APPALACHIAN REGIONAL COMMISSION
OFFICE OF INSPECTOR GENERAL

AUDIT OF GRANT AWARD
Bevill State Community College
Jasper, Alabama

Final Report Number: 18-31
Grant Number: AL-16924
August 2018

Prepared by:
Leon Snead & Company, P.C.
August 14, 2018

Appalachian Regional Commission
Office of the Inspector General
1666 Connecticut Avenue, N.W.
Washington, DC 20009

Leon Sneed & Company, P.C. completed an audit of grant number AL-16924 awarded by the Appalachian Regional Commission (ARC) to Bevill State Community College (BSCC). The audit was conducted at the request of the ARC, Office of Inspector General, to assist the office in its oversight of ARC grant funds.

The audit objectives were to determine whether: (1) program funds were managed in accordance with the ARC and Federal grant requirements; (2) grant funds were expended as provided for in the approved grant budget; (3) internal grant guidelines, including program (internal) controls, were adequate and operating effectively; (4) accounting and reporting requirements were implemented in accordance with generally accepted accounting principles (or other applicable accounting and reporting requirements); and (5) the matching requirements and the goals and objectives of the grant were met.

Overall, BSCC’s financial management and administrative procedures and internal controls were adequate to effectively manage and account for the funds provided under the ARC grant. We determined that BSCC had established adequate processes and procedures for accounting for ARC funds and recording data related to the overall goals of the grant. Performance measures to date were either met or on track. However, we identified a couple areas that require management attention. There were problems throughout the grant period with the accuracy and content of financial reports. In addition, both interim and final financial and project reports were late being submitted. Also, we questioned $7,621 of the expenditures charged to the grant because they were not properly supported.

These matters and the corresponding recommended corrective actions are discussed in the Findings and Recommendations section of this report. A draft report was provided to BSCC on July 23, 2018, for comments. BSCC provided a response to the report on August 10, 2018. The comments are included in their entirety in Appendix I.

Leon Sneed & Company appreciates the cooperation and assistance received from BSCC officials during the audit.

Sincerely

Leon Sneed & Company, P.C.
TABLE OF CONTENTS

Page

Background................................................................. 1
Objective, Scope, and Methodology........................................ 1
Summary of Audit Results.................................................. 2
Findings and Recommendations........................................... 3
   A. Questioned Costs.................................................. 3
   B. Reporting Requirements.......................................... 5
Appendix I - Grantee’s Response........................................ 7
Background

Leon Snead & Company, P.C. completed an audit of grant number AL-16924 awarded by the Appalachian Regional Commission (ARC) to Bevill State Community College (BSCC) in Jasper, Alabama. The audit was conducted at the request of the ARC Office of Inspector General to assist the office in its oversight of ARC grant funds.

The grant provided ARC funding to support BSCC in operating the Alabama Appalachian Higher Education (AAHE) Center and implementing a project to improve the post-secondary education levels in distressed areas of six Western Alabama counties. The project included awarding small sub-grants to qualifying high schools in those counties to support activities intended to increase the number and rate of students attending college. The grant was amended later to include technical education to increase student awareness of opportunities for high-skill jobs not requiring a bachelor's degree. The center director administered the ARC grant and project, which included training participating school staff, attending local events, monitoring and approving grant expenditures and reporting to ARC.

Objectives, Scope, and Methodology

The audit objectives were to determine whether: (1) program funds were managed in accordance with the ARC and Federal grant requirements; (2) grant funds were expended as provided for in the approved grant budget; (3) internal grant guidelines, including program (internal) controls, were adequate and operating effectively; (4) accounting and reporting requirements were implemented in accordance with generally accepted accounting principles (or other applicable accounting and reporting requirements); and (5) the matching requirements and the goals and objectives of the grant were met.

The initial grant covered the period July 1, 2011 to June 30, 2012 and provided $119,870 in ARC funds and required $79,915 in non-ARC recipient matching funds from BSCC to cover the total estimated project costs of $199,785. Most of the ARC funding was for BSCC payroll costs and contractual costs for the sub-grants, but smaller amounts were approved for travel, supplies, and other costs. Non-ARC matching funds were planned as in-kind contributions from BSCC and the sub-grantee schools in the form of salary, travel, and other costs. The grant was amended several times to extend the period of performance and provide additional funding. The final approved end date was July 31, 2017 and the final approved budget included $529,607 in ARC funding and required $303,449 of recipient matching funds. The grant had ended and was administratively closed out by ARC at the time of the audit. BSCC was reimbursed by ARC $413,007 in total expenditures, and it reported $276,816 in non-ARC match funds expended for total final project costs of $689,823. We tested $141,899 of the ARC expenditures and reviewed the basis for the $276,816 recipient matching costs to determine if the amounts were properly supported and allowable.

We reviewed documentation provided by BSCC and interviewed the grant director and other personnel to obtain an overall understanding of the grant activities, accounting system, and general operating procedures and controls applicable to the grant. We reviewed financial and project progress reports to determine if they were submitted to ARC in accordance with
requirements. We reviewed the most recent A-133 audit report to identify any issues impacting the ARC grant and requiring additional attention during the audit. We reviewed matching costs documentation to determine if requirements were met. We evaluated grant results discussed in the final project progress report to determine if the planned performance goals and objectives were met.

The on-site fieldwork was performed at BSCC offices in Jasper, Alabama during June 11-15, 2018. The preliminary results were discussed with BSCC staff at the conclusion of the on-site visit and they were in general agreement with issues identified and related recommended actions.

The primary criteria used in performing the audit were 2 CFR 200 (formerly OMB Circulars A-21 and A-110), the ARC Code, and the grant agreements. The audit was performed in accordance with the Government Auditing Standards.

Summary of Audit Results

BSCC’s financial and administrative policies and procedures applicable to grant activities were adequate for administering the grant. However, procedures for complying with grant reporting requirements were not effective. There were problems throughout the grant period with the accuracy and content of financial reports requiring corrections, resubmissions, and additional time by ARC staff to process. Both interim and final financial and project reports were late being submitted.

The expenditures charged to ARC funds that we tested were considered adequately supported and allowable except for $7,621 reimbursed to the schools under the sub-grants. We questioned those amounts for several reasons, primarily because they were not adequately supported to show the expenses were necessary and added value toward achieving the specific grant goals. The grant funding match requirements were met.

The grant had ended and the reported results in the final project report showed that the grant goals had been met. During the project period, the program worked with 4,396 high school seniors. Of these seniors, 3,109 enrolled in post-secondary education or joined the military, resulting in an average college go rate of 71%. Pre-intervention data reflected a college go rate of 43%.

The questioned costs and other issues identified and our recommended corrective actions are discussed in the Findings and Recommendations section of this report.
Findings and Recommendations

A. Questioned Costs

Under the ARC grant, BSCC awarded sub-grants to participating schools and reimbursed them for costs to carry out activities, such as trips to visit colleges, which were intended to increase the number and rate of students continuing their post-secondary education by enrolling in college or technical programs. The schools planned and conducted the activities and submitted invoices to the BSCC grant director, who reviewed and approved the costs for reimbursement. During our testing of these invoices, we identified $7,621 in costs that were not adequately supported and were considered questionable as allowable charges to the ARC grant.

Per 2 CFR 200, Sections 403 to 405, costs charged to federal grant funds must be necessary and reasonable, as well as allocable to the grant, to be considered allowable. When federal funds are used to pay for grant activities, the activities and costs should be within the scope of the grant, contribute substantially to helping achieve the grant project goals, and result in the most efficient and cost-effective use of the funds. Also, these costs should have adequate supporting documentation.

The primary reason for questioning these costs was due to the nature of the expenses. Items such as supplies, the community awareness event, and the motivational speaker appeared to be more general in nature, which could benefit other aspects or programs for the grantee. These expenses could have been allocated proportionally to the grant. In the event they were incurred specifically for the grant, this justification should have been documented.

The cost of the calculators was questioned because the supporting documentation did not include justification for the type of calculators purchased and there was no evidence to show that steps were taken to ensure the price paid was the best available. We determined that the same item purchased was available at the time of the audit for about $900 from sources on the internet. Although the lowest price available at the time of the purchase is not known, details of the procurement should have been documented relating to the price analysis and the need related to the program.

In June 2014 when BSCC requested additional funding, the ARC program manager emphasized the importance of ensuring the funding provided to the schools was used for impactful activities that would contribute to better grant results and not simply be spent. We believe ARC's comment and point was consistent with our basis for questioning the costs in the table below.

<table>
<thead>
<tr>
<th>Subgrant</th>
<th>Invoice Date</th>
<th>Invoice Amount</th>
<th>Type of Cost</th>
</tr>
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<tr>
<td>Hubbertville HS</td>
<td>6/21/2016</td>
<td>$ 624</td>
<td>Student planners</td>
</tr>
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<td>Phillips HS</td>
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<td>T-Shirts</td>
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<td>Pickens County Career Ctr.</td>
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<td>Motivational Speaker</td>
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<td>$ 373</td>
<td>Pens, Pencils</td>
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<td>Amount</td>
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<td>--------------</td>
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<td>--------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Curry HS</td>
<td>8/22/2016</td>
<td>$709</td>
<td>Supplies</td>
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<tr>
<td>Curry HS</td>
<td>8/24/2016</td>
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<td>Postage</td>
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<td>Vina HS</td>
<td>6/8/2015</td>
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<td>Hubbertville HS</td>
<td>6/29/2015</td>
<td>$332</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>$7,621</td>
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</tr>
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**Recommendations**

The BSCC grant project director should:

1. Re-evaluate the invoices for the costs questioned, as well as any additional supporting information obtained, and make a final determination on their being necessary, reasonable, and allocable to the goal of increased college enrollment.

2. For those determined to be a necessary, reasonable, and allocable charge to ARC funds, provide ARC information on the basis of that determination, including any additional supporting information obtained.

3. For those amounts determined not to be a necessary, reasonable, and allocable, submit a revised final SF-270 report and refund the appropriate amount to ARC.

**Grantee’s Response**

With regard to the items in question on pages 3 and 4 of the Draft Report, the college does not concur with the findings. All monies were spent within the parameters of the grant and with full approval of college administration and the ARC Project Manager. The intent of the AAHE grant was to increase the college-going rate of high school students in the Appalachian Region through a variety of college-prep activities, motivational events, academic skills improvement and tours of area colleges and universities, all without putting a burden on the schools served by the grant. Every expenditure met the approved school awards and the approved grant guidelines from ARC.

An individual description and explanation of each questioned expenditure, along with supporting documentation, is attached.

**Auditor’s Comments**

*ARC will determine whether the information provided in the grantee’s response is adequate to resolve the finding and close the recommendations.*
B. Reporting Requirements

Both project progress reports and SF-270 financial reports were late being submitted to ARC, sometimes as much as 48 days late. Many financial reports contained both significant and minor errors that required correction and resubmission. This was primarily due to significant staff turnover during the grant performance period and inadequate procedures for preparing the financial reports. As a result BSCC was not fully compliant with the grant reporting requirements.

ARC and federal grant policies require periodic project and financial reports to enable the federal funding agency to effectively monitor progress and to record and track expenditures. The ARC grant required interim project reports every 120 days, due 30 days after end of the reporting period, and a final project and SF-270 financial report within 30 days after the grant ended. SF-270 financial reports were also required whenever the grantee requested reimbursement or advance funding.

Although interim project reports were generally submitted on time, four were significantly late, from 18 days to 48 days after the due date. Additionally, the final project report was 25 days late. There was significant turnover of key BSCC staff during the grant period, including three different grant directors who prepared the reports and five different college presidents who approved and signed the reports. This appeared to be the primary reason for late reporting. Since the responsible staff members were no longer at BSCC, we were not able to discuss and identify the exact reasons. The grant director at the time the grant ended was present during the audit. He stated that the final report was prepared timely but sent to ARC late due to a delay in obtaining signature of the approving official who apparently had changed.

Several SF-270 financial reports were late at various points throughout the grant period, not because the initial report was submitted late, but due to errors and problems identified by the ARC program manager, requiring BSCC to correct and resubmit it. These included: (a) major and minor errors with the expenditure data, (b) entering the incorrect time period covered by the report for the reimbursement amount being requested, and (c) discrepancies between the expenditure data in the SF-270 and the attached required worksheet that provides ARC a detailed comparison of the budget and actual expenditures. The final SF-270 report also needed corrections and had to be resubmitted. The grant ended July 31, 2017 and ARC was not able to get a correct financial report, de-obligate $116,600 unused funds, and close out the grant until mid-November 2017.

We were told that the same person in the financial office was responsible for collecting the data and preparing the report and worksheet during the grant, including the final period. However, that person was no longer at BSCC so we were unable to discuss the problems and delays to understand why they occurred so frequently. Also, we were not provided any written procedures that described the process followed by this individual in preparing the report, or files containing the accounting reports and data used, so we were unable to determine if they contributed to the errors.
Recommendations

BSCC should:

1. Review the process for preparing required grant project and SF-270 financial reports and establish and/or improve written procedures necessary to ensure all grant reporting requirements are met with regard to content and accuracy.

2. Ensure that the new or updated written procedures for preparing SF-270 financial reports include (a) specifying what accounting reports and data should be used, (b) describing steps required to reconcile and verify the accounting reports and data before preparing the SF-270 report, and (c) a requirement to maintain a file containing each SF-270 report submitted and the accompanying supporting documents (accounting reports and data) used to prepare the report.

Grantee’s Response

With regard to the recommendations on page 6 of the Draft Report, the college concurs there should be a written procedure for preparing required grant project and financial reports.

A step-by-step outline of the reporting process that has long been in place, is now in an easy-to-follow written format. This document was prepared by the Restricted Funds Accountant responsible for grants reporting; it has been reviewed by college administration, and once approved by the President and President’s Cabinet, will become a part of the procedures manual for the Department of Finance of the College. The written procedure will be updated or revised as needed to insure it is current at all times.

The detailed written procedure is attached for your review.

Auditor’s Comments

ARC will determine whether the information provided in the grantee’s response is adequate to resolve the finding and close the recommendations.
Appendix I

Grantee’s Response
Dated August 9, 2018
August 9, 2018

Re: Audit of ARC Grant No. AL-16924
Draft Report by Leon Snead & Company, P. C.

Dear Mr. Snead:

Please accept this letter and attachments as response to the Draft Report AL-16924 for Blevill State Community College. After reviewing the report and considering the two findings and recommendations, the College submits the following reply.

A. Questioned Costs

With regard to the items in question on pages 3 and 4 of the Draft Report, the college does not concur with the findings. All monies were spent within the parameters of the grant and with full approval of college administration and the ARC Project Manager. The intent of the AAHE grant was to increase the college-going rate of high school students in the Appalachian Region through a variety of college-prep activities, motivational events, academic skills improvement and tours of area colleges and universities, all without putting a burden on the schools served by the grant. Every expenditure met the approved school awards and the approved grant guidelines from ARC.

An individual description and explanation of each questioned expenditure, along with supporting documentation, is attached.

B. Reporting Requirements

With regard to the recommendations on page 6 of the Draft Report, the college concurs there should be a written procedure for preparing required grant project and financial reports.

A step-by-step outline of the reporting process that has long been in place, is now in an easy-to-follow written format. This document was prepared by the Restricted Funds Accountant responsible for grants reporting; it has been reviewed by college administration, and once approved by the President and President’s Cabinet, will become a part of the procedures manual for the Department of Finance of the College. The written procedure will be updated or revised as needed to insure it is current at all times.

The detailed written procedure is attached for your review.
We appreciate the opportunity to respond to the audit report for Appalachian Regional Commission grant #AL-16924 and trust that you find our response in order and all documentation appropriate.

Sincerely,

[Signature]

Wanda Jackson
Director of Grants & Federal Programs

whj/encl.
A. Questioned Costs

The audit identifies twelve individual reimbursements for re-evaluation. These reimbursements are brought into question “due to the nature of the expenses.” After a detailed review, all expenses were found to be reasonable purchases within the scope of the grant as it was described. The AAHE grant was based on highly successful programs throughout Appalachia, namely the Ohio Access to Higher Education and North Central Appalachian Center for Higher Education programs. By design, these programs provided “Access” grants to high schools that encouraged students to consider college, explore careers, and find financial aid and other resources to help them achieve success. The AAHE program approved by ARC states, “Activities include, but are not limited to, field trips and campus visits, business alliances, parent meetings, college and career fairs, utilization of career exploration software and other media, peer speakers, and teacher visits to schools and businesses.” Additionally, the model programs mentioned above established best practices in regards to program activities and execution, imparted to the program director through mentorship by the original directors of those programs. Previous experience has shown that the most effective programs create a college-going atmosphere by going beyond a series of college and career activities and designing a program within the school in which all students take part. As such, participating schools were encouraged name their individual programs and take steps to ensure student buy-in. Another best practice was to design a program that would be minimally invasive to the participating school. In the majority of cases, partner schools were severely limited in funding and resources and are located in economically depressed areas. During the time period the questioned costs were incurred, the average poverty rate for the schools’ communities was 18.96% with an average 61% free and reduced lunch rate. To properly establish a successful local program with a high likelihood of buy-in, it was anticipated the school would expend a significantly higher amount of supplies in the form of permission slips, agendas, paper and ink cartridges for newsletters and post-activity assessments. As such, schools were provided a budget line item to account for increased supply use. Additionally, all programs were allowed a discretionary line item, not to exceed 10%, that could be used for additional program support. All reviews, detailed below, will reference many of the above principles.

Of the twelve expenses that were questioned, ten involved items purchased for the implementation of the partner school’s college-going program. The remaining two expenses were events presented by the partnering school. These two will be addressed separately. The ten purchases were identified as follows:


As established by best practices and thus incorporated into program design as described above, the most effective use of grant funding to achieve the highest level of outcomes is for the partnering school to establish an individual program to represent a concerted effort to support
the success of the student participant. Hubbertville and Winston County High Schools both purchased “Student Planners” which not only allowed students to keep track of their assignments, but record important dates related to the AAHE program such as college application deadlines, ACT test dates, FAFSA night events, financial aid and scholarship application deadlines. These items served as a physical reminder of the program, with Hubbertville [a multi-year partner] going on to describe the planners as a school tradition. While planners may not seem to be a significant item, in schools facing economic challenges support material must often be sacrificed in favor of more traditional school supplies. The same principle applies to Phillips and Winfield High Schools’ purchase of “T-shirts” and “Pens & Pencils,” respectively. Both purchases identified student participants as involved with their unique college and career program (AAHE), with the t-shirts providing the additional benefit of participant identification providing an important safety mechanism and increased security on program trips. These are all reasonable uses well within the bounds of the program.

Three purchases in question were described as “Supplies,” with two being attributed to Curry High School and one to Phillips High School. (Curry High School’s purchase of “Postage” was also questioned, and it is uniquely related to the supplies addressed below.) Specifically, there arose a question that they “appeared to be more general in nature” and if “they were incurred specifically for the grant, this justification should have been documented.” In both cases, the reimbursement request submitted by Curry High School stated the supplies would be used to publish a monthly newsletter containing information on scholarships, college preparatory events, and admission presentations. The postage in question was identified as dedicated to mailing said newsletters. The rationale for the 6/7/15 request further identified that the purchased material would be dedicated to ACT test preparation and college registration, student success recognition, and scholarship applications. The materials purchased by Hubbertville not only are similarly intended for program support, but met a specifically identified need. Participating schools were instructed to have individuals complete surveys to gauge the culture surrounding career-technical education, specifically (attached). Many below average areas involved availability and accessibility of information. As such, discretionary funds were used to increase student access to materials. These are all considered reasonable uses well within the bounds of the program.

Hubbertville High School’s purchase of “Calculators” was questioned in this audit. It should be noted that these devices were not purchased in a vacuum. Other materials used for ACT test-taking preparation were also purchased. An acceptable ACT is a major component to college access. Calculators with similar capabilities are allowed for use on the ACT test dates, and are encouraged for advanced mathematics. As stated in the reimbursement request, access to this classroom set was designed to allow students to become familiar and comfortable with the use of a calculator. As to the question of item cost, SchoolMart is an approved vendor for Fayette County School System. These are all considered reasonable uses well within the bounds of the program.

The final two questioned costs were events held by Pickens County Career Center and Vina High School. Pickens CCC invited professional basketball player and motivational speaker,
Buffy Coleman, to address student participants on 3/31/2017. (The invoice was incorrectly recorded as 5/28/15 in the audit. The correct invoice date is 5/28/17.) The success of such a speaker is directly related to the level of audience interest and engagement. Effective motivation requires the audience be able to relate to the speaker. In this case, the program coordinator must be trusted to know the best way to engage her students. Basketball is an important aspect of life to much of this school’s student body, often identified as a career goal. This speaker emphasized the importance of not only secondary school completion, but also of gaining a skill or trade. As the topics were germane to program goals, and the speaker reasonably expected to be impactful to student participants, this is considered well within the guidelines and best practices of the grant program.

The questioned cost incurred by Vina High School on 6/8/15 was identified as “Community Awareness.” As mentioned above, business partnerships and parent meetings were specifically identified as possible program activities. These outreach events served not only to inform the community of school programs, but to facilitate partnerships. Sustainability being a constant goal for grant programs, community involvement events are an established method of connecting programs with sustaining partners. The activity in question was designed to inform community members of program activities at the close of the year in hopes of acquiring additional support to sustain program operations when grant funds were no longer available. The Community Awareness meeting also served to inform faculty and school board members so they could disseminate the information within their social and professional networks. Use of grant funds for this purpose were reasonable and well within the best practices of the AAHE program.
REIMBURSEMENT DOCUMENTATION
Activity Description and List of Documentation
Alabama Access for Higher Education (AAHE)

Date: 06/29/2015

School Requesting Reimbursement: Hubbertville School

Mailing Address: 7360 County Road 49, Fayette, AL 35555

Person Completing this form: Diane Fisher Phone number: 205-487-2845

Amount of Reimbursement: $532.25 Date of Activity: ________________

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)

Student Planner ordered for all students in grades 9-12

Brief statement relating the activity to the goals of the grant: (example: Visiting a college campus addresses concerns of awareness, affordability and aspiration.)

Having a daily planner so that students can keep daily assignments, tests and other important dates at their fingertips supports their efforts to be successful. This is a tradition at our school. Students are accustomed to using planners to help insure that they are on top of their assignments.

Additional Documentation needed for Reimbursement

___ Agenda for activity with names of individuals/offices/and programs

___ Sign-in sheet (names of all students, chaperones, bus drivers, etc.)

___ X Itemized receipts

___ Transportation charges

___ Payroll documentation for bus drivers, teachers, substitutes, etc.
HUBBERTVILLE SCHOOL
7360 County Road 49
Fayette, Alabama 35555
Phone: 205-487-2845
Fax: 205-487-3375

REQUISITION PURCHASE ORDER

DATE: 6-29-15

DELIVER TO: Hubbertville School

VENDOR: Premier

ADDRESS: 1360 Co Rd. 49

1400 Sequoia Drive, Suite 200

Fayette, WA 99326

800-447-2039
860-881-8776

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Shipping

46.00

NO BACKORDERS

TOTAL 532.25

APPROVAL

4010

FUND

STATED NUMBER

AUTHORIZED BY

DIANE FISHER / CURRICULUM

SPONSOR/TEACHER

SIGNATURE

DATE

I HEREBY CERTIFY THAT THE ABOVE ITEMS HAVE BEEN RECEIVED
REIMBURSEMENT DOCUMENTATION
Activity Description and List of Documentation
Alabama Access for Higher Education (AAHE)

Date: 06/21/2016

School Requesting Reimbursement: Hubbertville School

Mailing Address: 7360 County Road 49, Fayette, AL 35555

Person Completing this form: Diane Fisher Phone number: 205-487-2845

Amount of Reimbursement: $624.10 Date of Activity:

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)
Student Planner ordered for all students in grades 9-12

Brief statement relating the activity to the goals of the grant: (example: Visiting a college campus addresses concerns of awareness, affordability and aspiration.)

Having a daily planner so that students can keep daily assignments, tests and other important dates at their fingertips supports their efforts to be successful. This is a tradition at our school. Students are accustomed to using planners to help insure that they are on top of their assignments.

Additional Documentation needed for Reimbursement

___ Agenda for activity with names of individuals/offices/and programs
___ Sign-in sheet (names of all students, chaperones, bus drivers, etc.)
___ Itemized receipts
___ Transportation charges
___ Payroll documentation for bus drivers, teachers, substitutes, etc.
**HUBBERTVILLE SCHOOL**
7360 County Road 49
Fayette, Alabama 35555
Phone: 205-487-2845
Fax: 205-487-3375

**REQUISITION PURCHASE ORDER**

**DATE:** 6-22-16

**VENDOR:** Premier School Specialty

400 Sequoia Dr., Suite 200
Bellingham, WA 98226

**DELIVER TO:** Hubbertville School

**ADDRESS:**

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Shipping: $16.00

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**APPROVAL**

| 4010 | FUND |

**SPONSOR/TEACHER**

| Drae Yoder |

**STATE NUMBER**

**AUTHORIZED BY**

**SIGNATURE**

**DATE**

*I HEREBY CERTIFY THAT THE ABOVE ITEMS HAVE BEEN RECEIVED*
REIMBURSEMENT DOCUMENTATION
Activity Description and List of Documentation
Alabama Access for Higher Education (AAHE)

Date: 6-28-15
School Requesting Reimbursement: Winston County High School
Mailing Address: 1222 CR 24, PO Box 549, Double Springs, AL 35553
Person Completing this form: Jill Martinez, Phone number (205) 89-5593
Amount of Reimbursement: $50.00 Date of Activity: 6-28-15

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)
320 students, planners ordered to help keep up with important dates.

Brief statement relating the activity to the goals of the grant: (example: Visiting a college campus addresses concerns of awareness, affordability and aspiration.) Students will use planners daily for organizational and planning. Student planners are viewed monthly by principal for a grade.

Additional Documentation needed for Reimbursement

__ Agenda for activity with names of individuals/offices/and programs
__ Sign-in sheet (names of all students, chaperones, bus drivers, etc.)
__ Itemized receipts
__ Transportation charges
__ Payroll documentation for bus drivers, teachers, substitutes, etc.
__ Institutional Form
### 2015 Steamboat 5.5x8.5 Contract

**School**
- Winston County High School
- Po Box 549
- Double Springs, AL 35553

**Administrator**
- Mr. Jeff Cole, Principal
- Phone: (205) 489-5593
- Fax: (205) 489-8204
- Email: jcole@winston12.org

**Contact**
- Mr. Jeff Cole, Principal
- Phone: (205) 489-5593
- Fax: (205) 489-8204
- Email: jcole@winston12.org

**Date:** 5/24/2015
**Sales Rep:** Chris Roadruck
**CSR:** Amanda Scouligne
- chris@schooldatebooks.com
- amanda@schooldatebooks.com

**Billing and Shipping**
- **Bill To:** Po Box 549
  - Winston County High School
  - Mr. Jeff Cole
  - Double Springs, AL 35553

- **Ship To:** Po Box 549
  - Winston County High School
  - Mr. Jeff Cole
  - Double Springs, AL 35553

### Discounts
- **4% Discount per year with a three-year contract**
- **4% Discount for contracts received by 10/17/14**
- **3% Discount for contracts received by 12/12/14**
- **2% Discount for contracts received by 4/3/15**

### Enhancements
- Orders < 250 will incur a per book fee if any Enhancement is selected.
- Personalized Cover - Velocity (view your mascot options at www.schooldatebooks.com)
- Text Line 1: Winston County
- Text Line 2: High School
- Mascot: Hornet 4
- Vinyl pocket page: $0.00
- Stockers (per sheet): $0.20
- Cardstock half pass: $0.10

### Accessories
- This Week Marker (Minimum order of 25)
- Teacher Lesson Plan and Grade Book (Minimum order of 25)

### Shipping and Handling
- 12% of Minimum $25
- Rates apply to US/Canada shipments only
- Out of State: $69.65

### Total USD

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<tr>
<th>Product</th>
<th>#Books</th>
<th>#Pages</th>
<th>Cost/Book</th>
<th>Base Cost</th>
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<tbody>
<tr>
<td>Steamboat 5.5x8.5</td>
<td>320</td>
<td>8</td>
<td>$1.67</td>
<td>$598.40</td>
</tr>
</tbody>
</table>

### 2015 Steamboat 5.5x8.5 Order Form

<table>
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<tr>
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<td>320</td>
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<td>$1.67</td>
<td>$598.40</td>
</tr>
</tbody>
</table>

**Shipping and Handling**

**Desired Delivery Date:** 8/3/2015
**Earliest Delivery Date:** 7/21/2015

Buyer understands that handbook material and cover artwork are to be provided to School Datebooks, Inc. ("SDI") in the formats specified and within the deadlines provided in order to guarantee delivery by the desired delivery date. Failure to follow these guidelines may result in delivery delays and additional costs to the Buyer. Buyer understands that datebook and accept delivery during the agreed upon delivery window. Cancelled contracts will be subject to a charge of 15% of the contract total or the total of all costs incurred as of the date of invoices are not paid when due. Buyer will be responsible for any expenses, including reasonable legal fees, incurred by SDI in attempting to collect the balance due. Buyer represents and secures any required licenses and/or paying any and all licensing fees that may be due. Buyer agrees to indemnify and hold SDI harmless from and against any and all liability related to the event that I leave my position prior to the completion of the contract.

### One-Year Contract
- We agree to purchase datebooks from School Datebooks for the year of 2015-2016.

### Three-Year Contract
- We agree to purchase datebooks from School Datebooks for the years of 2015-2016, 2016-2017, 2017-2018 at a 4% discount per year. The three year contract also "locks" into our current price grid for the length of the contract. (*Shipping rate subject to change after initial year.*)

### Date

<table>
<thead>
<tr>
<th>Signed (School Administrator)</th>
<th>Title</th>
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</table>
REIMBURSEMENT DOCUMENTATION

Activity Description and List of Documentation

Alabama Access for Higher Education (AAHE)

Date: 6/30/2016

School Requesting Reimbursement: Winfield High School

Mailing Address: 232 Pirate Cove Winfield, AL 35594

Person Completing this form: Stefanie Weeks Phone number: (205) 487-6900

Amount of Reimbursement: $373 Date of Activity: 6/29/2016

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)

Ordered pencils and pens with the AAHE name and phrase to encourage students to buy into the AAHE program.

Brief statement relating the activity to the goals of the grant: (example: Visiting a college campus addresses concerns of awareness, affordability and aspiration.)

Incentive prizes help students to get excited about the program. Pens and pencils are frequently used by students.

Additional Documentation needed for Reimbursement

Agenda for activity with names of individuals/offices/and programs

Sign-in sheet (names of all students, chaperones, bus drivers, etc.)

Itemized receipts

Transportation charges

Payroll documentation for bus drivers, teachers, substitutes, etc.

Institutional Form
Winfield City High School  
232 Pirate Cove  
Winfield, Alabama 35594

Phone: 205/487-6900  
Fax: 205/487-4257

Vendor: Quill

Date: 6-20-16

Vendor No:

Activity: 3318

ASN:

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<tr>
<td>1</td>
<td>Ear charger with AAHE Logo</td>
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</tr>
<tr>
<td>2</td>
<td>Pencils with AAHE Logo</td>
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<tr>
<td>3</td>
<td>Pens with AAHE Logo</td>
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TOTAL: $400

CERTIFICATE FOR TAX EXEMPTION: This is to certify that the property described above is for sole use and benefit of the above named institution and will be used under the control of said institution. It is further certified that the undersigned is authorized by the provisions of Act No. 742, Legislature of 1953, approved September 17, 1953, as principal of said institution to issue this order and to make this certificate.

FOR OFFICE USE ONLY

Date Paid:  
Check No:  
Amount Paid:  

Signature:  
TRACHER'S SIGNATURE

Signature: B. Parrish  
PRINCIPAL'S SIGNATURE
REIMBURSEMENT DOCUMENTATION

Activity Description and List of Documentation
Alabama Access for Higher Education (AAHE)

Date: 6/27/16
School Requesting Reimbursement: Phillips High
Mailing Address: 142 School Ave, Bear Creek, AL 35543
Person Completing this Form: Monica Allen Phone number: (205) 486-3737
Amount of Reimbursement: $618.47 Date of Activity: 6/27/16

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)

Discretionary Funds spent on supplies for student use.

Brief statement relating the activity to the goals of the grant: (example: Visiting a college campus addresses concerns of awareness, affordability and aspiration.)

Literature Organizer holds college info for students

Additional Documentation needed for Reimbursement

☐ Agenda for activity with names of individuals/offices/and programs
☐ Sign-in sheet (names of all students, chaperones, bus drivers, etc.)
☐ Itemized receipts
☐ Transportation charges
☐ Payroll documentation for bus drivers, teachers, substitutes, etc.
☐ Institutional Form
<table>
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<td>Qual Stabilite Pencil Wedge Erasers: 12/Pack</td>
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<td>Studio RTA® 3-Deluxe Vertical Mobile File Cabinet, Black</td>
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**Total Merchandise:** $518.47

**Shipping:** Free

**Handling:** Free

**Estimated Tax:** None

**Total:** $518.47

**You Save:** $71.93

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**Billing Address:**

Imelda M. Austin/Number: 3172112
PHILLIPS HIGH SCHOOL
142 SCHOOL AVE
BEAR CREEK, AL 35543

**Shipping Information:**

Some orders may ship in multiple deliveries.

Please see your order confirmation e-mail for details.

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School Exclusive Offer: 35% off your order of $50 or more! Excludes Daily Deals, Sale/Ends products & Back-to-School Free Tote Return Policy: 100% Satisfaction Guarantee with $19.99 order. Exclusive School Savings:

Your School Savings: $0.00

https://www.qll.com/checkout/0
REIMBURSEMENT DOCUMENTATION
Activity Description and List of Documentation
Alabama Access for Higher Education (AAHE)

Date: 6/27/16
School Requesting Reimbursement: Phillips High
Mailing Address: 143 School Ave, Bear Creek, AL 35543
Person Completing this form: Monica Allen Phone number: (205) 486-3737
Amount of Reimbursement: $1,097.00 Date of Activity: 10/29/15

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)

Bought t-shirts for students in grades 9-12 and faculty staff. Each grade had a different color shirt. The AAHE logo was on front.

Brief statement relating the activity to the goals of the grant: (example: Visiting a college campus addresses concerns of awareness, affordability and aspiration.)
Students wore the shirts as they visited colleges and businesses.

Additional Documentation needed for Reimbursement

☐ Agenda for activity with names of individuals/offices/and programs
☐ Sign-in sheet (names of all students, chaperones, bus drivers, etc.)
✓ Itemized receipts
☐ Transportation charges
☐ Payroll documentation for bus drivers, teachers, substitutes, etc.
☐ Institutional Form
**Invoice**

**SPQ\'TEES, INC.**
145 1ST STREET
P.O. BOX 1902
HAMILTON, AL 35570

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**Bill To**

PHILLIPS HIGH SCHOOL

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<td>900.00</td>
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</tr>
</tbody>
</table>

**P.O. No**

**Terms**

Due on receipt

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THANK YOU FOR YOUR BUSINESS

**Subtotal**

$1,097.00

**Sales Tax (0.0%)**

$0.00

**Total**

$1,097.00
## Career Tech Culture Rubric

**AAHE Career Technical Culture Shift Program**

**The 9 Elements to Support and Encourage a Career Tech Culture**

<p>| | | | |</p>
<table>
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</table>

Please evaluate your school for each principle below. Add all scores and divide that sum by 9 to determine your Career Tech Culture baseline.

### 3 Tech Talk

Tech Talk is part of each student’s experience. The entire school staff and community members share their own experiences about technical benefits and/or create new experiences that impart their confidence that this pathway is open to all students.

### 3 Clear Expectations

Clear Expectations ensure that all students are prepared for a full range of post-secondary options. The goals of what it takes to be prepared are explicitly defined, communicated and part of daily school culture, such that students, families, teachers, administrators, and staff recognize the role that each plays in preparing students for technical programs.

### 3 Information & Resources

Information & Resources are regularly updated and readily available in centralized places such as media center, lunchroom, career/technical center, main office, library, and/or technical corners in classrooms. These areas are accessible to students, families, faculty, and community members and provide information on the benefits of technical education.

### 3 Comprehensive Counseling

Comprehensive Counseling for the technical pathway is available for every student, primarily from counselors, and supported by outreach staff, teachers and resource personnel. All advisors are informed and have access to technical program training. Decisions about coursework and career options are made with all post secondary opportunities in mind.

### 3 Testing & Curriculum

Testing & Curriculum development and practices are geared for every student to have career technical options. All students know about standardized testing dates and have the opportunity to take the tests regardless of cost. Students are aware of technical education curriculum options and have equal access to classes and programs.

### 3 Faculty Involvement

Faculty Involvement is constant and supports the career technical option culture at the school. Faculty is up to date on important “technical knowledge” and participate in ongoing professional development to allow them to be active in preparing students for technical programs. This also includes integrating technical program information and the very idea of career technical options into regular classroom activities.

### 3 Family Involvement

Family Involvement is active and regular. Families are informed partners in the process of supporting students through the technical pathway. They have opportunities to gain knowledge about the technical programs and become aware that all students can be technical bound. The school staff is available to answer questions and help make decisions about students’ academic futures.

### 3 Program Partnerships

Program Partnerships are strong, facilitating technical-related activities, such as field trips to technical campuses and fairs, internship programs, and raising awareness of and aspirations toward career technical programs.

### 3 Articulation

Articulation between elementary, middle, and high schools is seamless. The technical message is constant as students move through their educational journey. Work being done at each school coordinates with activities at other levels and sites.

### 3.79 Career Tech Baseline

Adapted from Pat McDonough’s Nine Elements (UCLA) and SJUSD/CSUSJ GEAR UP Rubric
Career Tech Culture Rubric
AAHE Career Technical Culture Shift Program
The 9 Elements to Support and Encourage a Career Tech Culture

School: Phillips High Date: 9-28-15

<p>| | | | |</p>
<table>
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Please evaluate your school for each principle below. Add all scores and divide that sum by 9 to determine your Career Tech Culture baseline.

2. **Tech Talk** is part of each student’s experience. The entire school staff and community members share their own experiences about technical benefits and/or create new experiences that impart their confidence that this pathway is open to all students.

3. **Clear Expectations** ensure that all students are prepared for a full range of post-secondary options. The goals of what it takes to be prepared are explicitly defined, communicated and part of daily school culture, such that students, families, teachers, administrators, and staff recognize the role that each plays in preparing students for technical programs.

2. **Information & Resources** are regularly updated and readily available in centralized places such as media center, lunchroom, career/technical center, main office, library, and/or technical corners in classrooms. These areas are accessible to students, families, faculty, and community members and provide information on the benefits of technical education.

2. **Comprehensive Counseling** for the technical pathway is available for every student, primarily from counselors, and supported by outreach staff, teachers and resource personnel. All advisors are informed and have access to technical program training. Decisions about coursework and career options are made with all post secondary opportunities in mind.

3. **Testing & Curriculum** development and practices are geared for every student to have career technical options. All students know about standardized testing dates and have the opportunity to take the tests regardless of cost. Students are aware of technical education curriculum options and have equal access to classes and programs.

3. **Faculty Involvement** is constant and supports the career technical option culture at the school. Faculty is up to date on important “technical knowledge” and participate in ongoing professional development to allow them to be active in preparing students for technical programs. This also includes integrating technical program information and the very idea of career technical options into regular classroom activities.

2. **Family Involvement** is active and regular. Families are informed partners in the process of supporting students through the technical pathway. They have opportunities to gain knowledge about the technical programs and become aware that all students can be technical bound. The school staff is available to answer questions and help make decisions about students’ academic futures.

3. **Program Partnerships** are strong, facilitating technical-related activities, such as field trips to technical campuses and fairs, internship programs, and raising awareness of and aspirations toward career technical programs.

1. **Articulation** between elementary, middle, and high schools is seamless. The technical message is constant as students move through their educational journey. Work being done at each school coordinates with activities at other levels and sites.

2.53 **Career Tech Baseline**

Adapted from Pat McDonough’s Nine Elements (UCLA) and SJUSD/CSUSJ GEAR UP Rubric
Career Tech Culture Rubric
AAHE Career Technical Culture Shift Program
The 9 Elements to Support and Encourage a Career Tech Culture

School: Phillips High
Date: 9-23-15

| 1 | Our school hasn't started work in this area. |
| 2 | Plans are in place to implement this at our school. |
| 3 | This is in place and we have evidence that it occurs. |
| 4 | This is our routine, it works, and we model it for others. |

Please evaluate your school for each principle below. Add all scores and divide that sum by 9 to determine your Career Tech Culture baseline.

1. **Tech Talk** is part of each student's experience. The entire school staff and community members share their own experiences about technical benefits and/or create new experiences that impart their confidence that this pathway is open to all students.

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5. **Testing & Curriculum development** and practices are geared for every student to have career technical options. All students know about standardized testing dates and have the opportunity to take the tests regardless of cost. Students are aware of technical education curriculum options and have equal access to classes and programs.

6. **Faculty Involvement** is constant and supports the career technical option culture at the school. Faculty is up to date on important "technical knowledge" and participate in ongoing professional development to allow them to be active in preparing students for technical programs. This also includes integrating technical program information and the very idea of career technical options into regular classroom activities.

7. **Family Involvement** is active and regular. Families are informed partners in the process of supporting students through the technical pathway. They have opportunities to gain knowledge about the technical programs and become aware that all students can be technical bound. The school staff is available to answer questions and help make decisions about students' academic futures.

8. **Program Partnerships** are strong, facilitating technical-related activities, such as field trips to technical campuses and fairs, internship programs, and raising awareness of and aspirations toward career technical programs.

9. **Articulation** between elementary, middle, and high schools is seamless. The technical message is constant as students move through their educational journey. Work being done at each school coordinates with activities at other levels and sites.

2. **Career Tech Baseline**

Adapted from Pat McDonough's Nine Elements (UCLA) and SJUSD/CSUSJ GEAR UP Rubric
# Career Tech Culture Rubric

**AAHE Career Technical Culture Shift Program**

**The 9 Elements to Support and Encourage a Career Tech Culture**

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**Career Tech Baseline**

Adapted from Pat McDonough’s Nine Elements (UCLA) and SJUSD/CSUSJ GEAR UP Rubric.
Career Tech Culture Rubric

AAHE Career Technical Culture Shift Program
The 9 Elements to Support and Encourage a Career Tech Culture

School:  

Date:  

1. Our school hasn’t started work in this area.
2. Plans are in place to implement this at our school.
3. This is in place and we have evidence that it occurs.
4. This is our routine, it works, and we model it for others.

Please evaluate your school for each principle below. Add all scores and divide that sum by 9 to determine your Career Tech Culture baseline.

2 Tech Talk is part of each student’s experience. The entire school staff and community members share their own experiences about technical benefits and/or create new experiences that impart their confidence that this pathway is open to all students.

2 Clear Expectations ensure that all students are prepared for a full range of post-secondary options. The goals of what it takes to be prepared are explicitly defined, communicated and part of daily school culture, such that students, families, teachers, administrators, and staff recognize the role that each plays in preparing students for technical programs.

2 Information & Resources are regularly updated and readily available in centralized places such as media center, lunchroom, career/technical center, main office, library, and/or technical corners in classrooms. These areas are accessible to students, families, faculty, and community members and provide information on the benefits of technical education.

2 Comprehensive Counseling for the technical pathway is available for every student, primarily from counselors, and supported by outreach staff, teachers, and resource personnel. All advisors are informed and have access to technical program training. Decisions about coursework and career options are made with all post-secondary opportunities in mind.

2 Testing & Curriculum development and practices are geared for every student to have career technical options. All students know about standardized testing dates and have the opportunity to take the tests regardless of cost. Students are aware of technical education curriculum options and have equal access to classes and programs.

2 Faculty Involvement is constant and supports the career technical option culture at the school. Faculty is up to date on important “technical knowledge” and participate in ongoing professional development to allow them to be active in preparing students for technical programs. This also includes integrating technical program information and the very idea of career technical options into regular classroom activities.

2 Family Involvement is active and regular. Families are informed partners in the process of supporting students through the technical pathway. They have opportunities to gain knowledge about the technical programs and become aware that all students can be technical bound. The school staff is available to answer questions and help make decisions about students’ academic futures.

2 Program Partnerships are strong, facilitating technical-related activities, such as field trips to technical campuses and fairs, internship programs, and raising awareness of and aspirations toward career technical programs.

2 Articulation between elementary, middle, and high schools is seamless. The technical message is constant as students move through their educational journey. Work being done at each school coordinates with activities at other levels and sites.

2 Career Tech Baseline

Adapted from Pat McDonough’s Nine Elements (UCLA) and SJUSD/CSUSI GEAR UP Rubric
Date: 6/17/15

School Requesting Reimbursement: Currie High School
Mailing Address: 155 Yellow Jacket Dr Jasper, AL 35503
Person Completing this form: Kristi Cain Phone number: 384-3887
Amount of Reimbursement: $85.82 Date of Activity: 6/10/15

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)

Supplies - flash drives, parchment paper, pencils, pens, certificate holders, paper

Brief statement relating the activity to the goals of the grant: (example: Visiting a college campus addresses concerns of awareness, affordability and aspiration.)

Purchased materials and supplies to be used for student monthly newsletters, materials used for registration and testing of ACT, materials to be used for mail outs, materials used for awards day program, and materials to help students in applying for college admission and scholarships.

Additional Documentation needed for Reimbursement

1. Agenda for activity with names of individuals/offices/and programs
2. Sign-in sheet (names of all students, chaperones, bus drivers, etc.)
3. Itemized receipts
4. Transportation charges
5. Payroll documentation for bus drivers, teachers, substitutes, etc.
**PURCHASE ORDER**

**INVOICE TO:**
CURRY HIGH SCHOOL
155 YELLOW JACKET DRIVE HIGHWAY 257
JASPER, AL 35503
PHONE: (205) 384-3887 FAX: (205) 221-7381
FO NUMBER: 15-000585
FO DATE: 06/10/2015
EXPIRES ON: 07/11/2015
ORIGINATOR: AARON/CAIN

**SHIP TO:**
CURRY HIGH SCHOOL
155 YELLOW JACKET DRIVE
HIGHWAY 257
JASPER AL 35503
ATTENTION: JENNIFER NICKOLS

**VENDOR:** 1410
QUILL CORP.
P. O. BOX 37600
PHILADELPHIA PA 19101-0600

PHONE: (800) 789-6040 FAX:
EMAIL:
COST CENTER: 0070
REQ NUMBER: 000000

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**PURCHASE ORDER TOTAL:** $885.82

***** NO BACK ORDERS ***** NO BACK ORDERS ***** NO BACK ORDERS *****

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**ALLOCATION TRACKING**

**GENERAL LEDGER ACCOUNT**
4490-32-5-1100-419-0070-7501-0-1500-0000
GUIDANCE, INSTRUCTION-OTHER INST SU

**AMOUNT**
885.82

**DISTRIBUTION TOTAL:**
885.82

---

**APPROVED BY:**

**DATE:** 6/10/15

**PRINCIPAL**

**RECEIVED BY:**

**DATE:**
REIMBURSEMENT DOCUMENTATION

Activity Description and List of Documentation
Alabama Access for Higher Education (AAHE)

Date: 8/22/16
School Requesting Reimbursement: Curry High School
Mailing Address: 155 Yellow Jacket Dr, Jasper, AL 35503
Person Completing this form: Patricia Tuggle Phone number: (205) 384-3887
Amount of Reimbursement: $709.36 Date of Activity: 6/15/16

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)
Ordered materials to use monthly for Senior Newsletters

Brief statement relating the activity to the goals of the grant: (example: Visiting a college campus addresses concerns of awareness, affordability and aspiration.)
A monthly senior newsletter will be provided to assist seniors with scholarship information and monthly college admission presentations.

Additional Documentation needed for Reimbursement

___ Agenda for activity with names of individuals/offices/and programs
___ Sign-in sheet (names of all students, chaperones, bus drivers, etc.)
___ Itemized receipts
___ Transportation charges
___ Payroll documentation for bus drivers, teachers, substitutes, etc.
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PURCHASE ORDER TOTAL: $1,259.41

****** NO BACK ORDERS ****** NO BACK ORDERS ****** NO BACK ORDERS ******

ALLOCATION TRACKING

GENERAL LEDGER ACCOUNT
4490-32-5-1100-419-0070-7501-0-1500-0000
GUIDANCE, INSTRUCTION-OTHER INST SU DISTRIBUTION TOTAL:

16-000526

APPROVED BY: [Signature] DATE: 6/15/16

PRINCIPAL

RECEIVED BY: 

DATE:
REIMBURSEMENT DOCUMENTATION
Activity Description and List of Documentation
Alabama Access for Higher Education (AAHE)

Date: 8/24/16
School Requesting Reimbursement: Curry High School
Mailing Address: 155 Yellow Jacket Dr. Jasper, Al 35503
Person Completing this form: Patricia Tuggle. Phone number: (205) 384-3887
Amount of Reimbursement: $94.00 Date of Activity: 2016

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)
   Stamps were purchased for senior mailings.

Brief statement relating the activity to the goals of the grant: (example: Visiting a college campus addresses concerns of awareness, affordability and aspiration.)
   Stamps were ordered so monthly news letters, transcripts and letters of recommendation may be mailed.

Additional Documentation needed for Reimbursement
   Agenda for activity with names of individuals/offices/and programs
   Sign-in sheet (names of all students, chaperones, bus drivers, etc.)
   Itemized receipts
   Transportation charges
   Payroll documentation for bus drivers, teachers, substitutes, etc.
REIMBURSEMENT DOCUMENTATION
Activity Description and List of Documentation
Alabama Access for Higher Education (AAHE)

Date: 5/29/15

School Requesting Reimbursement: Hubbertville School

Mailing Address: 7360 County Road 49, Fayette, Al 35555

Person Completing this form: Diane Fisher Phone number: 205-487-2845

Amount of Reimbursement: Date of Activity:

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)

Calculators were purchased for use in preparing for the ACT.

Brief statement relating the activity to the goals of the grant: (example: Visiting a college campus addresses concerns of awareness, affordability and aspiration.)

Calculators are needed for the ACT. Being prepared and experienced at using the calculators help them be prepared and reduce test anxiety while testing.

Additional Documentation needed for Reimbursement

____ Agenda for activity with names of individuals/offices/and programs

____ Sign-in sheet (names of all students, chaperones, bus drivers, etc.)

X____ Itemized receipts

____ Transportation charges
REQUISITION PURCHASE ORDER

DATE: 5-29-15
VENDOR: School Mart

DELIVER TO: Hubbertville School
ADDRESS: 7360 Co. Rd. 49
1429 Odenton Road
Odenton, MD 21113

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TOTAL 1310.29

NO BACKORDERS

APPROVAL

AAHE #4010 FUND

Diane Fisher, Guidance SPONSOR/TEACHER

STATE NUMBER

AUTHORIZED BY

SIGNATURE

DATE

I HEREBY CERTIFY THAT THE ABOVE ITEMS HAVE BEEN RECEIVED
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SchoolMart Part #: TI-84PLCE-TK

---

**Estimate Shipping & Tax**

- **Zip/Postal Code:** 35555

**Total:** $1,310.29

**Subtotal:** $1,290.00

**Shipping & Handling:** $20.29

**Estimated Tax:** $0.00

---

The following locations are subject to sales tax: Maryland
REIMBURSEMENT DOCUMENTATION

Activity Description and List of Documentation

Alabama Access for Higher Education (AAHE)

Date: 5/28/2015

School Requesting Reimbursement: Pickens County Career Center

Mailing Address: 377 Ladow Center Circle

Person Completing this form: LaMonica Little Phone number: 205-367-2080

Amount of Reimbursement: 400.00 Date of Activity: 3/31/2017

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)

Students attended motivational speaker assembly featuring former Harlem Globe Trotter Buffy Coleman. He encouraged students to be on time, behave in the classroom, pay attention to the teachers and develop good study habits at home. He explained that the smarter you are in the classroom the more prepared they'll be in life. He explained how each one of the core subjects will be used in life in the real world. He stressed that if they drop out of school all of their dreams will end. He explained to students the importance of developing listening and communication skills, and how it is a form of education. He told them the importance of being observant of anything that they want to gain knowledge of, and how networking and communicating with a successful mentor, could help them to learn a valuable skill or trade.

Brief statement relating the activity to the goals of the grant: (example: Visiting a college

Our students had the opportunity to listen to a highly successful former athlete regarding the benefits of perseverance and setting goals. This would beneficial to the our students because it would help with college and job interviews and allowed them to see how other were successful in obtaining their goals

X Agenda for activity with names of individuals/offices/and programs

X Sign-in sheet (names of all students, chaperones, bus drivers, etc.)

X Itemized receipts

N/A Transportation charges

NA Payroll documentation for bus drivers, teachers, substitutes, etc.
Motivational Speaker:
Buffy Coleman
3/31/17
Pickens County High School

Motivational speaker Mr. Buffy Coleman gave an interactive and powerful motivational presentation to all 9-12 grade students at Pickens County High School. Topics discussed were bullying, success, and overcoming obstacles. The students were engaged the entire time. Approximately 120 students attended the motivational presentation.
**REQUISITION - ONLY**

Date: March 8, 2017

To: ____________________________  
Deliver to: Buffy Coleman

Address: ____________________________  
Address: 5524 Hwy 371

Heflin, LA 71039

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TOTAL $400.00

AHEE Grant [PC0C]  
(Account Number)

LaMonica Little  
(Teacher)

(Name of School)  
(Signature of Principal)

Submit to Pickens County Board of Education for processing of purchase order.
REIMBURSEMENT DOCUMENTATION

Activity Description and List of Documentation

Alabama Access for Higher Education (AAHE)

Date: 6/8/15

School Requesting Reimbursement: Vina High School

Mailing Address: 8250 Hwy 23 Vina, AL 35593

Person Completing this form: Sharon Sparks  Phone number: 256-331-2261

Amount of Reimbursement: 329.61  Date of Activity: 5/28/15

Activity: (example: 25 seniors traveled to Bevill State for a campus tour and met with a financial aid officer. Students and chaperones had lunch at Subway.)

29 individuals attended a community involvement activity. Lunch was provided by Swamp Johns.

Brief statement relating the activity to the goals of the grant: (example: Visiting a college campus addresses concerns of awareness, affordability and aspiration.)

The activity was for school and community awareness. Information was provided in regards to the activities conducted during the 2014-15 school year for all students in grades 9th – 12th.

Additional Documentation needed for Reimbursement

  □ Agenda for activity with names of individuals/offices/and programs
  □ Sign-in sheet (names of all students, chaperones, bus drivers, etc.)
  □ Itemized receipts
  □ Transportation charges
  □ Payroll documentation for bus drivers, teachers, substitutes, etc.
  □ Institutional Form
Community Involvement

May 22, 2015

Welcome – Mr. Jame Pharr

Overview of Activities – Sharon Sparks

Lunch

Closing Remarks – Mr. James Pharr
## Community Involvement/Teacher Involvement

**May 22, 2015**

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B. Reporting Requirements

PREPARING REQUIRED GRANT PROJECT AND FINANCIAL REPORTS

The College is responsible for expending grant awarded funds in accordance with the narrative provided by the Grant Award Notification. The College is also responsible for reporting financial and progress and performance data to the appropriate granting entity timely, accurately, and as instructed in the Grant Award Notification. Financial reports include all required monthly, quarterly, and closeout forms and documents. The following procedures detail where and how information is gathered, reviewed, and reported; the proper approval and signature path; the reconciliation process, and follow-up and closeout procedures.

Maintain a Grant File

A properly maintained grant award file should contain, but is not limited to the following:

1. A copy of the approved Grant Award Notice signed by all parties.
2. A copy of the approved budget and budget amendments for the grant project.
3. Identity of the grant Project Director, administrative assistant, the Grant Administrator or other point of contact with the granting entity and contact information.
4. A copy of the chart of accounts for the grant.
5. All required financial and progress and performance report due dates, including monthly, quarterly, and final closeout reports.
6. The name(s) and form number(s) for all required reporting.
7. The approval path and authorized signature(s) for each report.
8. Complete copies of all signed financial, progress and performance reports as well as any required backup supporting documentation that are submitted during the grant period.
9. Any other documentation or correspondence applicable to the grant.

Encumbering and Expending Grant Award Funds

The Project Director is responsible for following the College’s Purchasing Policies and Procedures located in the current edition of Employee Handbook. Additional procedures include:

1. The approved budget is entered into the system by the Finance Department, and access is granted to the Project Director and other approved individuals to initiate purchase orders.
2. All signed approved check requests are sent to the Finance Department for review prior to being received by Accounts Payable for payment.
Accounting Reports and Data for Review

Accounting reports and data are gathered and reviewed to ensure grant reporting is met with regard to content and accuracy. The following internal reports and review of these reports is performed prior to preparing and submitting grant reports.

1. **Review Vendor Payment Detail Report (APRVP):**
   a. This report lists all checks that have been issued and charged to the grant for the time period under review for reporting.
   b. Review the ST column of the APRVP for the STATUS for each check. R means the check has cleared through the bank. O means the check is still outstanding. V means the check has been voided. Do not report voided checks.
   c. Copies of all checks on the APRVP as well as supporting documentation are obtained from Accounts Payable or the Finance Department via FileBound. Review checks and supporting documentation to ensure all required data is accurate and included for grant reporting.

2. **Current Yearly Transaction Register (GLYTR):**
   a. Review this register for any journal entries or voided checks. Journal entries are identified as AJE with an accompanying number. Journal entries will have a batch number identifying the person that initiated the entry. Copies of journal entries are housed with the Finance Department. Review any journal entries that affect current or prior grant reporting to determine if current or prior reports need to be adjusted. Review voided checks that may have been previously reported and make necessary adjustments or corrections to financial reports.

3. **Payroll Preview Report (PRPCR-P):**
   a. This report is time-sensitive and must be run prior to closing payroll at the end of the month. This report is obtained from the Finance Department – Payroll.
   b. Review the report for accuracy of the employees assigned to the grant, benefits matching and insurance deductions.
   c. This report contains only totals of all payroll for the time period.

4. **Payroll Earnings Listing (PREL):**
   a. Run this report for each program code if the grant award includes separate types of payroll that are required to be reported separately on the grant financial reports. This includes, but is not limited to, regular salaries and wages versus Professional Development salaries and wages. The Payroll Preview Report does not provide this breakdown.
5. External Sources of Funding:
   a. Identify any external sources of funding outside of Restricted funds. Examples included bond or foundation funding and Unrestricted assets and expenditures for institution matching purposes, if the College is required to match a portion or percentage of the grant award.

Financial Reporting and Reconciliation

Grant financial forms should be prepared according to the form instructions once all accounting data has been reviewed for accuracy. Financial forms should be reconciled to the data. The forms are then forward to the appropriate individuals for review and approved signature(s).

1. Prepare financial reporting forms according to the form instructions.
2. Reconcile the report form totals to the financial data. The totals reported on the financial form should reconcile to the totals of the Vendor Payment Detail, Payroll Preview Report, Payroll Earnings Listing, and all other sources of funding.
3. Review the reporting period for accuracy. Financial reporting should not overlap periods already reported. Also review the form number if financial reports are to be numbered chronologically, as required on the SF-270 or other forms.
4. A Budget to Actual Report (GLBAC) can also be used to reconcile the remaining budget as per the College to the remaining funds available according to the granting entity.
5. Present the financial reports and supporting documents to the Program Director for review.
6. After the Program Director has reviewed, forward the financial reports and supporting documents to the authorized signer(s) for review and signature(s).
7. Retain a copy of the signed forms and supporting documentation in the grant file.
8. Submit financial forms and supporting documentation to the Grant Administrator or other point of contact according to the instructions in the Grant Award Notification.

Follow Up Procedures

Follow up on financial reporting to ensure that payment is received timely and that the payments match the reports. Follow up procedures include monitoring cash receipts and communicating with the Grant Administrator if payments do not match, or if payments are not received timely. Communicate with Grant Administrator and Project Director to improve any circumstances that affect accuracy and timeliness of payments received.
Final Closeout Reporting

Identify the grant final closeout procedures provided by the Grant Award Notification and Grant Administrator. Follow the same procedures for reporting periodic financial data. Reconcile periodic financial reporting to the totals reported on the closeout reports for accuracy. Reconcile payments received to totals submitted. Identify and correct any discrepancies. The Project Director is responsible for providing data to complete closeout Progress and Performance Reports. Copies of all grant award documents, budgets and amendments, financial reports, progress and performance reports, supporting documentation, final closeout reports, and communications are to be kept in the Master Grant File.
The College is responsible for the payment of purchases made only through the approved purchase procedures. The following procedures are followed for the acquisition of all materials, supplies, equipment, repair, rent, services, and other obligations of the institution.

1. The department making the request is responsible for verifying that funds are available in the appropriate budget unit. If necessary, a completed copy of the Budget Revision Request Form is forwarded to the Business Office for entry into the computerized budgeting system. The Budget Revision Request Form (Appendix LL) should be obtained from the Business Office.

2. All purchase requests shall be processed through the online requisition system. The online requisition system is accessed through the “My BSCC” section of the “Faculty and Staff” heading located on the College’s website. User I.D. and Password are required to enter the online requisition system. These may be obtained through the Computer Services Department. Under extreme circumstances, a paper copy of the purchase requisition may be used for purchase requests. The paper copy must be completed in its entirety and sent to the Coordinator of Purchasing for processing. The paper purchase order form is a triplicate form and should be obtained from the Business Office.

3. After the purchase requisition has been processed through the purchasing system, the approved purchase order is mailed to the vendor and copies are sent to the appropriate College personnel.

**Purchase Orders**

1. A properly executed purchase shall constitute a contract which is binding upon both the institution and the vendor. All purchase orders, adjustments, cancellations, and/or revisions to purchase orders must be in writing from the Coordinator of Purchasing.

2. All negotiations with a vendor pertaining to changes in prices, terms, conditions, substitutes, deliveries, etc., are to be handled through the Coordinator of Purchasing in coordination with the budget manager.

3. The Coordinator of Purchasing will provide for the consolidation of purchases whenever possible and thus obtain quantity discounts for volume purchases.

4. When a purchase order has been assigned by the Coordinator of Purchasing, copies are distributed as follows: (a) Original (white copy) to vendor, (b) Yellow copy to Accounts Payable, (c) Pink and goldenrod to requestor.

5. The goldenrod copy of the purchase order should be signed and forwarded to accounts payable for payment upon receipt of goods and/or services. Encumbrances will be liquidated when payment is made. Partial payments may be made if indicated on the receiving copy.
BOOKSTORE PURCHASES

A purchase order is necessary for items purchased from the Campus Bookstores. The purchase will be charged to the departmental budget. All legal requirements, including bid procedures, apply to purchases made in the bookstore.

COMPETITIVE BIDS

State-supported institutions are required to obtain sealed bids for like items which exceed $15,000 institution-wide during a fiscal period (October 1 through September 30) in accordance with state law. Preparation of specifications for items to be purchased through competitive bids is a joint responsibility between the Purchasing Coordinator and the requesting department. It is imperative that all persons responsible for purchasing obtain and familiarize themselves with “The Alabama Competitive Bid Law.” Purchases cannot be split to avoid the bid law.

All personal property acquisitions estimated to exceed $500,000 shall be submitted to the Board of Trustees for approval. The Chancellor shall be authorized to approve unforeseen increases in cost not to exceed ten (10) percent of the Board-approved purchase amount.

CHECK REQUEST

Check Requests are only appropriate when the purchase order process cannot be utilized by the specific vendor such as utilizing the Wal-Mart card. Checks are issued when all needed paperwork is received by Accounts Payable. When filling out the check request, please make sure all information is on the Check Request Form (Appendix MM).

COURSE SYLLABI

Faculty members will consult the Division Chair, College-Wide Dean, Instructional Site Director or Discipline Chair for copies of course syllabi. Faculty members are required to disseminate an approved college-wide state-approved course syllabus to each student in each course at the beginning of the semester but must also provide students with a daily/weekly schedule of course work.

A daily/weekly schedule (1) must include all the details necessary for each student to know the full range of requirements in a class; (2) must include an outline that gives the class activities for each class session; and (3) a grading structure. Each semester, a complete copy of each syllabus must be filed with the office of the appropriate Division Chair.
Textbooks

All textbooks and supplemental material required of students will be sold through the College bookstores. Under no circumstances are instructors to sell or take orders personally for such items. Instructors must use only those textbooks/materials approved for the course taught. Textbooks/materials provided by the instructor’s department/division remain the property of the department/division.

1. Each discipline committee will review and recommend textbooks/materials through appropriate administrative/instructional processes.
2. The textbook/materials to be considered must meet the course description in the catalog and state syllabus.
3. A primary consideration of the committee shall be the cost of the textbook/materials to the student.
4. If the textbook/materials will lead to personal profit for the author who is a member of the Instructional discipline committee seeking to adopt the textbook/materials, the author shall not be permitted to vote.
5. The committee will make recommendations for adoption of a textbook/materials to the appropriate College-Wide Dean.
6. The appropriate College-Wide Dean will be responsible for informing the bookstore, in a timely fashion, of the approved textbook/materials.
7. The use of any supplementary textbook/materials which the instructor requires the student to purchase must be approved by the curriculum committee.
8. New editions of textbooks should be adopted for the first term that the textbook is reasonably available.
9. New books must be adopted using the Textbook Adoption Form (See Appendix NN).

Final Examinations

Final examinations must be given according to the examination schedule, unless previous arrangements are made with the College-Wide Dean. If a student needs to take a final examination early or late, approval of the instructor and appropriate College Wide Dean is required. For changes in the final examination schedule for distance learning courses, approval of the Chair for Distance Education is required.