ALABAMA A & M UNIVERSITY
TITLE III STRENGTHENING GRANTS PROGRAM

TECHNICAL ASSISTANCE WORKSHOP
JULY 16, 2019

TITLE III STAFF

DR. ANDREA CUNNINGHAM, DIRECTOR
MR. OMAR MURRAINE, BUDGET ANALYST
MR. TORIN MALONE, GRANTS SPECIALIST
MRS. URSULA BROOKS, TECHNICAL ASSISTANT
## TITLE III ACTIVITIES

<table>
<thead>
<tr>
<th>HBCU</th>
<th>HBG1</th>
<th>SAFRA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Optimizing Technology Services (OITS) to Improve Student Success</strong></td>
<td>1. Strengthening Information Technology/Distance Learning Support</td>
<td>1. Establishing the Center for Excellence in Teaching &amp; Learning (CETL)</td>
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<td>2. Strengthening Optics and Material Science Graduate Program</td>
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<td><strong>2. Enhancing Student Success and Engagement</strong></td>
<td>4. Strengthening Bio-Environmental Science Graduate Programs</td>
<td>2. Improving Retention through Enhanced Service</td>
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<td>10. Strengthening Physical Facilities</td>
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TITLE III NATIONAL CONFERENCE

National Association of HBCU
Title III Administrators, Inc

UPDATES AND OVERVIEW

• STATUS OF GRANTS
  • HBCU > 2017-2022
  • SAFRA > 2015-2020
COMPREHENSIVE DEVELOPMENT PLAN (CDP)

DEFINITION

PREPARATION

COMPONENTS

*Title III Program Administration responsibilities and your input*
WHAT IS A CDP AND WHAT MUST IT CONTAIN?

A CDP MUST DESCRIBE AN INSTITUTION’S STRATEGY FOR ACHIEVING GROWTH AND SELF-SUFFICIENCY BY STRENGTHENING ITS:

1. FINANCIAL MANAGEMENT;

2. ACADEMIC PROGRAMS
The primary purpose of the grant funds should be clearly outlined in your CDP and focus on the category guidance of what congress has identified as use of the grant’s financial assistance which is to establish or strengthen the HBCU.

The categories are to enhance the HBCU institutions and facilitate a decrease in reliance on government financial support and to encourage reliance on endowments and private sources (20 USC §1060(4)).
CDP ADDRESSES HOW THE INSTITUTION WILL CREATE EFFORTS TO ADDRESS CHALLENGES

The CDP:

• Designs specific strategies
• Describes how it will implement one or more activities
• Proposes activities that are not necessarily related to each other
• Specifies each activity’s expected outputs and outcomes
ELEMENTS FOR PREPARING CDP

1. Introduction
2. Mission and Vision Statements
3. Overview of the Institution
4. The Challenges & Opportunities
5. Long Range Plan
6. Strategic Goals
7. Institutional Priorities
8. Evaluation Plan
9. Institutionalization Plan
10. Conclusion
GETTING THE BEST RESULTS

PROVIDE EXPECTED RESULTS FOR EACH ACTIVITY

*Your results must generate and integrate with your expected outcomes.*

1. WHAT WILL CHANGE IF THE PROJECT IS IMPLEMENTED?

2. CAN YOU MEASURE THIS CHANGE?

3. WILL YOU SEE RESULTS FOR PROPOSED ACTIVITIES WITHIN FIVE YEARS?
*NEW THIS FALL – The Office of Title III will require each activity to provide a “SUSTAINABILITY PLAN”

Provide a plan of action that if Title III funds become unavailable or are reduced that will help the unit/program/department be able to carryout its mission
1. **FOCUS AREA:** ACADEMIC QUALITY, STUDENT SERVICES & OUTCOMES, FISCAL STABILITY, AND INSTITUTIONAL MANAGEMENT

2. **LEGISLATIVE ALLOWABLE ACTIVITIES (LAA) CATEGORY**

3. **PURPOSE OF ACTIVITY**

4. **LINK TO UNIVERSITY’S STRATEGIC PRIORITIES**

5. **SUMMARY OF OVERALL GOALS**

6. **ACTIVITY OBJECTIVES & PERFORMANCE INDICATORS**

7. **IMPLEMENTATION STRATEGY**

8. **ACTIVITY BUDGET SUMMARY**

9. **ACTIVITY BUDGET NARRATIVE**
Measurable Objectives

Which example is a measurable objective?

A. By September 30, 2019 there will be a 50% increase of online courses added to the academic curriculum. Currently, there are 20 online courses that will be increased to 30.

B. Our unit will improve the professional development of faculty.
Measurable Objectives

What is a measurable objective?

A measurable objective is the quantitative means used by the Department of Education to determine if substantial progress is being made in a grant award.

What makes an objective measurable?

Measurable objectives answer the following questions:

- **Who?**
  Who is involved in the objective being proposed?

- **What?**
  What is the outcome expected?

- **When?**
  When will this be accomplished?

- **How?**
  How will progress be measured?

- **Proficiency?**
  What is the criteria for success?
MEASURABLE OBJECTIVES – AN APR REQUIREMENT

THE ANNUAL PERFORMANCE REPORT (APR) REQUIRES MEASURABLE OBJECTIVES:

• THE TITLE III EXPECTED OUTCOMES REQUIRES THAT EACH INSTITUTION **ESTABLISH BASELINE DATA, AND TRACK (MONITOR) PROGRESS**.

• THE APR ALSO ESTABLISHES A TIMELINE FOR DETERMINING OUTCOMES (EACH BUDGET PERIOD)
WHAT ARE THE ELEMENTS OF A MEASUREABLE OBJECTIVE(S)?

• **TO PROVIDE, TO ESTABLISH, TO CREATE** ARE WORDS WHICH RELATE TO METHODS

• **TO INCREASE, TO DECREASE, TO EXPAND, TO REDUCE, TO STRENGTHEN** ARE WORDS USED WHEN TALKING ABOUT MEASURABLE OBJECTIVES.

• OBJECTIVES THAT ARE MEASURABLE BECOME THE CRITERIA BY WHICH YOU JUDGE THE EFFECTIVENESS (EVALUATION) OF YOUR TITLE III PROJECT
WHAT ARE THE ELEMENTS OF A MEASURABLE OBJECTIVE(S)?

ATTRIBUTES OF S.M.A.R.T. OBJECTIVES

1. **SPECIFIC**: IDENTIFIES THE “WHO”, “WHAT”, AND “WHERE”.
2. **MEASURABLE**: FOCUSES ON “HOW MUCH” CHANGE IS EXPECTED.
3. **ACHIEVABLE**: REALISTIC GIVEN PROGRAM RESOURCES AND PLANNED IMPLEMENTATION.
4. **RELEVANT**: RELATES DIRECTLY TO UNIVERSITY STRATEGIC PLAN.
5. **TIME-ORIENTED**: FOCUSES ON “WHEN” THE OBJECTIVE WILL BE ACHIEVED.
WHAT ARE THE ELEMENTS OF A MEASUREABLE OBJECTIVE(S)?

WHEN WRITING OBJECTIVES YOU MUST ALSO CONSIDER:

• DOES THE OBJECTIVE(S) RELATE TO NEED ASSESSMENT FINDINGS (TIE BACK TO A STRATEGIC PRIORITY)?

• CAN THE OBJECTIVES REALLY BE MEASURED?

• IS THE CAPACITY TO PERFORM THE MEASUREMENT IN PLACE?

• HAS AN INSTRUMENT OR DATA SOURCE BEEN IDENTIFIED TO VALIDATE OUTCOMES?
4 FOCUS AREAS OF GRANT

The Department of Education wants to get a sense of what types of activities Title III funding is helping to support at AAMU. The Department of Education wants to know how your program activities are helping to address challenges and goals of the institution, and how your activities are improving:

1. Academic Quality,
2. Student Services and Outcomes,
3. Institutional Management, and
4 FOCUS AREAS OF GRANT

ACADEMIC QUALITY
- Improvement of basic skills courses
- Faculty development
- Curriculum development

STUDENT SERVICES AND OUTCOMES
- Counseling (career, peer, personal)
- Tutoring/mentoring
- Establishing learning communities
- Improvement of student facilities
- Financial literacy/parents
- Improving student retention and graduation rates
- Increasing academic achievement

FISCAL STABILITY
- Establishing a development office
- Enhancing financial management
- Establishing or increasing an endowment

INSTITUTIONAL MANAGEMENT
- Creating and maintaining management information systems
- Training and developing professional staff
- Construction and renovation
- Improving the infrastructure
What is a Legislatively Allowable Activity (LAA)?
The legislatively allowable activities for Title III Part B programs are listed in the Section 323 of the Higher Education Opportunity Act (HEOA) as amended, as well as OMB Circular A-21 and the 34 Code of Federal Regulations (CFR) Section 608.10.

The categories upon which funds can be spent based on the Federal legislation.
<table>
<thead>
<tr>
<th>Focus Area &amp; Grant</th>
<th>Legislative Allowable Activities Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Quality</td>
<td>Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.</td>
</tr>
<tr>
<td>HBCU, SAFRA, HRGI</td>
<td>Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications and technology equipment or services.</td>
</tr>
<tr>
<td>Institutional Management HBCU, SAFRA, HRGI</td>
<td>Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.</td>
</tr>
<tr>
<td>Academic Quality</td>
<td>Academic instruction in disciplines in which Black Americans are underrepresented.</td>
</tr>
<tr>
<td>HBCU, SAFRA, HRGI</td>
<td>Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.</td>
</tr>
<tr>
<td>Student Services</td>
<td>Tutoring, counseling, and student service programs designed to improve academic success.</td>
</tr>
<tr>
<td>HBCU, HRGI</td>
<td>Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.</td>
</tr>
<tr>
<td>Fiscal Stability</td>
<td>Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.</td>
</tr>
<tr>
<td>HBCU, HRGI</td>
<td>Scholarships, fellowships, and other financial assistance for needy graduate and professional students to permit the enrollment of the students in and completion of the doctoral degree in the physical or natural sciences, engineering, mathematics, or other scientific disciplines in which African Americans are underrepresented.</td>
</tr>
<tr>
<td>Academic Quality</td>
<td>Establishing or enhancing a program of teacher education designed to qualify students to teach in a public elementary or secondary school in the State that shall include, as part of such program, preparation for teacher certification.</td>
</tr>
<tr>
<td>HBCU, SAFRA</td>
<td>Establishing community outreach programs which will encourage elementary and secondary students to develop the academic skills and the interest to pursue postsecondary education.</td>
</tr>
<tr>
<td>Institutional Management HBCU, SAFRA, HRGI</td>
<td>Establishing or improving an endowment fund.</td>
</tr>
<tr>
<td>Institutional Management</td>
<td>Acquisition of real property in connection with the construction, renovation, or addition to or improvement of campus facilities.</td>
</tr>
<tr>
<td>HBCU, HRGI</td>
<td>Educational or financial information designed to improve the financial literacy and economic literacy of students and the students’ families, especially with regard to student indebtedness and student assistance programs under subchapter IV of chapter 34 or subchapter I of chapter 34 of Title 42.</td>
</tr>
<tr>
<td>Student Services</td>
<td>Services necessary for the implementation of projects or activities that are described in the grant application and that are approved, in advance, by the Secretary, except that no more than two percent of the grant amount may be used for this purpose.</td>
</tr>
<tr>
<td>HBCU, SAFRA</td>
<td>Other activities consistent with the institution’s comprehensive plan and designed to increase the institution’s capacity to prepare students for careers in the physical or natural sciences, mathematics, computer science or information technology or sciences, engineering, language instruction in the less-commonly taught languages or international affairs, or nursing or allied health professions.</td>
</tr>
<tr>
<td>Academic Quality</td>
<td>OTHER ACTIVITIES—PLEASE DESCRIBE IN SIMILAR DETAIL</td>
</tr>
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<td>SAFRA</td>
<td></td>
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<tr>
<td>HBCU, SAFRA, HRGI</td>
<td></td>
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<tr>
<td>All Focus Areas</td>
<td></td>
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</table>

*Note: All listed activities are directly from legislation.*
BUDGET ANALYSIS/ASSESSMENT

- Grant Spending Overview for HBCU, HBGI, and SAFRA
- Budget Spending Recommendations
- Inventory
# Budget Analysis/Assessment

## HBCU

<table>
<thead>
<tr>
<th>Date</th>
<th>Funds Spent %</th>
<th>Carry Over %</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/30/2017</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>9/30/2018</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>5/31/2019</td>
<td>42%</td>
<td>58%</td>
</tr>
</tbody>
</table>

![Bar Chart](chart.png)

- **Carry Over %**
- **Funds Spent %**
## BUDGET ANALYSIS/ASSESSMENT

### SAFRA

<table>
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<tbody>
<tr>
<td>SAFRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/30/2017</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>9/30/2018</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>5/31/2019</td>
<td>51%</td>
<td>49%</td>
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BUDGET ANALYSIS/ASSESSMENT

HBGI

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<th>Funds Spent %</th>
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<tbody>
<tr>
<td>9/30/2017</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>9/30/2018</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>5/31/2019</td>
<td>59%</td>
<td>41%</td>
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The chart shows the percentage of funds spent and carry over for HBGI across different dates.
BUDGET ANALYSIS/ASSESSMENT

Spending Recommendations

By end of budget period’s:

1st Quarter: Around 50% Spent
(12/31/19)

2nd Quarter: Around 80% Spent
(3/31/20)

3rd Quarter: Nearing 100% Spent
(6/1/20)
INVENTORY

• Please Remember to update inventory list regularly and send updates to Title III.

• Notify Title III when equipment, supplies, or personnel change locations.

• Title III is currently conducting our Inventory Audit during the month of July 2019. If you have not set up your inventory meeting please see me.

• If you have Title III Supplies & Equipment not being used, please follow AAMU policy to either dispose of the items or make Title III aware so we can try to repurpose the items.
HOUSEKEEPING NOTES

From the Office of Title III:

- Policy and Procedures

- Important Dates
  - Phase II Reports to Office of Title III – July 25
  - Phase II Submission to the Department of Ed – August 2019
  - Award notifications – September 2019
  - End Year Reports – October 7
  - Annual Performance Reports – Nov./Dec.
“HOW WE DOIN’?”

Please take this time to complete and submit the brief survey
“Q? AND A!”

Question & Answer Opportunity
**HBGI PROGRAM**

**ACTIVITIES UPDATE**

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*Note: HBGI Activities 2 & 6 will merge with STEM Program Activity # 8 for new 5-year grant cycle (Beginning October 2019)*
PHASE II REPORT – WORK SESSION

1. FOCUS AREA: ACADEMIC QUALITY, STUDENT SERVICES & OUTCOMES, FISCAL STABILITY, AND INSTITUTIONAL MANAGEMENT

2. LEGISLATIVE ALLOWABLE ACTIVITIES (LAA) CATEGORY

3. PURPOSE OF ACTIVITY

4. LINK TO UNIVERSITY’S STRATEGIC PRIORITIES

5. SUMMARY OF OVERALL GOALS

6. ACTIVITY OBJECTIVES & PERFORMANCE INDICATORS

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