizational
- Community

**Activities**
- Actions: Needed to operate program
  - Ad hoc corporate partnership
  - ARC Banner Center
  - ARC Advisory Council
  - Aviation Advisory Committee
  - Career Academies
  - IAA Partnership (ADS-B and Spaceport)
  - UAS Curricula (2)
  - Degree Programs (2014 and 2015)
  - Space Florida
  - FAA (AT-CTI Program or other connections)

**Outputs**
- Specific services delivered
- Specific products produced

**Outcomes**
- Individual changes in
- Attitudes, behaviors, knowledge, skills, status, functioning
- The direct benefits of activities
  - ATC, UAS, AMT, Pilot curricula for both College and High School (7-12) programs
  - Turn key products
  - Systematic national dissemination of the developed curricula
  - Training for educators delivering the products
  - Support for Aerospace Academies

**Impacts**
- System changes in:
  - Conditions
  - Capacity
  - Policies
- The long-term changes that result from a project
  - Visible pipeline of workers into the workforce
  - Excite youth about STEM through practical application in an exciting new frontier
  - Get teachers, students, parents, industry, and government involved in a collaborative effort to develop a new industry in commercial space, high-speed air transportation, and integration of UAS into the National Airspace System.
Figure 4: Logic Model Sample #2

**Goal(s)**

The goal must be defined in relation to OJJDP's agency-level goals which are:
1. Prevent and reduce delinquent behavior and victimization,
2. Promote public safety by encouraging accountability for acts of delinquency,
3. Address juvenile crime and victimization by supporting effective programs and practices.

**Objective(s)**

A specific and measurable statement regarding what the program/initiative will accomplish.

**Problem**

The problem is defined in relation to OJJDP’s mission and must be one of the following:
1. Juvenile Delinquency,
2. Youth Victimization,
3. Improving systems/programs to address either problem 1 or 2 above.

**Subproblem(s)**

This is the specific problem that the program/initiative will address.

What is the problem or issue that the program/initiative is designed to address?

**Activities**

A general listing of the program efforts (events and actions) conducted to achieve its objective(s).

What will the program do? For example, does your program offer direct prevention or intervention services to youth or families, conduct needs assessments, or provide training or technical assistance?

**Output Measures**

These are measures of the program/initiative process or implementation. The data demonstrate the implementation of the program/initiative's activities.

What did the program produce? Measures commonly include the numbers of youth and/or families served, number of service hours completed, and numbers of hours of training provided.

**Outcome Measures**

These are quantitative measures of the initial results of the program. They are typically measured at the end of the program.

- Short term
  - Includes changes in behaviors, practices, decision-making.
  - May include changes in social conditions (e.g., local arrest rates).
  - Changes are exhibited by participants or participating entities approximately six to 12 months after participating in the program/initiative.

- Long Term
  - Quantitative measures of the longer-term results of the program.
  - Measured at 12 months post-program.
Budget

Once the detailed information for the goals and objectives, methods, and evaluation plan has been drafted, the next step is to create a budget along with a budget narrative. Corresponding dollar amounts will need to be assigned to staff positions and activities associated with the grant proposal.

It is critical that all costs charged to a grant are:
- ALLOCABLE to the operation of the grant program rather than for general departmental purposes
- ALLOWABLE by regulations, policies, sponsor policies, and OMB\textsuperscript{5} Circular A-21 on costs which can be charged to grants and contracts
- REASONABLE and NECESSARY for the performance of the project

**Personnel Salaries and Benefits**

The Personnel section of the budget consists of direct cost line items which represent salaries of employees of the grantee who will be working directly on the project. This budget category includes the costs of all salaries and wages that will be paid to the College personnel (current personnel and those to be hired, including students) and may also include stipends. Depending on the planned start-date and duration of the project, there may be a need to include pay raise estimates to ensure that the budget will have sufficient funds to cover personnel costs. If project activities will take place after the current fiscal or academic year ends, calculate a 3% raise per person for each year of the project.

Whenever grant funds are used to pay salaries and wages, associated fringe benefits must also be charged to the grant. The College has established an average fringe benefit rate that should be used to calculate fringe benefits for grant proposals.

Fringe benefits that are required by law include FICA, FRS, Medicare, and Worker’s Compensation (on-the-job accident insurance). Other benefits include disability insurance, health insurance, and life insurance. RD will help Design Teams create budgets with the College-approved fringe benefits based upon full-time and part-time positions.

Personnel hired under a grant program could include:

<table>
<thead>
<tr>
<th>Title</th>
<th>Annual Salary*</th>
<th>Minimum Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grant / Program Administration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Manager</td>
<td>P $49,704.</td>
<td>Bachelor's degree + 5 yrs. related experience</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>C $47,928.</td>
<td>Bachelor's degree + 6 yrs. experience in budget management, proposal writing and leadership</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>C $42,576.</td>
<td>Associate's degree + 3 yrs. related experience; effective written/verbal communication skills</td>
</tr>
</tbody>
</table>

\textsuperscript{5} U.S. Office of Management & Budget (OMB) Circulars are governmentwide policy to assure that grants are managed properly and that Federal dollars are spent in accordance with applicable laws and regulations.
<table>
<thead>
<tr>
<th>Office Support Staff</th>
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<tbody>
<tr>
<td>Administrative Assistant I</td>
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<tr>
<td>Senior Specialist</td>
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<th>Counseling/Advising</th>
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<td>Case Manager/Career Specialist</td>
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<tr>
<td>Retention Specialist</td>
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<td>Administrative Assistant III</td>
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<td>Program Facilitator I</td>
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<tr>
<td>Program Facilitator II</td>
<td>C</td>
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<tr>
<td>Program Facilitator III</td>
<td>C</td>
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</tbody>
</table>

*Salaries are based on 2013, check for most current rate

Stipends - Some grants include stipends for various forms of participation. For example, some research projects include stipends for research subjects; some professional development projects provide stipends for participating professionals; student support projects may include book or educational material stipends for participants.

EXAMPLE: 60 regional teachers will be recruited to participate in the two-week (10 day) summer professional development program. Participating teachers will receive a modest stipend of $20/day for their participation. $20/day x 10 days x 60 participating teachers = $12,000.

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Travel

Grant projects often include travel for project personnel to attend meetings with funding agency representatives, professional conferences, and meetings to disseminate information about the project, or for other purposes specific to the project.

Equipment

For federal grant programs (and many non-federal programs), equipment is defined as an item of nonexpendable, tangible property that has a useful life of more than one year and an acquisition cost that is equal to or greater than $5,000 (OMB Circular A-21). All research equipment costing $5,000 or more and all general-purpose equipment (i.e., equipment that can be readily used other than for research) costing $5,000 or more should be itemized in detail in the proposal and in the approved grant or contract. In some cases, such as U.S. Department of Labor, written approval may be required before purchasing such equipment even when listed in the proposal.

Materials and Supplies

Funding sources qualify or define supplies differently. Always check with the funding source before proceeding with this section. It is also important to explain how the supplies will assist in running the program. It is also helpful to break down supplies into categories such as general office supplies, educational and training supplies, and computer supplies.

The types of supplies will vary widely based on the project’s nature, scope, duration, and objectives. While preparing the program narrative it is helpful to consider the costs of each activity associated with the project to ensure that the budget is comprehensive and sufficient to operate the project and achieve the objectives that were established.

Some projects may include supplies that will be given to participants as part of the project services/activities (e.g., professional development projects may provide resources for participating teachers, youth-serving projects may provide important school supplies such as calculators or planners to participants, etc.). Individually itemize supplies for participants and include information on unit costs as well as the quantity of items to be purchased and describe how each item relates to project activities / objectives.

Contractual

Whenever grant funds are used to pay a third party (individual or organization) these costs should be included in the grant budget under the Consultants/Contractual category.

Marketing and Printing

The budget should include expenses for copier use, printing of marketing brochures, etc. Expense quotes can be obtained from the College’s Marketing Department. Marketing can help bid publishing projects to help acquire the best price. Being specific about any possible mailing expenses is another important detail to keep in mind when allotting funds for marketing and printing. Funds can be allocated to increase awareness and visibility as well as promote the project. In addition, costs associated with the printing of brochures, newsletters, press kits, etc.,
should be listed along with a description. Billboards and public service announcements can be
developed and placed or aired in our service area. The Marketing Department can assess the
grant project’s target population to determine which marketing (newspaper, radio, etc.) is the
best to reach the target population.

**Participant Support Costs, Scholarships, and Tuition**

Some grants include tuition support for students enrolling in various educational programs.
Typically, tuition support will be included on grant programs where the purpose is to recruit
students/prepare personnel in a particular discipline. Careful review the funding organization’s
guidelines and requirements is important; in some cases, applicants are required to set aside a
certain amount or percentage of the grant request to be used exclusively for tuition support; in
other cases, tuition support may be specifically forbidden.

**Insurance**

In some cases it may be prudent to use grant funds to purchase additional insurance for project
participants such as students who are identified as minors (under the age of 18).

**Indirect Costs**

The College policy requires that grant proposals charge direct costs that can be charged to the
grant as well as recovery of the facilities and administrative costs associated with operating the
project. Facilities and Administrative costs, also known as indirect costs, are broad categories of
costs. "Facilities" is defined as depreciation and use allowances, interest on debt associated with
certain buildings, equipment and capital. "Administration" is defined as general administration
and general expenses, departmental administration, sponsored projects administration, student
administration and services, etc.

Facilities and Administrative Costs must be calculated for all grant and contract projects at the
approved, federally-negotiated rate or at an appropriate rate as allowed by the funding agency. If
there is an unusual circumstance where Facilities & Administrative costs are disallowed or
allowed at a reduced rate, the grant’s office liaison should be contacted to discuss the details.

**Cost Sharing and Matching Funds**

Some funding agencies may require cost share or match funds to be included in a proposal
budget, showing institutional commitment to the proposed program. Both terms indicate a
requirement that the College (and collaborator, if appropriate) funds or in-kind contributions will
partially support a proposed program. The required share or match may be determined by the
funding agency. Cost- share requirements can often be met through in-kind or donated services.
Cost match typically requires a contribution of actual dollars (at varying ratios) to support the
program.

Cost share can be met through other program donations from individuals, the College, or certain
other grants. It can be calculated through the value of in-kind college contributions such as web,
public relations, computer or telephone support, office space, volunteer student time, etc. All project directors and supervising administrators must be aware of the provisions of *U.S. OMB Circular A-110 Guidelines on Cost Sharing*.

For grant proposals submitted to federal agencies, the project director and supervising administrator must document to the granting agency that the proposed project is in compliance with *A-110 General Guidelines on Cost Sharing*. These state that all matching contributions, whether cash or in-kind, must meet the following criteria:

1. Are verifiable from the recipient's records;
2. Are not included as contributions for any other federally-assisted program;
3. Are types of charges that would be allowable under applicable cost principles;
4. Are not paid by the federal government under another assistance agreement; and
5. Are provided for in the approved budget when required by the federal agency.

All cost share and match commitments must be approved in advance by the College administration as part of the standard institutional approval process for proposal submissions.

**Sub-recipients**

Collaborating agencies or organizations conducting specific services or program activities may be reimbursed through a sub-recipient agreement. This allows the lead organization to pass a budgeted portion of grant funds to the sub-recipient. Sub-recipients are governed by the same budgeting, performance, and reporting expectations as the lead organization as well as any additional restrictions imposed via the agreement.

Sub-recipients’ agreements should be openly disclosed to the funding agency and budgeted in detail, as part of the total project budget. Collaborators to be reimbursed via sub-recipient agreements should incorporate their federally approved indirect cost rate as part of their budget prior to proposal submission, if allowable in the guidelines. This rate and budget must align with the same regulations as those applicable to the lead applicant.

Sub-recipient agreements should be reviewed in advance by the appropriate college administrators as part of the standard institutional approval process for proposal submissions.

When serving as the Lead Agency or Fiscal Agency for a proposal, some grant projects involve external businesses, colleges, agencies, or organizations in the successful completion of the program requirements. However, not all collaborators are the same. Their roles may vary from one grant to the next and should be discussed in the Design Team meeting or with your RDO. Steps include the following:

1) Review the RFP or funding agency’s guidelines to determine whether or not the external collaborator would be defined as a sub-recipient or a vendor.
2) If it is determined that the collaborator is a sub-recipient, the roles and responsibilities should be clearly defined in the proposal as well as the Letter of Collaboration (LOC) or Memorandum of Understanding (MOU), as applicable.

3) If it is determined that the agency or organization would be considered a vendor, they are not typically listed by name in a proposal. The exception would be a sole source vendor or if the bid process is completed during the development process.

If it is determined that a sub-recipient or partner college will be engaged in the project, a sub-recipient agreement could be signed during the development process or once the project is awarded. The sub-recipient’s role in the project should be clearly defined, preferable by deliverables and timelines, as well as the amount of funds to be dedicated in the budget. This conversation should occur first with the internal Design Team for consensus and then with the collaborators, if at all possible. Please note that the agreement is different for state and federal projects.

Checklist:

- ✓ Meet with Design Team to discuss sub-recipient roles, responsibilities, and funds. Seek campus or department administrative leader’s approval for decision
- ✓ Use appropriate State or Federal form – check with RDO
- ✓ The RDO will submit two copies of the agreement to the College President for signature and mail both copies to sub-recipient
- ✓ Sub-recipient will obtain signature on both copies, keep one copy for their file, and return one copy to the College’s RD department
- ✓ The RDO will maintain a scanned copy of the signed document for electronic file and notebook
- ✓ The RDO will submit the original document to PB&A for processing and official records
- ✓ The RDO will send a scanned copy to design team for campus or department records

If the sub-recipient is the regional Workforce Investment Board (WIB), services could include recruitment, tracking students from training completion to job placement, tracking students 6-months after completion, completing reports, attending meetings, and offering employability skills (resume writing, etc.)

Depending on the proposal guidelines, the “budget” column could be split into in-kind value to the project and grant-budget costs. If in-kind amounts are required, additional topics could include WorkSource personnel deliverables with the value of those services determined by WorkSource. Check with the RDO on appropriate procedures.

Checklist:

- ✓ Determine if a WorkSource agreement should be completed during proposal development or after grant is awarded
- ✓ If agreement is being signed before proposal submission, complete WorkSource Agreement with project information
- Or
- ✓ If agreement is being signed after the project is awarded, include information in the project timeline and be prepared to discuss at the first orientation meeting
Often the College will apply jointly with another institution for grant monies dedicated to the same project. In these instances, each institution will receive and monitor the expenditures of independent awards. The RDO will assist in determining whether a sub–recipient agreement or joint application is the best course of action for a given grant.

**Budget Narrative**

A typical component of a grant application package includes a budget narrative. Funding agencies will ask for a written description of the budget, called a budget justification. This financial narrative can help describe major or potentially confusing line items in the budget, explain how costs were estimated, describe any of the College’s particulars associated with costs, and explain why the costs are reasonable. There are three main components to a budget narrative:

- The budget topic (personnel, travel, equipment, etc.)
- The written calculations and justification
- The line item amount
**Evaluation Plan**

A key question a funding agency will ask in a proposal is: how will you know if your idea/project worked? A strong evaluation plan should be included in the proposal and should be used, as appropriate, to shape the development of the project from the beginning of the grant period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants.

Evaluation plans within proposals typically include:
1. What types of data will be collected?
2. When will various types of data will be collected?
3. What methods will be used for data collection?
4. What instruments will be developed or used and when will they be used?
5. How will the data will be analyzed and who will work on the analysis?
6. When will reports of results and outcomes will be available?
7. How will the applicant use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information about project success?

Many times a RFP will require that an external evaluator be named in the grant proposal along with his or her qualifications. If this is the case, the College must follow a bid processes when using an external evaluator. In 2008, the College’s Procurement Department and RD developed a solution to satisfy the procurement bid process and still allow the Design Team to pre-select an evaluator to be named in a proposal:

- RD maintains a list of potential evaluators along with their areas of expertise (the RFI process). This process is opened annually in order to allow other qualified evaluators to join the pool.
- If the grant guidelines state that an external evaluator must be named, the Design Team must select three names from the evaluator list, and have the three respond to an invitation (a Second Stage Proposal process).
- The invitation should identify the name of the grant, the tasks that would be required, and the amount of funds that would be set aside for the evaluation component.
- The three respondents would respond with “yes they are interested” or “no they are not.” If the team receives more than one “yes,” the team would select the evaluator based on a pre-determined matrix, specific to the needs of that grant competition.

It should be noted that if an External Evaluators is hired from an outside agency or company to provide an objective evaluation of the progress of the grant recipient in meeting goals and objectives, they could be considered a vendor, depending on the nature of their engagement with the project. The steps include the following:

1) Determine if the evaluator is a vendor in which they may be hired to conduct external evaluations, a task they would perform for any grant Design Team. Discuss the evaluator and evaluation process in the Design Team meeting; depending on the dollar amount, the
process can vary. To ensure that the correct processes are followed, the RDO will include the Associate Vice President of Purchasing in the discussion.

2) Make sure funds are allocated correctly and the proposal is clear in the evaluator’s role.

3) If the amount to be paid to the evaluator requires a bid process, determine if that process would take place during proposal development or once awarded.

External Evaluator Bid Process

1) A current listing of pre-qualified evaluators are on file
2) First Stage: Request for Information (RFI): If the grant specifies that an external evaluator must be used, the College has a current list of pre-qualified evaluators on file with RD. If these potential candidates do not fit the needs of the Design Team’s program, new invitations to the list may be extended to other potential candidates. The Design Team will select several organizations or agencies to receive a First State RFI for the project’s evaluation. The RDO will coordinate the mailing of the RFI and receiving the responses.

3) Second Stage Proposal (SSP): Either from the current listing or once several qualified or applicable evaluators are selected, a Second Stage Proposal (SSP) should be used to invite selected candidates to provide further information that is project specific. Candidates’ SSPs will be reviewed, and the person/organization will be selected via a committee, scoring rubric, reference requests, and possibly a face-to-face or phone interview.

If the guidelines do not state the requirement to secure an external evaluator and an internal evaluation plan is deemed appropriate, typically the RDO will list the College’s Department of Student Analytics Director’s qualifications and role on the project. Typically, funds are not included in the budget if current staff members are engaged in the evaluation requirements. An exception would be if additional or part time staff will be needed once the grant if funded and the internal evaluation activities are implemented; in that case, a line item may be included in the budget, typically under personnel and fringe benefits. Additionally, RD will collaborate with the Director of Student Analytics to create, review or edit a plan. The following is an example from a National Science Foundation proposal:

*Dr. Greg V. Michalski, Ph.D., PMP® is Director, Student Analytics and Research at FSCJ. He will act as the project’s internal evaluator to help assess the effectiveness of the Center’s efforts. Dr. Michalski has led and contributed to a diverse range of educational program evaluation projects and has published in major peer-reviewed journals including Evaluation and Program Planning, and the Journal of the American Evaluation Association. In addition, Dr. Michalski has extensive program evaluation, data analysis, and consulting expertise as President of GVM Solutions, a private consulting firm, in which he worked with private and non-profit organizations including Convergys, Winn Dixie (Information Systems), Nortel Networks, and American College Testing in Iowa City. Dr. Michalski holds multiple advanced degrees including a Ph.D. in Education Administration measurement and evaluation from the University of Ottawa; M.S., Virginia Polytechnic Institute and State University; and M.A., Western Michigan University. He is also a Project Management Professional (PMP®), certified by the Project Management Institute*
He will: 1) select, adapt, and apply appropriate quantitative and qualitative research design and statistical tools/techniques (including developing valid instruments such as surveys for data collection), 2) Benchmark project initiatives, 3) Develop, collect and maintain base and trend identification data, and 4) Assist the PI in completing annual reports.

<table>
<thead>
<tr>
<th>Checklist:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Discuss solicitation with Design Team and discuss role of External Evaluator</td>
</tr>
<tr>
<td>✓ Invite the Associate Vice President of Purchasing to design team meeting if there are any concerns with the amount to be paid to an external evaluator</td>
</tr>
<tr>
<td>✓ Determine if the evaluator needs to be named in the application (Stages one and two completed during proposal development) Or</td>
</tr>
<tr>
<td>✓ Determine if a list of potential evaluators needs to be named in the application (Stages one completed during proposal development) Or</td>
</tr>
<tr>
<td>✓ Determine if an evaluator can be selected after the award notification is received. If so, show the process in the project timeline (if applicable) and remember to brief team on evaluator process in first orientation meeting Or</td>
</tr>
<tr>
<td>✓ Determine if there are applicable candidates on the current list Or</td>
</tr>
<tr>
<td>✓ Determine that there are not enough applicable candidates and send out RFI</td>
</tr>
<tr>
<td>✓ Select three names of candidates and send out SSP</td>
</tr>
<tr>
<td>✓ Prepare the scoring matrix before the applications are received</td>
</tr>
<tr>
<td>✓ Send letters to those selected and not selected</td>
</tr>
</tbody>
</table>

Internal timeline for Updating External Evaluator List

An annual review is conducted to review the existing pool of external evaluators and determine if changes are needed. If additional evaluators are needed, a Request for Information (RFI) is prepared for distribution (a) to invite new vendors to have their company’s information added to the pool of potential evaluators and (b) to determine if vendors on the current list would like to stay in the pool or update their information. This request for information is coordinated with the appropriate Purchasing Officer. Respondents have two weeks to submit their information to a designated person in the RDO. Receipt of vendor applications is acknowledged and responses are filed in the Evaluator folder located in the department shared directory.
<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure or Indicator</th>
<th>Research/Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative Outcomes - Student Educational Outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase student enrollment by average of 10% (Baseline 414 students annually)</td>
<td>• Intended program of study codes</td>
<td>Registrar’s office and Student Analytics, College Data and Reporting; interviews with advisors and students</td>
</tr>
</tbody>
</table>
| Improve degree completion rates to 40% (Baseline 21%) | • Student grades  
• Test results  
• Number currently obtaining degrees compared to number awarded in each year of the project | Transcript analyses; overall comparison of grades, success, and pass rates; Degree, program completion; attainment of ongoing education transfer (for purposes of such); student, faculty, and staff interviews; and anecdotal notes |
| Increase transfer rate of associate degree completers to bachelor’s degree programs to 15% (Baseline 9%) | • Number of students accessing college resources  
• Attendance at transfer info workshops | Transcript Analysis; National Clearinghouse match; student surveys; student, faculty, and staff interviews; and anecdotal notes |
| Increase student success rates, improve retention to 80% in computer science and engineering (Baseline 65%) | • Retention rate within program, institution, or field of study  
• Number of students accessing college resources | Transcript analysis; satisfaction of quality of experience in terms of expectations met for advising, tutoring, and mentoring; Student, faculty, and staff interviews; and anecdotal notes |
| **Qualitative Outcomes - Quality of program, institutionalization, and impact on culture** | | |
| Increase college institutionalization and capacity to offer services following grant period | • Longitudinal analyses  
• Summative evaluation  
• Presentations, journal publications, etc. | Institutional data; interviews with program administration; interviews with advisory council members |
Table 3: Evaluation Sample # 2

<table>
<thead>
<tr>
<th>Year</th>
<th>Goal</th>
<th>Measure or Indicator</th>
<th>Research/Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Long-term outcome measured over project period and beyond</td>
<td>Stimulate Student Professional / Career Growth and/or Academic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employment rate of program completers</td>
<td>Job placement/employment rates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean annual wages</td>
<td>Income progression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality of career options</td>
<td>Employee/employer surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased job satisfaction</td>
<td>Professional/career knowledge, skill, ability progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National statistics from the American Association of Community Colleges</td>
<td>Academic continuation planning and progress</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student success indicators</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Establish baseline data</td>
<td></td>
<td>Baseline Data Collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anecdotal notes</td>
<td>Student pre surveys (pre and post surveys will be completed each semester)</td>
</tr>
<tr>
<td></td>
<td>Faculty and Administrator input</td>
<td>Formative report</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interviews with project administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Faculty surveys</td>
</tr>
</tbody>
</table>

**Student Educational Outcomes**

| 2, 3 | Improve Retention | Retention rate within program, institution, or field of study | Transcript Analysis |
|      |                   | Completion of certificates, degrees, or transfer | National Clearinghouse match |
|      |                   | Student surveys and grad student surveys, satisfaction of quality of experience |  |
| 2, 3 | Enhance student learning options | Assess student ease with course formats | Student Survey |
|      |                   | Faculty Survey |  |
| 2, 3 | Increase Student Success | Student grades | Transcript analyses |
|      |                   | Pass rates | Degree, program or certificate completion |
|      |                   |  |  |

**Quality of program**

| 2, 3 | Increase quality of instructional materials | Student assessment | Student and faculty interview and surveys |
|      | Faculty assessment |  | |
|      |  |  |  |
| 3    | Program satisfaction | Longitudinal analyses | Follow-up Interviews |
|      | Summative evaluation | Participation surveys |  |

**Cost effectiveness**

| 2, 3 | Reduce costs to students and faculty | Re-usage of course materials | Institutional data |
|      | Textbook savings computation | Textbook cost comparison |  |
|      |  | Monitor of course websites for student hits and time spent |  |
| 2, 3 | Revenue sharing with colleges | Track 10% net profit back to colleges after expenses | Institutional data |  |

**Growth and Demand**

| 1, 2, 3 | Increase project participants | Number of colleges added to consortium each year | Institutional data |
| 1, 2, 3 | Faculty and college project satisfaction | Longitudinal analyses | Follow-up Interviews |
|      | | Summative evaluation | Participation surveys |
Project Timelines

Timelines are typically a list of activities and deliverables and will usually include the person responsible for the task (Table 4). A timeline could cover a full year (Table 5) and that year could be designated by month 1, 2, 3, etc. versus a particular month since sometimes the project start date does not align with the projected award date. Timeline may also note benchmarks and milestones. Additionally, costs or total budget associated with achieving each deliverable may be a requirement to be included in a project timeline. The U.S. Department of Labor often asks for a timeline that includes each phase of the project, the achieved outcomes, and the costs required to implement each phase (Table 6).

Checklist:

- Review guidelines to see what funding agency wants listed under timeline.
- Review with Design Team realistic start and end dates for milestones/deliverables.
- Decide on best way to communicate timeline to reviewers.

Table 4: Timeline Example #1

<table>
<thead>
<tr>
<th>Goals and Activities are based on 1-year project period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Needs assessment completed with AI veterans, faculty/instructors, financial aid and advising staff, and other non-instructional staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities/Implementation Strategies</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey instruments developed and created including qualitative and quantitative methods such as: surveys (for online and/or small groups); focus groups; interview questions</td>
<td>FSCJ Student Analytics and Research Department</td>
<td>February 2010</td>
</tr>
<tr>
<td>Recruitment and Outreach: Participants targeted and needs assessment</td>
<td>Project Coordinator</td>
<td>March 2010</td>
</tr>
<tr>
<td>Data collection</td>
<td>Student Analytics and Research Department and Project Coordinator</td>
<td>March, April, and May 2010</td>
</tr>
<tr>
<td>Incentives coordinated for participants</td>
<td>Project Coordinator</td>
<td>March, April, and May 2010</td>
</tr>
<tr>
<td>Needs analysis and evaluation</td>
<td>Student Analytics and Research Department, Counselor Coordinator</td>
<td>May and June 2010</td>
</tr>
</tbody>
</table>

| **Goal 2:** Development of Student Life Skills course for AI veterans and professional development workshops for faculty/instructors and financial aid and advising staff |

<table>
<thead>
<tr>
<th>Activities/Implementation Strategies</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum development for SLS course for vets</td>
<td>Associate Dean, Instructional Program Coordinator, and community partners</td>
<td>February to May 2010</td>
</tr>
<tr>
<td>Curriculum development for faculty and staff workshops</td>
<td>Project Coordinator, Counselor Coordinator, community partners</td>
<td>February to April 2010</td>
</tr>
<tr>
<td>Review by Curriculum Approval Board and Registrar’s acknowledgement</td>
<td>AVP Liberal Arts and Executive Director of Organizational Learning</td>
<td>May to June 2010</td>
</tr>
</tbody>
</table>

| **Goal 3:** Implementation of pilot SLS course and workshops |

<table>
<thead>
<tr>
<th>Activities/Implementation Strategies</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot SLS course (2 sections, total of 40 students)</td>
<td>Adjunct faculty member</td>
<td>Fall Term 2010</td>
</tr>
<tr>
<td>Prof. development workshops implemented (4 workshops, total of 75 participants—to include College Teaching and Learning Conference and Convocation)</td>
<td>Project Coordinator</td>
<td>April to August 2010</td>
</tr>
<tr>
<td>Evaluation of SLS course and professional development (Methods: pre and post student surveys of SLS; pre and post surveys with faculty and staff; follow-up interviews; anecdotal notes)</td>
<td>Administration and Adjunct faculty member</td>
<td>December 2010 and January 2011</td>
</tr>
</tbody>
</table>

| **Long-term Goal:** Institutionalization of project—College wide implementation of SLS course for AI Veterans and professional development workshops |

<table>
<thead>
<tr>
<th>Activities/Implementation Strategies</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS courses college-wide</td>
<td>Adjunct faculty</td>
<td>Spring Term 2011</td>
</tr>
<tr>
<td>Professional development for faculty and staff</td>
<td>Counselor Coordinator</td>
<td>Offered on a quarterly basis</td>
</tr>
</tbody>
</table>
Table 5: Timeline Example #2

<table>
<thead>
<tr>
<th>ADMINISTRATION</th>
<th>Year 1, Months 1 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities and Deliverables</td>
<td>1</td>
</tr>
<tr>
<td>Hire Project Coordinator and Program Facilitator(s)</td>
<td></td>
</tr>
<tr>
<td>Meet with partners</td>
<td></td>
</tr>
<tr>
<td>Planning and prep</td>
<td></td>
</tr>
<tr>
<td>Facilities coordination</td>
<td></td>
</tr>
<tr>
<td>Purchase needed materials, learning objects, etc. for program</td>
<td></td>
</tr>
<tr>
<td>Creation of marketing/recruitment materials</td>
<td></td>
</tr>
<tr>
<td>Create and distribute student applications</td>
<td></td>
</tr>
<tr>
<td>Travel coordination for students</td>
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<tr>
<td>Quarterly follow up with students and families during school year</td>
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<td>Monthly review and collaboration of humanities content for program</td>
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<tr>
<td>Plan supplemental learning experiences for youth and families</td>
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<td>Finalize guest speakers</td>
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<tr>
<td>Recruit students for program</td>
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<tr>
<td>Pre-project questionnaire with students</td>
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<td>Program delivery</td>
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<tr>
<td>Offer supplemental events at community venues</td>
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<th>EVALUATION</th>
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<td>Activities and Deliverables</td>
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<tr>
<td>Survey students for feedback</td>
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<tr>
<td>Survey parents for feedback</td>
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<tr>
<td>Survey partners for program feedback</td>
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### Table 6: Timeline Example #3

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</thead>
<tbody>
<tr>
<td><strong>Key Milestone</strong></td>
<td><strong>Start</strong></td>
<td><strong>End</strong></td>
<td>*</td>
<td><strong>Key Tasks/Outcomes</strong></td>
<td><strong>Budget</strong></td>
<td></td>
</tr>
<tr>
<td><strong>STARTUP</strong></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Initiate grant award procedures</td>
<td>July 2010</td>
<td>July 2010</td>
<td>FSCJ</td>
<td>Grant orientation, set up budget, notify partners, confirm AC dates</td>
<td>$12,581</td>
<td></td>
</tr>
<tr>
<td>Hire Project Mgr, Advisor, Eval., etc.</td>
<td>July 2010</td>
<td>July 2010</td>
<td>FSCJ</td>
<td>Post job, select interview committee; Interview</td>
<td>$144,512</td>
<td></td>
</tr>
<tr>
<td>Purchase materials, install equipment, set up labs</td>
<td>Aug 2010</td>
<td>Oct 2010</td>
<td>FSCJ</td>
<td>Order (follow procurement procedures) and set up labs</td>
<td>$98,600</td>
<td></td>
</tr>
<tr>
<td>Develop curriculum for existing and new programs</td>
<td>July 2010</td>
<td>Dec 2010</td>
<td>FSCJ, I, WS</td>
<td>AC meetings scheduled; career ladder model at industries</td>
<td>$35,420</td>
<td></td>
</tr>
<tr>
<td><strong>RECRUITMENT and PRE-TRAINING</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Complete/ disseminate outreach materials</td>
<td>July 2010</td>
<td>Sep 2012</td>
<td>FSCJ</td>
<td>Electronic &amp; print media, recruitment database</td>
<td>$30,500</td>
<td></td>
</tr>
<tr>
<td>Recruit participants</td>
<td>On-going</td>
<td>On-going</td>
<td>FSCJ, I, WS</td>
<td>2,000 individuals to be recruited</td>
<td>$33,107</td>
<td></td>
</tr>
<tr>
<td>Pre-assess and enroll students</td>
<td>On-going</td>
<td>On-going</td>
<td>FSCJ</td>
<td>Pre-assessment testing, placement, and enrollment</td>
<td>$23,107</td>
<td></td>
</tr>
<tr>
<td>Begin marketing plan for displaced, unemployed</td>
<td>Aug 2010</td>
<td>Dec 2010</td>
<td>FSCJ, WS</td>
<td>WS targets displaced and unemployed workers</td>
<td>$15,250</td>
<td></td>
</tr>
<tr>
<td>Conduct surveys and needs assessments</td>
<td>On-going</td>
<td>June 2013</td>
<td>EE</td>
<td>Pre-program survey: current demographic info and needs.</td>
<td>$14,000</td>
<td></td>
</tr>
<tr>
<td>Draft sustainability plan</td>
<td>July 2010</td>
<td>Sep 2010</td>
<td>FSCJ, I, WS</td>
<td>Advisory Council meetings; workforce system engagement</td>
<td>$23,107</td>
<td></td>
</tr>
<tr>
<td><strong>TRAINING</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assign scholarships</td>
<td>Aug 2010</td>
<td>May 2013</td>
<td>FSCJ</td>
<td>Scholarships offered on an as needed basis</td>
<td>$1,625,500</td>
<td></td>
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<tr>
<td>Enroll in training programs</td>
<td>Aug 2010</td>
<td>May 2013</td>
<td>FSCJ</td>
<td>Selection, registration, and start of programs for 1,138 students</td>
<td>$55,000</td>
<td></td>
</tr>
<tr>
<td>Schedule remedial programs as needed</td>
<td>Oct 2010</td>
<td>May 2013</td>
<td>FSCJ</td>
<td>Referrals to appropriate remedial programs to maximize success</td>
<td>$23,107</td>
<td></td>
</tr>
<tr>
<td>Complete training and certification tests</td>
<td>On-going</td>
<td>May 2013</td>
<td>FSCJ</td>
<td>582 students complete training/ required hours in programs</td>
<td>$147,500</td>
<td></td>
</tr>
<tr>
<td>Refer students to employment support programs</td>
<td>On-going</td>
<td>On-going</td>
<td>I, WS</td>
<td>As students complete programs, referrals will be made</td>
<td>$23,107</td>
<td></td>
</tr>
<tr>
<td>Develop sustainability plan</td>
<td>July 2010</td>
<td>Sep 2010</td>
<td>FSCJ, I, WS</td>
<td>Advisory Council meetings; workforce system engagement</td>
<td>$23,107</td>
<td></td>
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<tr>
<td><strong>PLACEMENT</strong></td>
<td></td>
<td></td>
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<tr>
<td>Offer job search assistance to completers</td>
<td>Sept 2010</td>
<td>June 2013</td>
<td>FSCJ, I, WS</td>
<td>Resume writing, mock interviews; Advisory Council support</td>
<td>$50,000</td>
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<tr>
<td><strong>RETENTION</strong></td>
<td></td>
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<tr>
<td>Follow-up services for employed individuals</td>
<td>Dec 2010</td>
<td>June 2013</td>
<td>WS</td>
<td>437 completers retain employment for first two quarters</td>
<td>$50,000</td>
<td></td>
</tr>
<tr>
<td>Provide job placement, earning data</td>
<td>Dec 2010</td>
<td>June 2013</td>
<td>WS, EE</td>
<td>Coordination with WS, I, and participants to obtain data.</td>
<td>$23,107</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
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<td><strong>$2,450,612</strong></td>
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<td><strong>DELIVERABLES</strong></td>
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<tr>
<td>Offer career ladders models at employer sites</td>
<td>July 2010</td>
<td>On-going</td>
<td>FSCJ, WS, I</td>
<td>Employed or incumbent worker training offered at work sites</td>
<td></td>
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<tr>
<td>Adapt new and existing programs to student and employer needs</td>
<td>July 2010</td>
<td>Dec 2010</td>
<td>FSCJ, WS, I</td>
<td>Curriculum,, supportive services; and industry-driven, flexible, accessible programs offered</td>
<td></td>
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<tr>
<td>Improve post-secondary labs</td>
<td>Aug 2010</td>
<td>Oct 2010</td>
<td>FSCJ</td>
<td>Simulation software and lab equipment installed / implemented</td>
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<tr>
<td>Increase communication among collaborators</td>
<td>July 2010</td>
<td>On-going</td>
<td>FSCJ, I, WS, SS</td>
<td>AC, workforce, &amp; career academy engagement. Outreach/marketing plans coordinated with collaborators</td>
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</tbody>
</table>
Letters

Letters of Intent

A Letter of Intent is a brief proposal (usually 2 to 3 pages) submitted to a potential funding agency that hasn’t issued a specific RFP but has funded similar projects in the past. Letters of Intent are submitted only to private or corporate foundations.

Page 32 shows an example of a Letter of Intent that received an invitation from the funding agency to submit a formal proposal for $50,000.

Letters of Support or Commitment

Letters of Support from the organizations or college departments that will carry out the project are often included in the application package. These letters generally include a statement of support for the project and its aims and a brief outline of what contributions the institution or organization will make to the project.

A Letter of Support is included on pages 35 and 37.
Nonprofit: Florida State College Foundation

Date Established: 1966

CEO or Executive Director: Bob Stamp

Contact Person: Dean of Pre-Collegiate Studies, Dr. Sandra Willis, and Instructional Program Coordinator of Adult General Education, Johnny Bowman

IRS Status: 501(c)3

Agency Budget: $6,522,042

Program Title: Pathways to College: GED preparation program, The Moran Recipients Initiative

Program Specifics:

The main goal of the Moran Recipients Initiative will be to improve the persistence and completion rates of students enrolled in the GED program by offering additional student supports (transportation, child care, testing fees, etc.).

Florida State College at Jacksonville (FSCJ) began serving the community in 1966. Since this time, the College has become one of the largest and most comprehensive public colleges in the United States. In August 2009, FSCJ transitioned into a state college offering over 10 Bachelor’s degrees. In order to meet the demands of its nearly 82,000 student body population, FSCJ offers more than 250 career training, university transfer, and college preparatory programs.

FSCJ’s success is due to its ability to anticipate the community’s needs. This includes optimizing access to and participation in College programs and services. The College recognizes that not all individuals are college ready and may need additional and customized services including the requisite basic academic skills. To meet this need, FSCJ has well-established and successful adult general education programs, entitled Pathways to College. This program has been in existence for over 40 years, and FSCJ is the primary provider of adult general education in Duval County. The yearly term cycle of Fall 2010-Spring 2011-Summer 2011 produced an average of 3,467 students enrolled per term. In 2010-2011, the Pathways to College program served 5,346 students with a completion rate of 51.5% (or 2,775 students).

The GED preparation program is designed for students, age 16 and older, who would like to obtain their high school equivalency by completing and passing the GED examination. Students who successfully complete the GED test earn a GED/High School Diploma. The program provides remedial education services specifically designed for students to help them practice and prepare to take the test. This program also provides preparation and remedial services for those students in Vocational and Career Technical Education Certificate Programs who need to attain a higher score on their Test of Adult Basic Education (TABE) test in order for them to enter into the program and successfully graduate. Teacher instruction and guidance is practiced using current state of the art classrooms, computers, and software that has interactive curriculum. Students receive individual attention from an instructor when necessary, as well as experience a “virtual classroom.” Efforts are heavily focused on student retention and completion of the program and in the students’ transition to post-secondary education, or career and technical certificate programs through the use of Advisors, Retention Specialists, and Case Management Services.

There are a variety of ways to measure our GED success rate. Last year, the Florida Department of Education produced a report card of Adult General Education/ GED programs throughout the State. FSCJ
had a 51.9% completion rate for the Pathways to College program. The program exceeded the state average of a 48% completion rate.

The GED program has seen much success; however, there are obstacles that students face. The significant challenge in adult education programs involves retention of students. Some students' life circumstances prevent them from continuing the program such as: job priority, family demands, transportation issues, child care, socioeconomic hindrances, etc. At times, intervening life factors lead to failing or dropping out before completion. In Summer 2011, approximately 600 Pathways to College students completed anonymous household income surveys indicating that roughly 73 percent of them were below the federal poverty line of 135%. Forty-five percent of the students also noted that their household income was less than $10,899.00 annually, and 36 percent of students documented that they have school-aged children.

When needed, FSCJ Case Managers work closely with community and non-profit organizations to refer students for emergency resources for food, cash assistance, shelter, utility bills, and other immediate needs. Some agencies include Second Harvest Food Bank, Catholic Charities, Northeast Florida Community Action Agency, Trinity Rescue Mission, Sulzbacher Center, Jacksonville Children’s Commission, etc. These agencies are imperative to help remove some of the students' personal barriers. In this proposed project, FSCJ will provide vital services to help students achieve their academic and vocational goals by meeting the special needs of GED prep students who have the greatest risk factors and disadvantages. Special needs include transportation (JTA bus passes), tuition assistance ($30.00 block tuition fee per term initiated by Florida Department of Education in July of 2011), Child Care Assistance (after all other resources have been exhausted), Learning Disability Diagnostic Testing (serving students who may have been undiagnosed for years), and GED Test Fees.

TJMF Funding Focus: The request for funding will focus on TJMF’s funding focus of Education.

New Program: No

Program Budget: approximately $1,500,000 annual operating budget

Amount Requested: $102,150

Duration: A full academic year starting at the beginning of the either Fall, Spring or Summer term depending on an award announcement date.

Target Population: Students with greatest disadvantages and risk factors (single parents, unemployed students, unemployed household family member, low income household, independent student, re-entry students, homeless students, etc.) will be targeted to be a Moran recipient. A specific application will be developed to assist with Moran recipient student selection based on needs assessment and specific criteria and will be reviewed by appropriate Pathways to College staff and administration. Because the GED prep program serves all of Duval County at FSCJ locations including Downtown, North, South Campuses and Cecil Centers, the dispersion of recipients will be geographically diverse. It is estimated that approximately 150 GED students will benefit from The Jim Moran Foundation funding.

Success will be measured by: The Programs Advisors, Retention Specialists, and Case Manager who currently report monthly statistics on student retention and transition will be responsible for measuring the success of the Moran recipients. Staff will report program retention, completion, graduation and transition rates, or a “special needs” assistance analysis, for the purpose of measuring success. FSCJ’s Department of Pre-Collegiate Studies (Pathways to College Program) believes that meeting the special
needs of students with the greatest disadvantages will significantly aid in the successful retention of the student, thus increasing the number of students who complete the program, attain their GED diploma, and transition successfully to the career path of their choice (College, Career and Technical Education Programs, Continuing Education, Military, etc.). Currently FSCJ offers a full range of Degree and Workforce Certificate Programs for the student to transition into after they have earned their GED. The transition rates of the Moran recipients into these programs will also be tracked.

<table>
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<tr>
<th>Line Items</th>
<th>Grant Request</th>
<th>Match/Committed Funds</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Program Support</td>
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</tr>
<tr>
<td>Transportation (for bus passes for daily travel to academic classes, estimated at $40.00 x 100 students per month x 10 months)</td>
<td>$40,000</td>
<td>The College has not been able to provide bus passes for Pathways to College students for several years.</td>
<td>$40,000</td>
</tr>
<tr>
<td>Pathways To College tuition fees (estimated at 150 students x $30 per term x 3 terms)</td>
<td>$13,500</td>
<td>$7,000</td>
<td>$20,500</td>
</tr>
<tr>
<td>Child care scholarships (estimated at approximately 25 students needing child care x $150 voucher per week x 4 months/term x 3 terms)</td>
<td>$45,000</td>
<td>There are currently 3 child care scholarships that are for Pathways to College students at the Downtown Campus. Estimated at $4,000</td>
<td>$49,000</td>
</tr>
<tr>
<td>Learning Disability Testing (Estimated at 5 students x $450)</td>
<td>$2,250</td>
<td>The College’s Office of Services for Students with Disabilities does not offer this service at this time.</td>
<td>$2,250</td>
</tr>
<tr>
<td>GED test fees (estimated at 100 tests taken ranging from $14.00 per section or $70.00 for all five sections)</td>
<td>$1,400</td>
<td>Latha Barnes Scholarship funds through Florida State College Foundation. Amount is $2,087.</td>
<td>$3,487</td>
</tr>
<tr>
<td>Total</td>
<td>$102,150</td>
<td>$13,087</td>
<td>$115,237</td>
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</tbody>
</table>
May 22, 2013

Dr. Robin Broughton
RISE Program
National Institute of General Medical Sciences
45 Center Drive
Bethesda, MD 20892

Dear Dr. Broughton:

It is with great pleasure that Florida State College at Jacksonville submits this Research Initiative for Scientific Enhancement (RISE) grant application to establish an undergraduate initiative for our Bachelor of Sciences (B.S.) Biomedical Sciences underrepresented students. Through the College’s collaboration with regional universities this grant opportunity provides the ideal support to establish an intensive undergraduate research experience for our students so that they are better prepared and more competitive applicants for graduate level training in biomedical sciences.

The RISE program will address the efforts to diversify the biomedical research workforce and build on the prior and current efforts of the College’s Biomedical Sciences B.S. program. Florida State College has the capacity to provide facilities, faculty expertise, and partnerships needed to make the RISE program successful. During the proposal planning process, we have already established a specific support team of faculty, staff and administrators here at the College in areas such as Liberal Arts, Student Analytics and Research, Project Budgeting and Accounting, and Resource Development to champion the success of RISE. In terms of support for the participating faculty, in the past the College has granted release time for faculty who had time bought out by federal grants. We recognize that the grant director will require at least 10 hours per week to accomplish the goals of the grant and the additional three faculty members on the grant will require at least five hours per week to dedicate to the efforts of the grant. We also acknowledge that the grant deliverables are most likely to be met when the faculty do not take on grant initiatives as an extra duty. We are also aware that the grant can run up to five years and is a year-round effort.

In support of the Responsible Conduct in Research (RCR) Requirement the College is committed to paying for an institutional membership to the Collaborative Institutional Training Initiative (CITI). Over 1.3 million people have met the federal training mandate by completing the CITI RCR course. The CITI membership will allow us to embed the federally recognized CITI RCR course content into our Ethical Issues in Health
Sciences (HSC 4652) course, which all RISE scholars would take their first term in the program. The faculty members on the grant have all had documentable RCR training.

We feel assured that the proposed activities will allow an opportunity to achieve the ultimate goal of the National Institute of Health’s RISE program: increasing the entry of individuals from underrepresented groups into the biomedical research workforce and fostering the development of the next generation of a diverse pool of scientists who are available to address the nation’s research needs.

The College is extremely excited about this initiative and looks forward to the implementation process.

Sincerely,

Dr. Willis N. Holcombe  
College President

Dr. Judith Bilsky  
Vice President & Provost
Here is an example of a Letter of Support from a business that will participate in the project:

ED WATERS & SONS CONTRACTING CO., INC.
GENERAL CONTRACTORS

Specializing in Pile Driving, Steel Sheet Piling and Marine Structures

September 19, 2012

National Science Foundation
Division of Undergraduate Education
4201 Wilson Boulevard
Arlington, VA 22230

Dear NSF Proposal Reviewers:

Ed Waters & Sons Contracting Co., Inc. is extremely pleased to have a supportive role in Florida State College at Jacksonville’s Vets STEP Up to STEM project. This NSF STEP project will increase the number of veterans receiving associate and/or baccalaureate degrees in established and emerging fields within science, technology, engineering, and math (STEM).

Ed Waters & Sons specializes in marine construction and deep foundations. We often find ourselves facing challenging construction problems pertaining to topics such as geotechnical engineering, temporary structures, specialized equipment and surveying. Ongoing involvement in the education process is essential to us.

We will support this project with the following contributions:

- Participate in the Vets STEP Up to STEM advisory council;
- Offer students industry field trips, tours, etc. of our facilities;
- Participate as a mentor to a veteran student enrolled in a STEM program of study.

Again, we are proud to be a collaborator in this project.

Sincerely,

ED WATERS & SONS CONTRACTING CO., INC.

Van A. Hogan

Van A. Hogan, Vice President
5. SUBMISSION AND NOTIFICATION

Submission process

Proposal application packages are submitted either electronically (over the Web or via e-mail) or “hard copy,” in which the proposal is printed, packaged and shipped via FedEx or the Post Office. The submission method is specified in the guidelines or RFP and handled by the RDO.

Review Process

Typically federal and state applications are judged using a scoring matrix with associated points per proposal section (usually noted within the RFP called Evaluation Criteria or Point Values). Securing a grant is a points game, and every point counts. It is critical that every point and sub-point in the RFP or application is addressed.

Grant readers review applications in a panel format consisting of 3 or more people with appropriate experience or credentials related to focus area of the grant. For example, a grant review panel for a RFP requesting applicants provide training activities and increase the workforce in a high-demand industry may consist of an industry professional, community college faculty member, workforce investment board professional and others. Because these are federal and/or state funds, the scores (as well as the awarded grant applications) are public information and can be requested as per the Freedom of Information Act (FOIA 1966).

In the case of private or family foundation applications, reviews can be completed by board or sometimes by family members. There is sometimes less formal scoring and no obligation to reveal their selection process.

Award Notification

Notification as to whether a proposal has been funded or rejected usually is sent via letter or e-mail to the Director of Grants or, rarely, the College President. For proposals to NSF, acceptance or denial can be checked by the project’s Principal Investigator via the “Proposal Status” link in Fastlane.

The RDO will request reviewers’ comments if possible, especially if the proposal has been rejected. For NSF submissions, the Principal Investigator may download comments through Fastlane. For all other submissions, the RDO will submit a request to the program officer; it should be noted that most agencies will correspond only with a person who has been named as a contact on proposal application forms.

If a proposal has been awarded, the RDO will begin the paperwork process to request a budget number/set-up and set an orientation meeting to start the implementation phase. All awarded program personnel, including those hired in a grant, should have a current version of the Resource Development Grant Programs/Sponsored Project Implementation Manual. The manual is available through your RDO or electronically on the RD web page (located on www.fscj.edu website).
If a proposal has not been awarded, the Reviews Comments (if available) should be discussed to determine if the Design Team should plan to resubmit in the next funding cycle or seek a different funding source.