

Form A: Title Page

Montana College Access Challenge Grant Sub-Grant Application Coversheet

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**Great Falls College Montana State University
Financial Literacy Program
College Access Challenge Grant Proposal
September 2013
Project Abstract**

Great Falls College MSU (GFC MSU) is one of the Montana University System's stand-alone, two-year colleges. Many of our students come from low income backgrounds, demonstrated by the high percentage of students seeking financial assistance on our campus. While financial assistance provides access to many students to better their lives through education, access is not the only barrier to student success in college. Getting in the door is only the first step. Ongoing financial literacy is required to ensure that college is affordable, loan balances are kept low, academic planning is in the forefront, and loan repayment is feasible upon graduation. Recognizing that financial literacy is a key component to success not only in college, but life beyond college, Great Falls College MSU wishes to build upon financial literacy efforts already in place and expand the college's role in helping students attain the life skill of making financially sound decisions.

GFC MSU has identified several goals to enhance our financial literacy efforts and bring our financial literacy program more in line with best practices and concepts that have been outlined in this RFP. We realize that increased efforts will help us to reduce student loan debt, improve our cohort default rate, and decrease time to graduation. We understand the need to expand the scope of our efforts to reach new students, high-risk students, and the campus population as a whole. Through the College Access Challenge Grant, GFC MSU will:

- Advertise for and hire a Financial Literacy Program Coordinator to serve as the primary point of contact and to oversee the daily management and coordination of the project.
- Develop a Financial Literacy Advisory team to identify and incorporate strategies to enhance and improve financial literacy programs following established best practices.
- Disseminate approved financial literacy information materials to reach targeted audiences (new students and targeted at-risk groups).
- Identify high-risk populations for targeted intervention; reach out to those students to provide additional information and referral to resources that aid students in navigating both academic and financial assistance to improve student success.
- Incorporate financial literacy concepts and information into advising sessions. Currently, 1491 students receive advising sessions from 5 academic advisors.

Project Narrative

Demonstrated Need

At GFC MSU, we have identified several factors that demonstrate the need for increased financial literacy awareness and education. Despite a relatively low price tag for tuition and fees, we have a high percentage of our population utilizing financial assistance. Seventy percent (70%) of our student population receives some type of financial aid, with 75% of those students qualifying for Pell grants, many with Expected Family Contributions (EFC) of zero (0). The average age of our student is 29. Almost 51% of our students attend part time. Research has shown lower retention and graduation rates within the population of students receiving Pell grants. Studies show that students who take longer to graduate are the least likely to be able to afford it. They are most likely to: carry a balance on their credit cards, come from a family that cannot afford to pay for college without loans, not have money to participate in the activities they enjoy, have a lower GPA, and have reduced their course load because of debt.¹ We have seen this research validated in Montana where those students who qualify for Pell grants are also more likely to borrow student loans at higher levels. At GFC MSU, students borrowed on average, \$3,505 in 2012-2013. This is 12% higher than it was five years ago. Across the state, we have seen debt levels rising. In 2011, students graduating with an Associate's degree borrowed, on average, \$18,075. This is 7% higher than it was three years prior. Those students graduating with a Certificate of Applied Science borrowed an average of \$12,515. This is 10% higher than it was years prior.

Another trend demonstrating a need for increased financial literacy awareness is increasing cohort default rates (CDR). Nationally, the trend is for increasing default rates at most schools and GFC MSU is no different. Where we have previously had default rates lower than the national average, we have seen a slow, but steady increase in those rates which are now approaching levels that are quite concerning. In 2007 the CDR was 3.1%; the most recent CDR (2011) is 11.2%. If rates continue to rise, GFC MSU is in danger of receiving sanctions from the Department of Education, jeopardizing the availability of aid programs for future students.

While GFC MSU has recognized this demonstrated need and has employed various financial literacy tactics to reduce it, it is clear that more can be done. To determine where current efforts may be enhanced, the College has reviewed the financial literacy concepts and best practices that have been identified by the Affordability Task Force and the Year One grant recipients and identified the following gaps in service:

- 1. An MUS or Community College campus employee designated as Project Manager who is responsible for day-to-day management and operations of the program.**

¹ Barbara Wharton, 2007,
http://studentaffairs.osu.edu/pdfs/assess_presentation_ACPA_NASPA_07_Section3.pdf

- Great Falls College is a small campus with limited human resources. The Financial Aid Office employs three staff members to serve almost 2,000 financial aid applicants each year. Recognizing that financial literacy efforts should be campus-wide and not just in the Financial Aid Office, but also that other departments on campus are similarly “strapped” for available time and resources, the campus has been unable to assign a designated project coordinator to spearhead a cohesive financial literacy plan. A part-time position to coordinate and manage financial literacy is needed.
2. **Development of a campus-wide advisory committee with representation from related offices such as: Student Government, Admissions, Student Success Office, Financial Aid and Student Services, TRiO, Student Support Services, Veterans, Native Americans, and Advising Centers.**
 - GFC MSU does not currently have a committee such as this. To create a campus-wide culture of awareness about financial literacy issues and how they relate to all aspects of student success, a committee with broad representation of faculty and staff is needed.
 3. **Distribution and direct application of Student Financial Services approved financial literacy education materials including *Dollars and Sense* workbook, www.mus.edu/prepare website and www.getmoneysmarts.org website.**
 - Students who attend loan entrance counseling and who enroll in COLS 103, our required, first-year student success course, do receive some financial literacy education materials. However, a more consistent effort to provide these approved materials would strengthen current efforts. Materials should be utilized to reach new students and targeted groups of high-risk students to maximize the impact of the information. All efforts across campus should deliver the same message in the same way. Faculty and staff should be familiar with the materials being used so that guidance may be offered to our students in a more unified manner.
 4. **Enhanced loan entrance counseling for all new student borrowers**
 - GFC MSU provides a quality entrance counseling session to all students who attend orientation. These face-to-face sessions comprise both financial literacy and loan entrance counseling requirements. All students attending orientation attend the session and hear the financial literacy presentation. If students are not borrowing student loans, they are then excused while the others stay for the entrance counseling requirement. Anecdotally, we have noticed that many students stay for the whole session, even if they are not intending to borrow loans. Also, we have experienced several students deciding to cancel or reduce their student loans

after attending the combined financial literacy/entrance counseling sessions.

- 5. All freshman must receive financial literacy educational materials – at a minimum must receive MUS cards and GetMoneySmarts cards provided by SFS.**
 - Currently, all new students are encouraged to attend Orientation, but it is not mandatory. Our mandatory Registration sessions that occur prior to Orientation, however, *are* required. Our Registration sessions are similar to what many schools do at orientation: provide information about the college, review policy and procedure, provide academic planning, and register for courses. Financial literacy educational materials are not provided at these sessions, and it is clear that this would be the perfect place to get those materials into the hands of new students. The materials, combined with academic planning done with students by their advisors, would be an opportunity to connect the concepts of financial literacy to sound academic planning, reduced time to degree, and consequently, lower borrowing and a better “bang for your buck.”
- 6. Low-income and underrepresented student populations must receive focused financial literacy education and specific targeted services. Target students with high student loan debts or when students meet certain thresholds of debt and target specific groups of students (i.e. Native American, veterans, non-traditional).**
 - GFC MSU does not directly target underrepresented student populations, or at-risk groups to receive focused financial literacy education but recognizes the need.
- 7. Financial literacy education must include specified topics:**
 - Topics covered in orientation sessions and COLS 103 courses (a mandatory graduation requirement for most students) include basic budgeting information, credit scores, and smart borrowing. Implementing enhanced financial literacy programs would ensure more in-depth coverage of all topics identified as best practice.
- 8. Students’ surveys reflective of their knowledge level, opinions, and needs.**
 - Currently, students are not surveyed to demonstrate the effectiveness of the information they have received. Students taking the COLS 103 course are graded, however, based on demonstration of knowledge of the content of the course (which includes a financial literacy component).
- 9. Development and monitoring of early indicators of students with retention/completion and financial issues (i.e. satisfactory academic progress, late registration followed up by intervention).**

- Currently, GFC MSU utilizes GradesFirst software within our Advising and Career Center to track advising sessions and to interface between advisors and faculty to help students be successful. In the fall of 2013, an early alert system within GradesFirst was implemented, providing a mechanism to intervene with at-risk students as soon as possible. This will allow students, faculty, and advisors to more easily keep the student's academic plan in the forefront of their education. It allows for conversations about staying on track, adjusting the plan as needed, and avoiding unnecessary coursework to improve time to degree.
- Additionally, the college places a "hold" on students who are on academic probation, forcing them to visit with their academic advisor and review their academic plan as well as work through the process of identifying barriers to success, setting goals, and identifying resources that may be needed to ensure successful completion of remaining coursework.
- Students placed on financial aid suspension who wish to appeal for continued aid eligibility must work closely with their academic advisor to develop an academic plan and identify steps they must take to improve their ability to succeed in future coursework. This academic planning must be completed prior to the appeal being reviewed, forcing the student to think about the academic plan. This more intensive approach to Satisfactory Academic Progress (SAP) was created as a result of changes in federal regulations governing SAP processes as well as the development of our new Advising and Career Center, which moved academic advising away from faculty advisors to full-time, professional advisors.

10. Incorporate financial literacy education into advising opportunities (career services or student services).

- GFC MSU has made great strides over the last couple of years to develop an intensive advising program. The Advising and Career Center was established to provide full-time, professional advisors who work with students throughout their time at GFC MSU. The Center employs five advisors who remain with their assigned students throughout their academic path, even if they change their major. Advisors work with students in a much more direct manner than before – advising now includes academic planning (students must complete a plan "template"), early alert, academic probation intervention, and satisfactory academic progress appeal planning. Course registration is no longer the only reason to see an advisor! These efforts to improve retention and graduation rates, decrease withdraw and fail rates, and improve student awareness about their academic plan and time to degree are clearly related to financial literacy. Students who complete, move through their program in a timely manner, and have a focused plan borrow less, waste less

time, and are better consumers of their college experience. It is clear to us that this is the right track and smart financing, but we could do a better job of bringing the financial awareness to students and helping them to connect those concepts to being financially literate.

11. Combine online tools with one-on-one sessions for targeted students.

- GFC MSU has a high percentage of students taking online courses, so we are working to keep that in mind in all we do. We must provide our services to both our campus students and those who live or take classes at a distance. As we continue to create online tools, improve our web site, and utilize our online learning platform (Desire to Learn – D2L) to reach students, it makes sense that as we develop better financial literacy programs and tools, that we do so in both face- to-face and online modalities.

After conducting the best practices gap analysis outlined above, it is easier to see where our needs lie. Although we offer many avenues to assist students to make better decisions about how to reduce debt, time to degree completion, default prevention, and financial literacy education, we can enhance our efforts and scope to target both new students for a proactive approach, and continuing students with more defined risk factors. Without a single point of contact to serve as an educator and clearinghouse for financial literacy education, our efforts will be piecemeal. We do not have a financial literacy advisory committee that would increase awareness across campus of the need to assist students and would like to create one. We would like to provide all students with financial literacy information/materials, both on campus and online. We would like to target specific student populations for financial literacy intervention. We need to be more intentional about incorporating financial literacy information into advising sessions.

Plan of Action

In reviewing the best practices and determining where GFC MSU could strengthen its efforts toward creating an overarching culture of financial literacy, we propose focusing on 5 areas: hiring a financial literacy program coordinator; creating a financial literacy advisory team; providing materials and information to all new students at mandatory registration sessions and orientation; identifying high risk populations for targeted intervention; and embedding financial literacy information in academic advising sessions. Based on current advising numbers, we estimate we will reach at least 1,500 students.

1. Advertise for and hire a .5 FTE financial literacy program coordinator to serve as the primary point of contact and to oversee the daily management and coordination of the project. Proposed duties may include:

- Develop and lead a financial literacy advisory team
- Coordinate the ordering and distribution of approved materials (*Dollars and Sense* workbooks, Get Money Smarts.org cards, etc.)
- Coordinate and provide advisory team, faculty and staff training on financial literacy
- Assist in identification of targeted groups
- Coordinate outreach to targeted groups
- Complete reporting requirements
- Request reimbursement of funding

Timeline: Advertise for position upon notice of grant award (October 2013), interview, and hire by November 2013.

2. Develop and implement a financial literacy advisory team to identify and incorporate strategies to enhance and improve financial literacy programs following established best practices. The advisory team will be critical in establishing a culture of awareness across campus and obtaining buy in among all constituents. The team will be developed with representation from:

Admissions
Financial Aid
Academic and Career Advising
Student Accounts
Faculty
Library and E-learning
Director of Academic Support
Institutional research
ASGFC MSU (student government)

Timeline: forming group will be 1st priority of the financial literacy program coordinator (November 2013)

3. Disseminate approved financial literacy information materials to reach targeted audience (new students and targeted at-risk groups). Provide *Dollars and Sense* workbooks at mandatory Registration sessions, Orientation sessions, or by mail. Increase online presence of information by including link to www.getmoneysmarts.org in key spots on our web site and create instructional videos that can be posted on our web site and within our online learning platform, D2L. Increased presence of financial literacy information that includes budgeting, debt management, savings plans, credit scores, repayment plans for student loans and personal debt, loan forgiveness programs, financial planning and goal development will keep this vital information in the forefront of students' decision making throughout their college experience.

Timeline:

- Acquire *Dollars and Sense* workbooks upon notice of grant award to be disseminated in Spring 2014 Registration sessions (December, 2013).
- Include link to www.getmoneysmarts.org on website (December 2013).
- Create instructional videos during spring 2014 term (January-March 2014)

4. Identify high-risk populations for targeted intervention. Reach out to those students to provide additional information, education, and referral to resources that aid students in navigating both academic and financial assistance to improve student success. High-risk populations may include:

- Students with high student loan debt (\$15,000)
- Low income students (Pell grant recipients)
- Students seeking alternative loan funding in addition to Federal aid
- Students on academic probation
- Students on financial aid suspension

Timeline: Writing reports to identify groups will require the assistance of Institutional Research Office. Currently, this position is vacant and is expected to be filled the first part of 2014. Goal is to write reports and be able to use them by midterm grading (March 2014).

5. Formally incorporate financial literacy concepts and information into advising sessions. It is imperative to have academic planning and financial planning proceed on parallel tracks. Utilizing the academic plans and advising practices that are already in place and embedding financial literacy information will help us to “connect the dots” with students, showing them how smart academic planning is key to smart financial planning in college. Since most students see academic advisors multiple times throughout the year, there are many opportunities to tie in financial literacy. In addition, students on academic probation and financial aid suspension are also required to meet with their advisor to review their academic plan as well as completion of a “student success worksheet” which guides them through the process of identifying barriers, goal setting, and identifying resources to help overcome barriers. It would be a good fit to embed financial literacy information in this process with a captive, at-risk audience.

Timeline: Train advisors to incorporate financial literacy information in advising sessions with their students. Key advising times are prior to registration and end of term. (November-December 2013 and then again April-May 2014)

Outcomes

GFC MSU plans to enhance financial literacy efforts across campus to better address the growing need for students to be financially savvy. We will establish a coordinated, collaborative and consistent financial literacy program driven by best practices, increase financial literacy knowledge among our students (new students, targeted at-risk students, and the student population as a whole), increase knowledge and awareness

about financial literacy of campus personnel, and decrease student loan debt.

Measurable outcomes include:

- A part time financial literacy program coordinator will be hired.
- 100% of students attending registration sessions and orientation will receive information on financial literacy.
- Financial literacy advisory team will be established and functioning.
- Targeted intervention procedures and outreach will be established.
- Student advising sessions will be enriched with financial literacy concepts.
- Staff and faculty will be trained on financial literacy best practices and concepts.

Long-Term Impact

Over time, we are hopeful that with a more focused and intentional campus-wide financial literacy program, GFC MSU will be able to decrease the level of student borrowing, improve the cohort default rate, and increase the awareness of financial literacy. Incorporating financial literacy into academic planning will decrease time to degree and reduce the number of students on academic probation and financial aid suspension. Overall, educating our students about making smart financial decisions will carry over into many aspects of their lives, not only in college, but beyond. If we are able to expose students targeted as “high risk” to financial literacy information and impact them to improve their decision making process, future generations of college students will benefit as their parents apply what they have learned in college to their everyday lives.

Because GFC MSU has a good start on several of the best practices already, we are confident that the enhancements we hope to make with this grant will be sustainable over a long period of time.

Data Reporting

The financial literacy project coordinator will be responsible for completing reporting requirements. Mechanisms to track participation and numbers related to each of the five focus areas will be established with assistance from institutional research. Data to determine the number of students attending Registration and Orientation will be obtained from Admissions and the Advising and Career Center. GFC MSU utilizes Banner software and appropriate data mining to gather information about targeted groups will be utilized. Minutes will be kept from the Financial Literacy Advisory team meetings.

Form B: Goals and Objectives

Please provide a detailed description of the activities and services that your organization plans to provide using CACG funding in order to address the needs of underrepresented students.

A. Goals and Objectives	B. Activities and Services	C. Proposed Outcomes
Please provide measurable goals and objectives.	List the activities and services that will be conducted to accomplish the goals and objectives.	List anticipated outcomes based on the implementation of services and activities.
Example: To increase underrepresented students' and families' knowledge of postsecondary education financial options.	Example: conduct informational workshops with parents and students to share sources and availability of financial aid; develop materials/handouts outlining financial aid and financial literacy opportunities.	Example: 2013 survey results (85% participation rate) indicates that 95% of participating students are more knowledgeable about financial aid and financial literacy opportunities.
1. To establish a coordinated, collaborative, and consistent financial literacy program on campus.	Hire a .5 FTE Financial Literacy Program Coordinator to lead efforts on campus. Establish a Financial Literacy Advisory Team to create buy in and make sure efforts are adhering to established best practices.	Financial Literacy Program Coordinator position will be in place and advisory team will be functioning, comprised of broad representation of campus constituents.

<p>2. To increase financial literacy knowledge among all students with a two pronged approach; proactively with new students, and targeted intervention to high-risk groups.</p>	<p>Provide approved financial literacy materials (Dollars and Sense workbooks) to new students at required registration sessions, orientation, or by mail. Develop online resources for financial literacy (www.getmoneysmarts.org and instructional videos). Create targeted intervention program for high risk populations (those with high debt, those on academic probation, those on financial aid suspension, those seeking alternative loan funding, Pell grant recipients)</p>	<p>100% of students attending Registration sessions will receive financial literacy materials. Targeted at-risk students will receive correspondence and students on academic probation will be placed on "hold" for future registration until they meet with their advisor to complete a "student success worksheet".</p>
<p>3. To increase campus personnel's awareness of financial literacy's role in student success.</p>	<p>Bring in SFS to provide financial literacy training to members of the Financial Literacy Advisory Term and all academic advisors.</p>	<p>Staff will be able to identify resources for students regarding financial literacy and will be able to converse with students about reducing/minimizing debt.</p>
<p>4. To decrease overall average loan debt amongst our student population.</p>	<p>Enhance financial literacy information included in COLS 103 (college success course-required). Embed financial literacy information into academic advising session to demonstrate to students the importance of academic planning and appropriate time to degree.</p>	<p>All students assigned to academic advisors will establish an academic plan and meet with advisors at least once per semester. All students taking COLS 103 will receive financial literacy information.</p>

Budget Narrative

Budget

The College is requesting a total of \$24,991 for the following:

Salaries and wages: \$10,560

The base salary for this position is \$12,480 for the .5 FTE, which is a comparative salary for this level of position on the GFC MSU campus. The salary is figured at 10 months since two months have already elapsed. This position is key to getting the financial literacy program off the ground. The position will organize the financial literacy team, will secure the financial literacy materials and lead the team in determining how to best incorporate the information into Orientation, Registration and Advising Center interactions with students.

Benefits: \$9,066.95

GFC MSU is required to pay full health benefits for any position .5 or higher. This figure represents full benefits for 10 months (\$8,800). The rest of the benefits – retirement (\$985.92), social security-Medicare (\$180.96), FICA (\$773.76), Unemployment (\$43.68) and Workers Comp (\$69.90) are figured as percentages of the salary.

Travel: \$213

Travel is allowed for one trip to Helena to visit the Helena College UM financial literacy program and/or Office of Commissioner of Higher Education officials. Costs assume a full day of meetings, requiring one night of lodging (\$90), per diem for one breakfast, lunch and dinner (\$23), car rental for two days (\$70) and gas (\$35). GFC MSU no longer maintains a campus vehicle fleet but has made arrangements with a rental car company for business travel. This trip will help the financial literacy coordinator observe an existing program and meet with OCHE staff to understand the program requirements, including reporting.

Materials and Supplies: \$2,490

This line item includes purchase of a new laptop computer (\$1,800) and general office supplies, such as stapler, paper clips, pens, folders, notepads (\$150). This line item also includes student giveaways, such as flash drives (\$540) Since this position will be new, a laptop computer will be necessary for basic office functions, such as writing reports, scheduling meetings, research and electronic communications. General office supplies are typically obtained from either the campus supplies department or the bookstore. Off campus purchases can also be made from this line item. Finally, in order

to reward students for completing various components of a financial plan or training session, giveaways are an effective motivational tool.

Indirect: \$1,786

GFC MSU is using the recommended 8% indirect rate.

Other: \$875

This line item includes GFC MSU maintenance fees charged to each department: telephone (\$300), computer (\$125). These charges help the IT department recoup the costs of supporting this equipment and are charged to every campus department. This line item also includes long distance charges (\$100), postage for mailings to students (\$230), license fee for Screencast-O-Matic video production software to be used to produce training videos (\$15) and printing, such as postcards and posters (\$105). These communication tools will support the program objective of improving financial literacy by increasing awareness of opportunities to learn more. GFC MSU will contribute an office and office furniture at no charge to the grant program.

Administrative Capacity

The College has qualified staff and faculty that bring various levels of experience and expertise to the table. We will utilize our resources already in place by combining key positions across campus to form the Financial Literacy Advisory Team.

Advisory team members roles and responsibilities:

- Admissions: Admissions is involved with prospective and new students and will help plan for dissemination of financial literacy materials at Registration and Orientation sessions, will track which students receive materials.
- Financial Aid: Financial Aid works with students during entrance counseling and with students on financial aid suspension and will notify financial literacy coordinator of students who are at risk for financial aid suspension or who have high student debt.
- Advising and Career Center: Advisors are assigned to students as they are admitted and meet with students prior to enrollment and again at strategic points throughout the year. They will help plan and implement incorporation of financial literacy into existing advising procedures.
- Student Accounts: Will provide input and help disseminate financial literacy materials to students with whom they interact.
- Faculty: Will help plan how faculty can reinforce financial literacy information in their interactions with students.
- Library and E-learning: Will help with planning on how to best disseminate financial literacy information and training to online students; will assist with production of videos.

- Director of Academic Support: This position coordinates the student success course (COLS 103) and will help plan and implement incorporation of financial literacy into this course.
- Institutional research: This position collects and analyzes institutional data and will supply data on students who are at risk, track student retention and completion, and analyze data against state and national trends.
- ASGFC MSU (student government): Will provide student perspective and input about financial literacy programming.

All members will advise the financial literacy program coordinator in developing materials for faculty and staff training. The team will evaluate the activities and establish a culture of awareness across campus.

The Financial Literacy Program Coordinator qualifications will include:

- Self-starter with the ability to work independently
- Excellent written and oral communication skills
- Excellent organizational skills
- Ability to work in a collaborative environment
- Background in financial literacy or the ability to obtain knowledge in the subject area
- Ability to disseminate and promote financial literacy concepts and ideas
- Experience in an educational environment

Form C: Budget Narrative

Please provide a justification and specific detail for each budget category addressing expenditures.
GRANT FUNDS WILL BE PROVIDED ON A REIMBURSEMENT BASIS

Budget Category	Expenditure	Detail
1. Salaries and Wages	\$10,560	The base salary for this position is \$12,480 for the .5 FTE, which is a comparative salary for this level of position on the GFC MSU campus. The salary is figured at 10 months since two months have already elapsed.
2. Employee Benefits	\$9,066.95	GFC MSU is required to pay full health benefits for any position .5 or higher. This figure represents full benefits for 10 months (\$8,800). The rest of the benefits – retirement (\$985.92), social security-Medicare (\$180.96), FICA (\$773.76), Unemployment (\$43.68) and Workers Comp (\$69.90) are figured as percentages of the salary.
3. Travel	\$213	Travel is allowed for one trip to Helena to visit the Helena College UM financial literacy program and/or Office of Commissioner of Higher Education officials. Costs assume a full day of meetings, requiring one night of lodging (\$90), per diem for one breakfast, lunch and dinner (\$23) , car rental for two days (\$70) and gas (\$30).. GFC MSU no longer maintains a campus vehicle fleet but has made arrangements with a rental car company for business travel.
4. Materials and Supplies	\$2,490	This line item includes purchase of a new laptop computer (\$1,800)

		and general office supplies, such as stapler, paper clips, pens, folders, notepads (\$150). This line item also includes student give-aways, such as flash drives (\$540) Since this position will be new, a laptop computer will be necessary for basic office functions, such as writing reports, scheduling meetings, research and electronic communications. General office supplies are typically obtained from either the campus supplies department or the bookstore. Off campus purchases can also be made from this line item. Finally, in order to reward students for completing various components of a financial plan or training session, give-aways are an effective motivational tool.
5. Indirect Costs (8%)	\$1,786	GFC MSU is using the recommended 8% indirect rate.
6. Equipment		
7. Other	\$875	This line item includes GFC MSU maintenance fees charged to each department: telephone (\$300), computer (\$125). These charges help the IT department recoup the costs of supporting this equipment and are charged to every campus department. This line item also includes long distance charges (\$100), postage for mailings to students (\$230), license fee for Screencast-O-Matic video production software to be used to produce training videos (\$15) and printing, such as postcards and posters (\$105). These communication tools will support the program objective of improving financial literacy by increasing awareness of opportunities to learn more. GFC MSU will contribute an office and office furniture at no charge to the grant program.
TOTAL	\$24,991	

Form D: Statement of Assurances

COLLEGE ACCESS CHALLENGE GRANT PROGRAM

(Authorized under Title VII: Part E of Higher Education Act of 1965, as amended)

THE APPLICANT HEREBY ASSURES THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION:

A. Administration of the activities and services for which this entity seeks assistance under this grant will be by or under the supervision of the applicant.

B. The project will comply with all applicable Montana state laws.

C. The applicant will keep project records, including receipts for expenditures, and afford access to these records at any time. The Office of the Commissioner of Higher Education, Office of Student Financial Services (SFS) may find it necessary to assure the correctness and verify the reports.

D. I assure compliance with federal statutes and regulations governing the College Access Challenge Grant Program, Title VII Part E of the Higher Education Act of 1965, as amended, and the Department of Education General Administrative Regulations (EDGAR) (specifically 34 CFR, Parts 74, 76, 77, 79, and 80).

E. I agree to comply with section 511 of the U.S. Department of Education Appropriations Act requiring grant recipients to acknowledge the amount and percentage of Federal and nongovernmental funding for projects when making any type of public announcement about awards.

9-23-13

Date

Camille Consolvo

Signature of Vice President of Student Services

Camille Consolvo

Typed/Printed Name of Vice President of Student Services

Great Falls College MSU

Institution