

# TITLE III PROGRAM ADMINISTRATION POLICIES AND PROCEDURES MANUAL



Sponsored by the  
U.S. Department of Education

Administered by:  
Office of Title III Program Administration

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## **PREFACE**

The Title III Program Administration Policies and Procedures Handbook is prepared to facilitate the implementation of projects funded by Title III programs. This handbook does not exclude compliance with the university's policies and procedures or the Department of Education (DOE). It is designed to provide specific policies and procedures unique to the Title III programs, support the proper monitoring and evaluation of projects, and ensure the appropriate expenditure of funds. This handbook serves as a resource document in carrying out the approved Comprehensive Development Plans (CDP) by the Department of Education.

Compliance with the guidelines and regulations included in this handbook will ensure that the federal grants are administered in accordance with Title III Part B of the 1965 Higher Education Act, the uniform guidance, Part 200, and other federal directives, and affirms that Bowie State University has the documentation necessary to show compliance and impact.

This handbook updates as changes in policies are made by the U.S. Department of Education and/or Bowie State University. This Policies and Procedures Handbook is effective until replaced by an updated version or revised insertions.

## **INTRODUCTION**

### **PURPOSE**

Title III of the Higher Education Act of 1965, as amended, Strengthening Historically Black Colleges and Universities (HBCU Part B), Strengthening Historically Black Graduate Institutions (HBGI), and Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE Act Part-F) Programs. This Act authorizes special assistance to strengthen the quality of developing institutions, which have the desire and potential to make a substantial contribution to the higher education resources of the nation. Amendments to the Act have altered some program elements, but it remains as written - an instrument to assist institutions demonstrating a constructive effort to strengthen themselves.

Bowie State University's Title III Program Administration Office has funded projects designed to help meet various strategic goals of the university.

### **LEGISLATIVE ALLOWABLE ACTIVITIES (L.A.A.) THAT QUALIFY FOR TITLE III HBCU FUNDING**

- 1) Purchase, rent, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.
- 2) Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications and technology equipment or services.
- 3) Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.
- 4) Academic instruction in disciplines in which Black Americans are underrepresented.
- 5) Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.
- 6) Tutoring, counseling, and student service programs designed to improve academic success.
- 7) Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.
- 8) Joint use of facilities, such as laboratories and libraries.
- 9) Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.
- 10) 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 teaching certification.
- 11) Establishing community outreach programs which will encourage elementary and secondary students to develop the academic skills and the interest to pursue postsecondary education.

- 12) Establishing or improving an endowment fund.
- 13) Acquisition of real property in connection with the construction, renovation, or addition to or improvement of campus facilities.
- 14) Education or financial information designed to improve financial literacy and economic literacy of students or the students' families, especially with regard to student indebtedness and student assistance programs under title IV of the H.E.A.
- 15) 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 not more than two percent of the grant amount may be used for this purpose.

#### **LEGISLATIVE ALLOWABLE ACTIVITIES (L.A.A.) THAT QUALIFY FOR TITLE III HBGI FUNDING**

- 1) Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.
- 2) Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications and technology equipment or services.
- 3) Purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials.
- 4) 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 medicine, dentistry, pharmacy, veterinary medicine, law, and the doctorate degree in the physical or natural sciences, engineering, mathematics, or other scientific disciplines in which African Americans are underrepresented.
- 5) Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.
- 6) Assisting in the establishment or maintenance of an institutional endowment fund.
- 7) Funds and administration management, and the acquisition of equipment, including software, for use in strengthening funds, management and management information systems.
- 8) Acquisition of real property that is adjacent to the campus in connection with the construction, renovation, or addition to or improvement of campus facilities.
- 9) Education or financial information designed to improve the financial literacy and economic literacy of students or the students' families, especially with regard to student indebtedness and student assistance programs under title IV of the H.E.A.

- 10) 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 not more than two percent of the grant amount may be used for this purpose.
- 11) Tutoring, counseling, and student services programs designed to improve academic success

#### **LEGISLATIVE ALLOWABLE ACTIVITIES THAT QUALIFY FOR TITLE III FUTURE ACT (Part F) FUNDING**

- 1) Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.
- 2) Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications and technology equipment or services.
- 3) Academic instruction in disciplines in which Black Americans are underrepresented.
- 4) Purchase of library books, periodicals, microfilm, and other educational materials, including telecommunications program materials.
- 5) 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.
- 6) Other activities, consistent with the Institution's comprehensive plan and designed to increase the institutions 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.

Other activities proposed in the application submitted under subsection (d) that - (A) contribute to carrying out the purposes of this part, and (B) are approved by the Secretary as part of the review and acceptance of such application.

***The full citation for the HBCU and HBGI programs can be found in 34 C.F.R., Parts 608,609 and the Higher Education Act of 1965 as amended by the Higher Education Opportunity Act of 2008 (P.L. 110-).***

#### **UNIVERSITY MISSION AND VISION**

As Maryland's first historically black public University, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

Bowie State University will be widely recognized as one of the nation's best public comprehensive universities, a model for academic excellence, innovation, and student success.

BSU is guided by an administration, faculty, and staff who promote academic excellence, achievement, and high ideals in carrying out its primary mission. The project's requested support under Title III was developed with the University's Strategic Plan in mind. A set of objectives governs each project, and each objective is explicitly related to one or more of the Institution's long-range goals. To ensure its continued success and the implementation of all planned project's, Title III Program Administration will:

*Recommend policies and develop procedures to ensure adherence to federal regulations that provide a clear audit trail; Provide support services to facilitate maximum implementation of funded project's; Recommend policies and develop procedures to facilitate Title III proposal development and submission; Recommend changes to project which will enhance the program in line with expected goals and objectives.*

## **USING THIS HANDBOOK**

This Policies and Procedures Handbook provides guidance and compliance directives on implementing the Title III Programs at Bowie State University (BSU). These programs help strengthen and advance BSU. It contains essential information on grant terms and conditions for improving programs and services of the university using support from Title III.

Procedures for Title III funded projects follow the approved policies and practices of Bowie State University and the Department of Education. Bowie State University's Title III Program Administration Office is responsible for monitoring funds, completing all project objectives and tasks, evaluating projects according to the approved Comprehensive Development Plan, and ensuring compliance. As a Department of Education grantee, Bowie State University is bound by Federal rules, legislation, and regulations. Continued funding of the Title III Programs requires full compliance with applicable federal regulations. In support of our compliance efforts, this handbook assists Activity Directors and other key personnel in carrying out the objectives and implementation strategy of the approved Plan of Operation. It is to be used as a guide for ensuring adherence to all guidelines and regulations listed.

As grant requirements change, revisions or additions to this handbook will be necessary to ensure compliance. All Activity Directors and supporting staff **must** become familiar with the grant requirements included herein, all administrative procedures, and ensure that policies and procedures are adhered to. Questions concerning Title III matters should be directed to the Title III Program Administration Office. (\*Uniform Guidance 2 C.F.R. Part 200)



## **TITLE III PROGRAM ADMINISTRATIVE STRUCTURE**

### **POSITIONS AND TITLE**

Overall leadership responsibility for Title III Program Administration is vested in the position of the Director. All Title III Program Administration staff report directly to the Director; these positions provide programmatic, fiscal, administrative, and clerical support. On occasions, the office may include student workers, and in such cases, the Program Coordinator will supervise those individuals.

A brief description of each position is as follows:

**DIRECTOR:** The Title III Director is responsible for implementing the program's policies and procedures and ensuring conformance with all applicable Federal and University regulations. The Director ensures that the President's vision and priorities reflect in all projects approved for funding and serves as the President's official agent on all Title III Program matters. The Director reports directly to the President.

**ADMINISTRATIVE ASSISTANT II:** The Administrative Assistant II ensures effective office operations and successfully implements BSU Title III Programs. Some duties associated with this position include; processing forms, maintenance of records, responding to inquiries, preparing reports, coordinating meetings, and maintaining all meeting minutes

**PROGRAM COORDINATOR:** The Program Coordinator is the first point of contact in the absence of the Title III Director in the functions of the day-to-day operations and will monitor and ensure that all programmatic outcomes are linked with established objectives and in compliance with federal law. The Program Coordinator assists in the planning, developing, and executing of new or revised programs, procedures, and practices. In addition to The Program Coordinator is the primary person monitoring all the Title III funds and personnel. In her absence, this position performs various specialized senior administrative duties and is the proxy for the Title III Director.

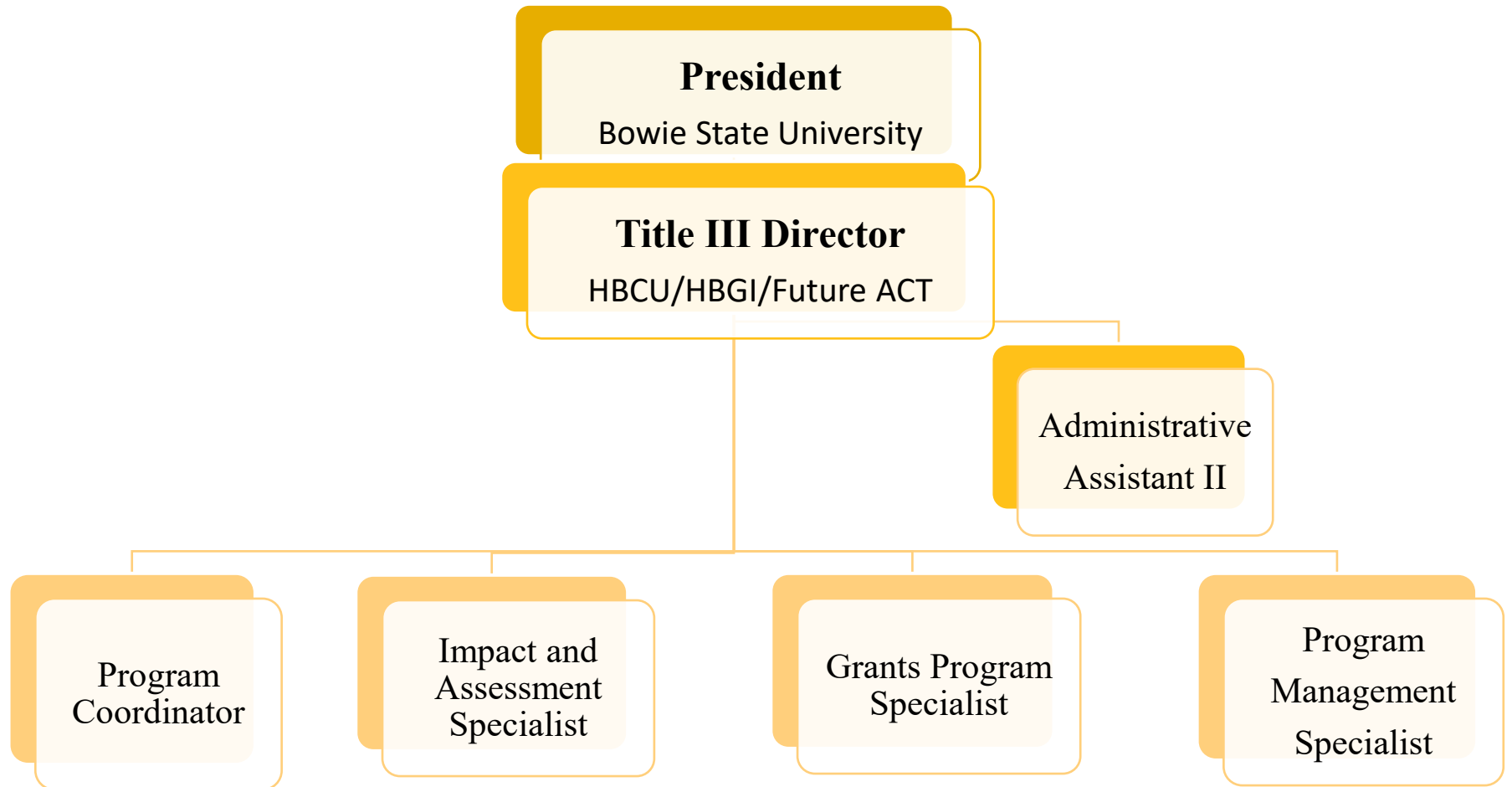
**GRANTS PROGRAM SPECIALIST:** The Grants Program Specialist is responsible for reviewing all documents for compliance before submission, monitors the activity coordinators' efforts to carry out the objectives and goals of the project, maintaining staff spreadsheets, and tracks Title III effort reporting while establishing effective communication channels, and acts as a liaison between the program, activity coordinators and various officials within and outside of the Institution. Serves as the lead point of contact for professional development, renovation projects, expenditure processing, and displaying the impact of the success of a project on a regional and national basis.

**IMPACT AND ASSESSMENT SPECIALIST:** The Impact and Assessment Specialist is responsible for coordinating, implementing, and analyzing a comprehensive program of assessment, evaluation, and impact for all Title III projects. This position will monitor programmatic outcomes and work with Title III Activity Directors to ensure that results align with established objectives and comply with federal law. The Impact and Assessment Specialist is also responsible for assisting with program monitoring, evaluation, and providing daily assistance to Title III projects to ensure compliance with federal regulations.

**PROGRAM MANAGEMENT SPECIALIST:** The Project Management Specialist is responsible for coordinating program monitoring and evaluation of Title III Programs. This position performs various specialized administrative duties, including processing forms, review, and processing proposals. Maintenance of records, responding to inquiries, preparing reports, maintaining databases, and providing assistance to potential and current Title III projects to ensure accountability to University and Federal regulations.

# TITLE III PROGRAM ADMINISTRATION

## *Organizational Chart*



## **ACTIVITY DIRECTORS & ACTIVITY POINT OF CONTACT (APOC):**

Activity Directors are responsible for carrying out the approved Phase II Plan in the funded Title III CDP and achieving the identified objectives in their respective projects. Activity Directors may delegate the day-to-day administration of these responsibilities to a staff member under their direct supervision. This individual is the Activity's Point of Contact (APOC). Only Activity Directors and APOC may initiate requests for funds, and their requests must be based upon the approved budget. Each APOC must have requests approved by the Activity Director within the existing administrative structure of the university before submitting requests to the Title III Program Administration Office.

### **Activity Director's responsibilities:**

- Attend on-campus workshops and meetings to receive pertinent grant information.
  - Mandatory Activity Directors Meeting (October / April).
- Submit accurate and completed project progress reports to the Title III Program Administration Office (Semi-Annual Reports, Spending Plan, Phase II Plan)
- Monitor the timely completion of assigned tasks and milestones based on the projects Phase II Plan.
- Request funding within the approved project allocations located in the Phase II Plan.
- Approve faculty/staff professional development and travel requests.
- Prepare, review, and sign all reports.
- Develop a Phase II Plan in its entirety with strategic measureable objectives, strategies and budget aligned with the proposed project.
- Monitor the project budget and sign-off on all budget expenditures.
- Maintain adequate records in Microsoft Teams.
- Perform other duties, which may be necessary to ensure that the objectives of the plan are achieved.
- Submit personnel contracts in a timely manner.
- Submit all reports by the scheduled deadlines on the calendar.
- Work with your assigned Title III Point of Contact.

### **Activity Directors' Point of Contact (APOC) responsibilities:**

- Attend on-campus Title III workshops, meetings; receive pertinent grant information.
  - Mandatory Activity Directors Meeting (October / April).
- Prepare, and review reports.
- Assist with the development of strategies for the completion of objectives.
- Update Title III office of all personnel changes
- Maintain adequate records in Microsoft Teams.
- Assist with submission of personnel contracts.
- Submit all reports by the scheduled deadlines on the calendar.
- Work with your assigned Title III Point of Contact.
- Perform other duties, which may be necessary to ensure that the objectives of the project are achieved.

## PROGRAM MANAGEMENT, ACCOUNTABILITY AND EVALUATION

### SITE VISITS

- **Federal Site Visit:** Site visits made by the Department of Education representatives to review program accomplishment, management control systems and make recommendations as needed.
- **Internal Site Visits:** The activity's Title III point of contact (P.O.C.) will conduct internal site visits after the 1<sup>st</sup> quarter. Grantees shall constantly monitor the performance under federally supported projects to ensure adequate progress towards achieving the project's goals. Monitoring of the project's by the Title III Office will include an overview of the progress of each project in accomplishing the goals on the timetables established; a review of the monthly Time and Effort reports submitted by each employee that receives compensation under the program; an audit of all equipment and inventory; periodic monitoring of project expenditures to ensure funds spent efficiently and effectively. Internal site visits are conducted for each project outlined in the approved comprehensive development plan by the Department of Education.

### PERFORMANCE ASSESSMENTS & REPORTS

To provide systematic documentation of the achievement of objectives for each grant project, each Activity Director will complete a series of performance reports. Reports are to be completed and submitted in the activity's Microsoft TEAMS hub.

Assessment Planning and Reporting System. Performance Reports are due according to the schedule below:

#### **Activity Reports**

*Site Visit*

*Semi Annual I (October 1<sup>st</sup> – March 31<sup>st</sup>)*

*Spending Plan*

*Phase II Plan*

*External Evaluation*

*Time & Effort*

#### **Due Date**

*February / March*

*April 30<sup>th</sup>*

*June 1<sup>st</sup>*

*June 30<sup>th</sup>*

*November*

*15<sup>th</sup> of each month*

#### **Department of Education Reports**

*Annual Performance Report (A.P.R.)*

*Internal Performance Report (I.P.R.)*

*Phase I Report*

*Phase II Plan*

*Comprehensive Development Plan*

#### **Due Date**

*Spring*

*Spring*

*Spring*

*Spring*

*Spring (Every 5 years – New Grant Cycle)*

**FAILURE TO SUBMIT REPORTS BY THE NOTED DUE DATES MAY RESULT IN A TEMPORARY SUSPENSION FOR THE PROJECT.**

## PROJECT MANAGEMENT

Project Management is the administration and supervision of projects using a well-defined set of knowledge, skills, tools, and techniques. Title III Program Administration introduced a new Microsoft TEAMS process and tool to effectively manage the resources, budget allocations and monitor the substantial progress of each project. Effective October 1st, 2020, all Title III funded projects were required to utilize the Microsoft TEAMS Activity Server to manage their respective projects. The Microsoft TEAMS Server provides the platform to manage projects and provide dashboards and updates more comprehensively effectively. The Microsoft TEAMS software assists activity directors and supporting staff in developing plans, assigning resources to tasks, tracking progress, managing budgets, and analyzing workloads.

- TEAMS is a centralized project management hub that will house all of the Title III funded projects.
- All Activity Directors and APOC will be required to update their profile within Microsoft TEAMS as instructed by Title III Program Administration.
- The Title III Project Manager will regularly monitor their persistence and substantial progress and develop monthly reports (i.e., dashboards, metrics, etc.) for leadership.

## DEPARTMENT OF EDUCATION REPORTING REQUIREMENTS

The Department of Education requires the university to maintain records that show the total amount of funds awarded under each grant; how the spending of funds relates to the Institution's overall effectiveness, how the grant funds are use, the total scope of the project, and other records to aid in facilitating an effective audit. The university must keep records that demonstrate compliance with program requirements and records that show significant project expenses and results. These records must be retained for three years after the final financial reports are submitted for the project for which the funds were granted.

### Applications for Continued Funding Under Title III Part B

Proposed project's, which are approved by University officials for continued funding under Title III, must submit an application during the Spring Semester of the year currently funded, which provides the following information:

- ***Project Narrative:*** The project narrative for continuing projects will be composed of the parts that are described in the following paragraphs.
- ***Project Objectives:*** Objectives for the next year should be included and must be described in clear, concise, measurable terms. These objectives must include the attainment measurement in quantitative terms.
- ***Implementation Strategy:*** The evaluation plan must provide a detailed assessment of the implementation strategies and quantifiable evidence of the attainment of the objectives for each project for each grant year.
- ***A Project Budget:*** All budgeted items are to be reflected in the format provided by the Department of Education, including major items such as Personnel, Fringe Benefits, Travel, Equipment, Contractual Services, Student Wages and others that allow the project to function as efficiently as intended.

Substantive changes in the scope and/or plan of operation of any Title III project must be approved by the Department of Education in writing prior to implementation. Requests for modification of any programmatic objective must be made through the Title III Director. If approved by the President, modifications will be included in our annual report submission to the Department of Education. Only after approval is received from the Department of Education can changes be effective. The Department of Education defines substantive changes to an institution's program as those changes which redirect the objectives and scope of a project, changes in key personnel, international travel, and continuation of the project for more than three months without the direction of a Project Director.

### **Time and Effort Reporting Requirements**

The Department of Education requires the university to document and maintain Time and Effort Certifications on all federally supported employees. Internal procedures have been developed to ensure adherence to this requirement.

- Each Title III funded employee is required to complete a monthly Time and Effort form. Completed Time and Effort forms must be submitted monthly to the Title III Program Administration Office no later than the 5<sup>th</sup> business day following the reporting period.
- Each employee will need to sign a quarterly certification in the Office of Grants and Contracts when notified.
- Hourly employees must submit a monthly time and effort form, but attach all related time sheets.
- Copies of completed Time and Effort forms are to be maintained in the Project Director's files and the Title III Program Administration Office.

### **REPORTS OF PROGRESS**

Both internal and external evaluations are management tools used to keep the program focused on annual objectives. Uniform Guidance, CFR 200 states that recipients shall monitor the performance of grant-supported Projects and report progress according to program requirements. The evaluation should review programmatic progress to assure that positive effort is made toward achieving the grant's goals.

#### **Internal Evaluation**

Internal audit evaluations are carried out through semi-monitoring reports, site visits, annual progress reports, and Title III workshops. An external evaluation is conducted annually to determine progress in achieving the objectives in its approved application, the effectiveness of the project in meeting the purposes of the program, and the effect of projects on the persons directly impacted by the projects.

#### **External Evaluation**

An independent external evaluator, at the discretion of the University President, will evaluate the Title III grant and the individual Title III Project. The evaluator will conduct both a formative and a summative evaluation. Evaluators will look at all aspects of grant projects, including comparing actual accomplishments to the goals established for the period, documentation of project progress in meeting measurable objectives, allowability of project expenditures, and the project's effect in strengthening the overall effect project operation of the university.

## OPERATIONAL AND FISCAL POLICIES

### TITLE III FUNDED EMPLOYEES

This category includes all Contingent I, Contingent II, Regular and Student employees supported by Title III funds. Hiring procedures will follow University policy.

#### **Personnel**

Before initiating documents to hire new personnel, the Title III Program Administration Office must be consulted to ensure that the hiring of persons for Title III projects is within the approved Phase II Plan framework. This ensures that appropriate funds are available to accommodate the action. **Title III funds may not be used to supplant the use of University funds in the hiring process.** Individuals hired should clearly understand that Federal funds support them and that their employment is contingent on receiving those funds and the overall success. All personnel must adhere to the Federal Regulations and Title III Program Administration Office Policy and Procedures.

#### **Contingent I** (no benefits)

A Contingent I employee works full-time for six-months or less. The assignment can be re-newed up to one year. If the Contingent I assignment is part-time or intermittent, the assignment can be for a six-month period but can be renewed indefinitely. Selection is done at the departmental level. Any contract amendments or renewals must be processed through the Office of Human Resources. See page 16 for Contingent I hiring process.

#### **Contingent II** (modified benefits)

Contingent II employees are hired for a year in duration. The contract may be renewed up to three years; after which, the position must be converted to a Regular position. The Contingent II position must be advertised and the recruitment process must be followed. Contingent II staff members receive some benefits but not at the level received by Regular employees. See page 18 for Contingent II hiring process.

#### **Regular**

Regular employees are those appointed to continuing positions, which have been approved through the budgetary and classification processes. Regular employees are differentiated from contingent (temporary) employees whose appointments are on an “as needed” basis. Non-exempt employees are those support personnel appointed under Board of Regents’ policies for non-exempt employees. Non-exempt employees serve a six-month probationary period. Exempt employees are those administrative and professional personnel who are considered at-will employees. Exempt employees serve a one-year probationary period.

#### **Student Employment**

**Student Workers Hired on Contingent I Contracts** This is sponsored student employment outside of the College Work-Study Program.

Student Employment under a Title III funded project is an appropriate and beneficial use of resources. It is expected that student work assignments will be directly linked to an approved Title III Project and that these assignments will be value-added experiences for the students. Activity Directors are also expected to budget and closely monitor the expenditure of student wages.



The Title III student hiring process will follow the university's policy. The decision to employ a particular student worker under Title III Programs rests solely with the Activity Director and the Title III Director. The following conditions apply to all Title III student workers:

- A job description must be submitted to the Title III Program Administration Office before the student is hired. **STUDENT-WORKERS WILL NOT BE PAID FOR WORKING ON OFFICIAL UNIVERSITY HOLIDAYS. IN NO CASE SHOULD A STUDENT BE PAID FOR HOURS NOT WORKED.**
- Student work assignments should be related to the specific funded project or the day-to-day operation of the unit directly supporting the project.
- Students may work up to twenty (20) hours a week; however, some graduate student workers, because of the level of service they provide, may work up to thirty (30) hours a week. Such cases should be documented and approved by the Title III Director in advance. During the summer term, students may work up to 30 hours per week.
- Students must be enrolled as full-time students during the Fall and Spring semesters.
- **Students may not under any circumstances work in more than one Title III-funded position.**

#### **Employment of Non-Citizen Student Employees**

Student-workers who are non-citizens may be employed using Title III funds under the following conditions:

- Enrolled full-time in a degree-granting program at the university;
- Provide Visa documentation of their eligibility to work in this country; and
- Abide by any other regulations mandated by the University's Office of Human Resources.
- Student-workers typically work during regular university operating hours unless otherwise approved.

#### **Fringe Benefits**

Fringe benefits are available to persons supported by Title III funds, as allowed by University policy.

**Title III does not fund the University's Tuition Remission Policy.**

#### **Time Sheets**

Time Sheets are required for hourly employees, temporary employees, student workers, and stipend recipients. Timesheets will be processed in accordance with the university's related policy. Activity Directors are required to sign all timesheets. Timesheets are due to the University's Payroll Office (please see H.R. for a payroll schedule). Failure to submit time sheets by the due date may delay the employee being paid. **(A copy of all related time-sheets should accompany the monthly Time and Effort form when submitted to the Title III Program Administration office.)**



## CONSULTANT SERVICES

Consultants may be engaged to assist in fulfilling the Project Plan of Operation Objectives. A consultant may be used only as described in the Project budget. The university's policy should be followed.

If the service provided was advice, the scope of this should be carefully documented with a written report from the consultant indicating his/her findings and a copy should be forwarded to the Title III Program Administration Office.

When a consultant is engaged to provide on-campus training (workshops, seminars, etc.), the following documents should be forwarded to the Title III Program Administration Office:

- 1) Documentation of Attendees
- 2) Agenda
- 3) Summary of Evaluations

**ALL CONSULTANTS SHOULD HAVE PRIOR APPROVAL BEFORE WORK COMMENCES.**

## PROPERTY AND EQUIPMENT POLICY

Title III will adhere to University Property and Equipment Policy Title III Program Administration will reconcile with BSU Fiscal office all equipment and property inventory records annually. Activity Directors are responsible for maintaining a record of the inventory.

### Equipment

In addition, to University policy, equipment purchases shall adhere to the following guidelines and governing directives.

The recipient shall use the equipment in the project for which it was acquired as long as needed, whether or not the project continues to be supported by Title III funding. When no longer needed for the original intent, the Activity Director will notify the Title III Office for appropriate disposition of the equipment.

After the time that the equipment is used in the project for which it was acquired, with the approval of the Title III Director and the Department of Education, the Project Director may make it available for use on other "like projects or programs." First preference for other use given to other projects sponsored by the Department of Education; second preference given to projects or programs sponsored by other Federal-awarding agencies.

University policy defines equipment as an item costing \$5,000 or more with a useful life of at least one year. Equipment made by two or more manufacturers and costs above \$5,000 requires three official bids from prospective vendors. **All equipment must be encumbered before the end of the first quarter of each fund year (before December 31st) unless justified and pre-approved by the Title III Director.**

### Equipment Management Requirements (C.F.R. §200.313 Equipment)

#### New Equipment

To obtain new or replace equipment such as monitors, computers, laptops, etc., a Standard Equipment Request Form ([SERF](#)) is completed for the Department of Information Technology. Once complete and approved by D.I.T., the requisition is to be created. When generating the requisition, be sure to include the quote and the SERF documentation. Procurement will not covert the requisition into a purchase order until there is documented permission from D.I.T.

### **Arrival of New Equipment**

When the new equipment is delivered, a Purchase Order Requestor Items Form is emailed from Asset Management. To complete this form, information regarding the location, department, room number, department identification number, the fund code, and to whom the equipment will be assigned is necessary. Once the form is completed, the equipment is sent to D.I.T. for imaging. After imaging is completed, Asset Management will deliver the equipment.

### **Disposal of Old Equipment**

When original or replacement equipment acquired is no longer needed for the original project, send an email to Central Receiving stating the items that are to be disposed of and the quantity of each item. Once they have a receipt, Central Receiving will give you instructions on where to place the equipment and how to label it.

More information click [here](#).

## **RECORDS MANAGEMENT POLICY**

Title III Program Administration Office, Office of Grants and Contract Accounting, and Activity Directors will maintain records of budgetary expenditures for Title III Project's. Activity Directors should also maintain files for all Title III related documentation; Time and Efforts, Performance Reports, Semi-Annual Reports, Annual Reports and any other documentation as a result of a Title III funded project. This record keeping will provide up-to-date information relative to the availability of funds and make sure that accurate records are available for site visits, evaluations and audits.

### **Record Retention Requirement CFR 200.33 Retention requirements for records.**

Financial records, supporting documents, statistical records, and all other records pertinent to an award shall be retained for a period of three years from the date of submission of the final expenditure report or, for awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, as authorized by the Secretary. The only exceptions are the following:

- (a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.
- (b) When the non-Federal entity is notified in writing by the Federal awarding agency, cognizant agency for audit, oversight agency for audit, cognizant agency for indirect costs, or pass-through entity to extend the retention period.
- (c) Records for real property and equipment acquired with Federal funds must be retained for 3 years after final disposition.
- (d) When records are transferred to or maintained by the Federal awarding agency or pass-through entity, the 3-year retention requirement is not applicable to the non-Federal entity.
- (e) Records for program income transactions after the period of performance. In some cases, recipients must report program income after the period of performance. Where there is such a requirement, the retention period for the records pertaining to the earning of the program income starts from the end of the non-Federal entity's fiscal year in which the program income is earned.
- (f) Indirect cost rate proposals and cost allocations plans.

## Record Retention Procedures

- ***Records Related to Grant Funds:*** A grantee shall keep records that fully show: (a) the total amount of funds under the grant; (b) how the grantee uses the funds; (c) the total cost of the project; and (d) the share of the cost provided from other sources. Further, poor record-keeping is a lack of internal controls and should not occur.
- ***Records Related to Compliance:*** A grantee shall keep records to show its compliance with program requirements. Compliance encompasses the processes of systematic procedures that are organized with efficient methods, ensuring that the provisions of the regulations imposed by a federal agency are met.
- ***Records Related to Performance:*** A grantee shall keep records to identify significant project experiences and results and use the records to (a) determine progress in accomplishing project objectives; and (b) revise those objectives, if necessary. Accurate records will document successes, problems encountered, and time frames to deliver the desired outcomes and results.

### Records Retention Period:

**Best practices are following the Institution's policy and keeping records for five years to maintain the entire grant year cycle.**

***Memorandums, Letters, etc.*** – Correspondence received from Activity Directors, the University campus, Department of Education and other entities that pertains to Title III Project's will remain in the Title III office for duration of five years. The Title III Director will be responsible for determining any exceptions.

***Travel & Expenditure related documents*** – These documents will remain in the Title III office for the duration of five years.

***Personnel documents for project's*** – These documents will remain in the Title III office for the duration of five years.

***Time and Efforts Forms*** – These documents will remain in the Title III office for the duration of five years.

***Comprehensive Development and Phase II Plans*** – These documents will remain in the office for duration of the five (5) year cycle. After the five (5) year cycle, the documents will be archived electronically for an additional five (5) years.

## PROCUREMENT POLICIES AND PROCEDURES

All requests for supplies, equipment, services, rentals, subscriptions or any other transactions that involve an expenditure of Title III funds must be entered into the university's eProcurement system. Requisition for goods with an individual cost of \$5,000 or more and services of \$10,000 or more must be accompanied by three (3) quotes. Each quote must be provided by a different vendor. Requisitions for services in amount exceeding the small purchase threshold (in accordance with 41 U.S.C. 1908 – currently \$150,000) must proceed through the University's Request for Proposal (R.F.P.) process.

Title III will adhere to the DOE and BSU Policy regarding purchasing:

In addition to University Policy and in accordance with the Uniform Guidance Part 200, recipients of Federal awards, such as Title III, must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps include:

- (1) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- (2) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- (3) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- (4) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
- (5) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce;

In all cases, the procurement process must be in conformance with Uniform Guidance Sections:

**§200.318** General procurement standards

**§200.319** Competition

**§200.320** Methods of procurement to be followed

**§200.321** Contracting with small and minority businesses, women's business enterprises, and labor surplus area firms

**§200.323** Contract cost and price

Under no circumstances will any Title III representative engage in any formal contact or other commitment with outside vendors without prior approval and adherence to the appropriate process of required requisition documentation.

## **SOLE SOURCE PROCUREMENT**

**Sole Source Procurement must be presented and approved through the Department of Education.** Sole Source Procurement occurs when only one vendor is known to supply a particular item requested for purchase. This method of purchasing involves no competition and should be avoided as much as possible.

If used, the sole source procurement should be justified and well documented. Evidence of such documentation should be retained for record-keeping purposes.

Final responsibility in determining whether an item is a proprietary item and should be purchased from a sole source is determined by the Purchasing Department, and approved by the Title III Director for compliance.

## **CARRY-FORWARD PROCEDURE**

Carry-forward funds, formerly known as ‘spend down’ accounts, are funds that are leftover from previous years. This policy aims to develop a uniform procedure in which carry-forward funds are requested and distributed.

- Near the end of each funding year, the Title III Director will determine the budget balance for all projects.
- The Title III Director will meet with the President before the beginning of the new grant year to discuss the budget balance, input, and approval for the projects to be implemented during the next grant year. Funds will be spent on objectives that were not completed in the prior grant year.
- Carry forward funds cannot be expended beyond the current five (5) year cycle unless an extension from the U.S. Department of Education is granted. If there is a need for deviation, a proposal should be prepared and submitted to the Title III Director, who will submit it to the U.S. Department of Education in Washington for review and approval by the Program Officer.
- Activity Directors who receive approval to receive carry-forward funds will prepare a complete project proposal to be submitted to Title III for approval by the Title III Director and the Program Specialists by the end of August. The same procedure and template used for creating new projects and writing measurable objectives should be used in this carry-forward process.
- The Title III Director will prepare the necessary Budget Transfer Form to submit to Grants & Contracts to set up the Carry-forward accounts.
- Grants Accounting will release the remaining funds in PeopleSoft from the current project and carry the funds over to a new account with a new project number no later than October 15th of the new grant year.
- Grants Accounting will contact the Title III Director and Program Coordinator by email when the new accounts have been created in PeopleSoft.

## TRAVEL POLICY

The purpose of the Title III Program Administration Professional Development initiative is to provide full-time & part-time faculty and staff members the opportunity and support for professional development through workshops, conferences, webinar and work-related training. An essential element of institutional effectiveness in higher education is faculty engaging in Professional Development activities to learn about innovative practices in a variety of areas, including (but not limited to) informed pedagogy, teaching, student services, research, management, and sustainability practices.

Faculty and staff seeking reimbursement should incur the lowest reasonable travel expenses. However, if a circumstance arises that is not explicitly covered in this travel policy, the most conservative course of action should be taken.

Title III's travel policies are aligned with [Bowie State University \(BSU\)](#), the [University System of Maryland](#)'s (USM), and the [Department of Education](#) travel & reimbursement rules. Therefore, all business-related travel paid with Title III's funds must comply with these expenditure policies.

## BUDGET

Frequent budget analysis should also be conducted by the Activity Directors to ensure that Title III funds are being spent in a timely and efficient manner. Annual funds should be utilized to ensure that the objectives of the initiative are accomplished. The Title III Office strongly encourages Activity Directors to spend all allocated funding by the end of the grant year (September 30th). Any deviations or discrepancies should be discussed with your Title III point of contact and included in your performance reports.

Project budgets must be related to the approved Phase II plan, and consistent with the intent of the Department of Education in carrying out the objectives of Title III Programs.

### Budget Transfers

All Title III Budget Transfers will adhere to University Policy regarding fiscal modifications. They are as follows:

- The university budget transfer form must be completed and submitted to the Title III Administration Program Office for processing and approval, after receiving the approval of the supervisor, Dean, and Vice President for your department.
- Once approved by the Title III Director, the budget transfer form will be forwarded to the Grants Accounting office for approval.

*Budget transfers will only be considered at the start of the second quarter of the grant year (January 1st). Activity Directors are expected to carefully monitor their accounts monthly to ensure that fiscal resources are accurate and adequately expensed.*

## REQUEST FOR FUNDING

### PURPOSE, GUIDELINES and ELIGIBILITY

Bowie State University has three Title III Programs: HBCU PART B, HBGI, and FUTURE Act (Part F). Title III provides funding to project projects derived from Bowie State University's Strategic Plan, which is designed to help meet various university strategic goals. AS AMENDED, Title III of the Higher Education Act of 1965 authorizes these grants to strengthen institutions in the following areas: *Academic Quality, Fiscal Stability, Student Services and outcomes, and the quality of Institutional Management.*

The Title III Program Projects are to carry out the programmatic objectives of the strategic plan through the Title III Comprehensive Development Plan (C.D.P.). The Comprehensive Development Plan enables the university to determine benchmark data, measurable outcomes, and document how the Title III, Part B-Strengthening Historically Black Colleges and Universities and the Historically Black Graduate Institutions grants have strengthened the Institution. All proposals and selected projects must support and be aligned with one of the University's Strategic Priorities.

Bowie State University Title III Program Administration Office accepts funding request proposals. Funding request proposals will assist in expanding Title III initiatives to strengthen and support suitable institutional needs. This initiative is under the auspices of the Office of the President. The Department of Education Title III Programs includes the following: Title III Part B, Strengthening Historically Black Colleges and Universities (HBCU PART B) program, Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act, and the Historical Black Graduate Institution (HBGI) grants.

Proposals must align with the President's vision, the BSU Strategic Plan, and the Department of Education's Legislative Allowable Activities (L.A.A.s – see Appendix A). Title III funded initiatives must also support the Institution in one of the four Focus Areas (see Appendix A): (1) Academic Quality, (2) Fiscal Stability, (3) Student Service Outcomes, or (4) Institutional Management.

Applications are accepted year-round. Interested faculty and staff are encouraged to complete and upload their proposal in the Title III Opportunities Microsoft Teams, with appropriate signatures from their respective Department Head/Dean and Vice President or Provost as appropriate, for consideration for funding. Proposals may be submitted at any time as an initiative or project implemented using carry-forward funding (funding from previous grant years). All projects will end September 30th, the end of the grant year. Please visit the Title III Opportunities portal in Microsoft Teams to apply.

NOTE: The President may include at their will any cornerstone project that he considers central to the plan and will not be included in the competition.