



MONTGOMERY CAMPUS

**TITLE III POLICIES AND
PROCEDURES MANUAL**

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INTRODUCTION

Project Title: Creating a Central Environment of Support for Student Success

Institutional Profile: Troy-Montgomery offers undergraduate and graduate academic programs to traditional and non-traditional students, including programs focused on advancing the economic growth of the region through degrees in Business, Education, Computer Science, Counseling, Nursing, Applied Behavioral Analysis, and Social Work. Troy-Montgomery serves predominately African American female students—in Fall 2018, 75.5 percent of enrolled students were female; 56.8 percent identified as African American (63 percent female); and 48 percent were first-generation students.

Problems: Troy-Montgomery serves a large population of underprepared students in an area characterized by low educational attainment and high poverty rates. Troy-Montgomery’s retention and graduation rates are significantly lower compared to the University’s overall rates and to similar institutions in Alabama and the U.S. In 2016-17, Troy-Montgomery’s fall-to-fall retention rate of 46.3 percent for first-time, full-time students was considerably lower compared to 70.8 percent for the University’s main campus and 74.8 percent for public four-year institutions in Alabama.^{1,2} Of the entering 2010 cohort, only 17.8 percent of Troy-Montgomery’s first-time, full-time degree-seeking students earned a bachelor’s degree by the end of six years compared to 44.0 percent for the University’s main campus and 53.2 percent and 58.9 percent for Alabama and U.S. peer institutions, respectively. Not only is Troy-Montgomery’s six-year rate the lowest, it has declined from 17.8 percent to 12.3 percent over the past three cohorts (2010, 2011, 2012). On average, it takes Troy-Montgomery students 8 years to earn a bachelor’s degree, double the average time of 3.9 years for students at the University’s main campus. Troy-Montgomery is not meeting advising needs or student expectations. Student and academic support services has rated low. Troy-Montgomery’s has outdated and underutilized spaces. Troy-Montgomery faces financial implications from declining enrollment and low retention.

Strategies: Troy-Montgomery is implementing one Title III activity: “Creating a Central Environment of Support for Student Success” to address the problems discussed in the CDP. Based on relevant research, best practices, and the University’s own experiences, the following two implementation strategies were developed: Strategy 1: Establish a Comprehensive Student Success Center and Strategy 2: Create an Optimal Environment to Support Student Success. By implementing this project, Troy-Montgomery will increase its capacity to respond to a large population of at-risk students with academic, student success, and student service functions that enhance retention and completion of educational goals.

Objectives:

By 2025, increase to 55 percent the retention of Troy-Montgomery’s first-time, full-time students.

By 2025, decrease failure rates in developmental math courses to 20 percent.

By 2025, increase six-year graduation rates of Troy-Montgomery students to 19 percent.

By 2025, increase percentage of faculty advisors trained in best practices to 95 percent.

By 2025, increase percentage of Troy-Montgomery students who rate academic advising as “excellent” to 52 percent.

By 2025, increase satisfaction with Troy-Montgomery student services to 45 percent.

By 2023, increase functional student success space by at least 7,500 square feet.

Outcomes: Increased student retention/enrollment; Increased technology infrastructure to support all essential programs; increased student success; and increased faculty skills.

Funds Awarded: \$1,959,582

¹Troy Univ. Institutional Data; IPEDS Data Center

²IPEDS Data Center

PURPOSE OF TITLE III STRENGTHENING INSTITUTIONS PROGRAM

“The purpose of the Title III Strengthening Institutions Program is to provide grants to eligible institutions of higher education to improve their academic programs, institutional management, and fiscal stability in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation”. (34 CFR 607.1)

Title III, Part A Strengthening Institution Program
 Troy University Montgomery - #P031A200007
 Creating a Central Environment of Support for Student Success

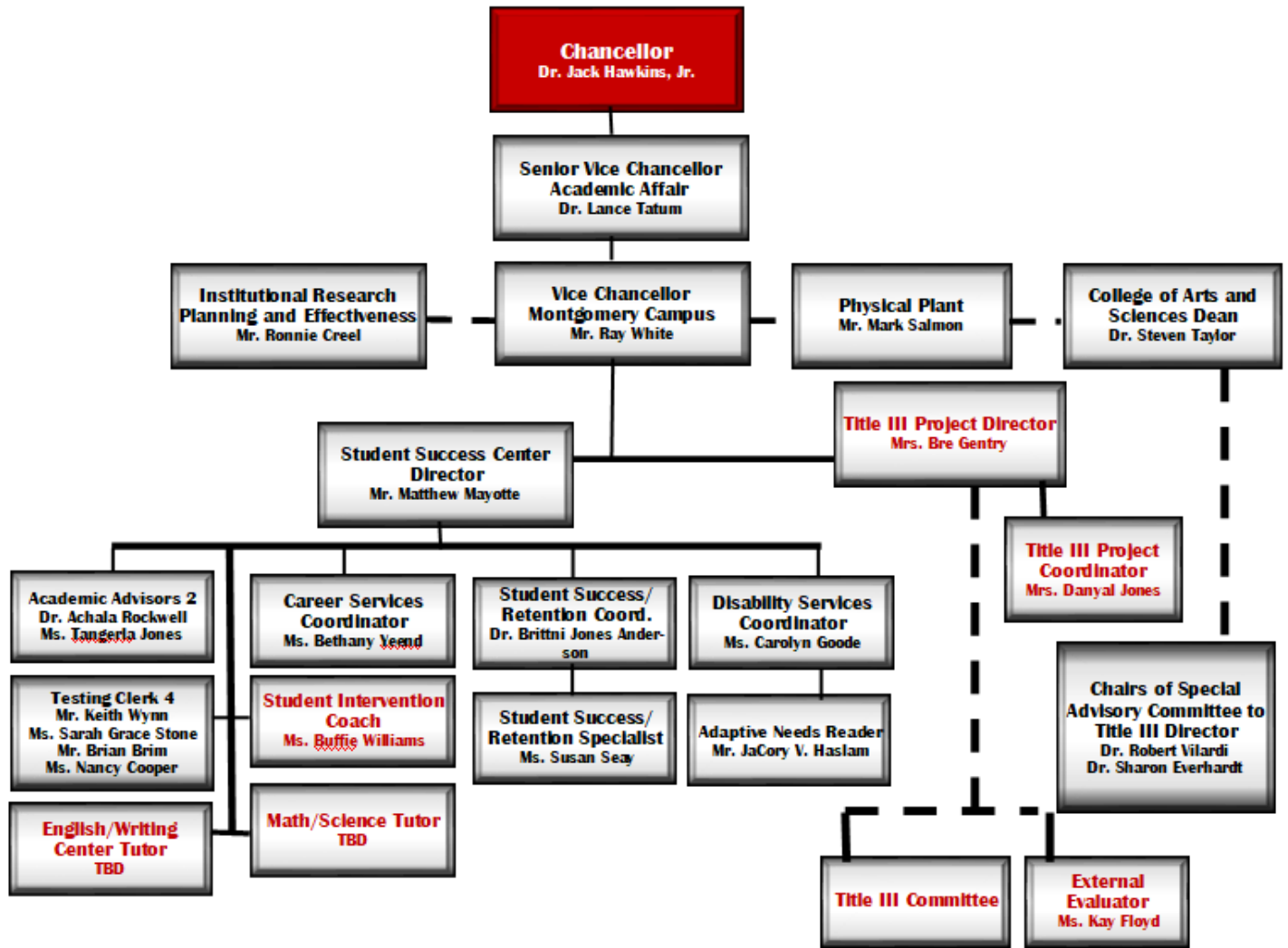
PROGRAM OBJECTIVES AND PERFORMANCE INDICATORS

Annual Measurable Objectives and Performance Indicators	
Major Objectives in Measurable Terms	Key Performance Indicators
Year 1: October 2020—September 2021	
Obj. 1: By Sep. 30, 2021, increase to 47% the retention of Troy-Montgomery’s first-time, full-time students. (Baseline=46.3%)	At least 47% of first-time, full-time students who entered Fall 2020 returned Fall 2021
Obj. 2: By Sep. 30, 2021, decrease failure rates in developmental math courses to 26%. (Baseline=27.5%)	Failure rates for students in developmental math courses decreased to 26%
Obj. 3: Increase six-year graduation rates from 12.3% to 19%	<i>This objective measured in Years 4-5</i>
Obj. 4: By Sep. 30, 2021, increase percentage of faculty advisors trained in best practices to 20%. (Baseline=0)	At least 20% of faculty advisors trained in best practices
Obj. 5: By Sep. 30, 2021, increase percentage of Troy-Montgomery students who rate academic advising as “excellent” to 43%, as determined by the Montgomery Campus Student Survey. (Baseline=42.6%)	At least 43% of students rated academic advising as “excellent”; MCS survey administered to all students
Obj. 6: By Sep. 30, 2021, increase percentage of Troy-Montgomery students who rate overall services/support as “excellent” to 37%, as determined by the Montgomery Campus Student Survey. (Baseline=35.2%)	At least 37% of students rated overall services/support as “excellent”; MCS survey administered to all students
Obj. 7: By Sep. 30, 2021, increase functional student success space by at least 1,875 sf (Baseline=2,189 sf)	Functional student success center space increased by 1,875 sf; Phase 1 Completed
Year 2: October 2021—September 2022	
Obj. 1: By Sep. 30, 2022, increase to 48% the retention of Troy-Montgomery’s first-time, full-time students. (Baseline=46.3%)	At least 48% of first-time, full-time students who entered Fall 2021 returned Fall 2022
Obj. 2: By Sep. 30, 2022, decrease failure rates in developmental math courses to 25%. (Baseline=27.5%)	Failure rates for students in developmental math courses decreased to 25%
Obj. 3: Increase six-year graduation rates from 12.3% to 19%	<i>This objective measured in Years 4-5</i>

Obj. 4: By Sep. 30, 2022, increase percentage of faculty advisors trained in best practices to 40%. (Baseline=0)	At least 40% of faculty advisors trained in best practices
Obj. 5: By Sep. 30, 2022, increase percentage of Troy-Montgomery students who rate academic advising as “excellent” to 44%, as determined by the Montgomery Campus Student Survey. (Baseline=42.6%)	At least 44% of students rated academic advising as “excellent”; MCS survey administered to all students
Obj. 6: By Sep. 30, 2022, increase percentage of Troy-Montgomery students who rate overall services/support as “excellent” to 39%, as determined by the Montgomery Campus Student Survey. (Baseline=35.2%)	At least 39% of students rated overall services/support as “excellent”; MCS survey administered to all students
Obj. 7: By Sep. 30, 2022, increase functional student success space by at least 1,875 sf (Baseline=2,189 sf)	Functional student success center space increased by 1,875 sf; Phase 2 completed
Year 3: October 2022—September 2023	
Obj. 1: By Sep. 30, 2023, increase to 50% the retention of Troy-Montgomery’s first-time, full-time students. (Baseline=46.3%)	At least 50% of first-time, full-time students who entered Fall 2022 returned Fall 2023
Obj. 2: By Sep. 30, 2023, decrease failure rates in developmental math courses to 24%. (Baseline=27.5%)	Failure rates for students in developmental math courses decreased to 24%
Obj. 3: Increase six-year graduation rates from 12.3% to 19%	<i>This objective measured in Years 4-5</i>
Obj. 4: By Sep. 30, 2023, increase percentage of faculty advisors trained in best practices to 70%. (Baseline=0)	At least 70% of faculty advisors trained in best practices
Obj. 5: By Sep. 30, 2023, increase percentage of Troy-Montgomery students who rate academic advising as “excellent” to 45%, as determined by the Montgomery Campus Student Survey. (Baseline=42.6%)	At least 45% of students rated academic advising as “excellent”; MCS survey administered to all students
Obj. 6: By Sep. 30, 2023, increase percentage of Troy-Montgomery students who rate overall services/support as “excellent” to 41%, as determined by the Montgomery Campus Student Survey. (Baseline=35.2%)	At least 41% of students rated overall services/support as “excellent”; MCS survey administered to all students
Obj. 7: By Sep. 30, 2023, increase functional student success space by at least 3,750 sf (Baseline=2,189 sf)	Functional student success center space increased by 3,750 sf. (total of 7,500 over three years); Phase 3 completed
Year 4: October 2023—September 2024	
Obj. 1: By Sep. 30, 2024, increase to 52% the retention of Troy-Montgomery’s first-time, full-time students. (Baseline=46.3%)	At least 52% of first-time, full-time students who entered Fall 2023 returned Fall 2024
Obj. 2: By Sep. 30, 2024, decrease failure rates in developmental math courses to 22%. (Baseline=27.5%)	Failure rates for students in developmental math courses decreased to 22%

Obj. 3: By Sep. 30, 2024, increase six-year graduation rates of Troy-Montgomery students to 16%. (Baseline=12.3% 2012 cohort)	Six-year graduation rate increased to 16% (2017 cohort)
Obj. 4: By Sep. 30, 2024, increase percentage of faculty advisors trained in best practices to 80%. (Baseline=0)	At least 80% of faculty advisors trained in best practices
Obj. 5: By Sep. 30, 2024, increase percentage of Troy-Montgomery students who rate academic advising as “excellent” to 48%, as determined by the Montgomery Campus Student Survey. (Baseline=42.6%)	At least 48% of students rated academic advising as “excellent”; MCS survey administered to all students
Obj. 6: By Sep. 30, 2024, increase percentage of Troy-Montgomery students who rate overall services/support as “excellent” to 43%, as determined by the Montgomery Campus Student Survey. (Baseline=35.2%)	At least 43% of students rated overall services/support as “excellent”; MCS survey administered to all students
Obj. 7: Increase functional student success space by at least 7,500 sf (Baseline=2,189 sf)	<i>This objective measured in Years 1-3</i>
Year 5: October 2024—September 2025	
Obj. 1: By Sep. 30, 2025, increase to 55% the retention of Troy-Montgomery’s first-time, full-time students. (Baseline=46.3%)	At least 55% of first-time, full-time students who entered Fall 2024 returned Fall 2025
Obj. 2: By Sep. 30, 2025, decrease failure rates in developmental math courses to 20%. (Baseline=27.5%)	Failure rates for students in developmental math courses decreased to 20%
Obj. 3: By Sep. 30, 2025, increase six-year graduation rates of Troy-Montgomery students to 19%. (Baseline=12.3%)	Six-year graduation rate increased to 19% (2018 cohort)
Obj. 4: By Sep. 30, 2025, increase percentage of faculty advisors trained in best practices to 95%. (Baseline=0)	At least 95% of faculty advisors trained in best practices
Obj. 5: By Sep. 30, 2025, increase percentage of Troy-Montgomery students who rate academic advising as “excellent” to 52%, as determined by the Montgomery Campus Student Survey. (Baseline=42.6%)	At least 52% of students rated academic advising as “excellent”; MCS survey administered to all students
Obj. 6: By Sep. 30, 2025, increase percentage of Troy-Montgomery students who rate overall services/support as “excellent” to 45%, as determined by the Montgomery Campus Student Survey. (Baseline=35.2%)	At least 45% of students rated overall services/support as “excellent”; MCS survey administered to all students
Obj. 7: Increase functional student success space by at least 7,500 sf (Baseline = 2,189 sf)	<i>This objective measured in Years 1-3</i>

ORGANIZATIONAL CHART – (TITLE III IN RED)



TITLE III PERSONNEL JOB REQUIREMENTS, DUTIES, AND RESPONSIBILITIES

Title III Project Director

1.0 FTE | 100% Time and Effort | Strategies 1, 2; Project Management

Title III Project Director	
Required Education and Experience	<ul style="list-style-type: none"> ▪ Master’s degree in Administration, Communications, or Education ▪ Min. 3 yrs. experience in higher education setting, including student development and retention ▪ Min. 3 yrs. experience in grant administration and/or project management, including budget and accounting experience and direct supervision of staff ▪ Knowledge of student development and resources to promote student success ▪ Preferred qualifications: knowledge of and experience with U.S. Department of Education grant administration, rules and regulations, specifically Title III
Duties and Responsibilities	<ul style="list-style-type: none"> ▪ Oversee implementation of all Title III strategies ▪ Coordinate activities with the Student Success Center Director & Physical Plant ▪ Provide leadership to the Title III grant project staff ▪ Manage grant funding accounts and budgets ▪ Approve Title III expenditures and ensure fiscal compliance ▪ Monitor implementation timeline and key budget and performance milestones ▪ Communicate progress with University and other stakeholders ▪ Prepare internal/external reports and provide regular updates on project progress ▪ Prepare for and participate in internal/external Title III evaluations/site reviews

Title III Project Coordinator

1.0 FTE | 100% Time and Effort | Strategies 1, 2; Project Management

Title III Project Coordinator	
Required Education and Experience	<ul style="list-style-type: none"> ▪ Bachelor’s degree in Administration, Communications, or Education ▪ Min. 3 yrs. experience in higher education setting ▪ Familiarity with budgets, grants, assessments ▪ Strong knowledge of key computer software programs preferred ▪ Familiarity with the University’s information system and the Title III Strengthening Institutions program desirable
Duties and Responsibilities	<ul style="list-style-type: none"> ▪ Assist the Title III Project Director in all project activities and processes ▪ Assist in engaging key personnel essential for the project ▪ Track budgets and key data for reporting ▪ Schedule and administer assessments and surveys ▪ Organize project meetings ▪ Maintain monthly reports in consultation with the Title III Project Director ▪ Work closely with all Title III and Student Success Center staff ▪ Work closely with finance to manage grant budget in consultation with the Title III Project Director ▪ Assist with organizing attendance at conferences ▪ Ensure project website is updated and accurate ▪ Prepare for and participate in internal/external Title III evaluations/site reviews

English/Writing Center Professional Tutor
1.0 FTE | 100% Time and Effort | Strategy 1

English/Writing Center Professional Tutor	
Required Education and Experience	<ul style="list-style-type: none"> ▪ Bachelor's degree in English, Writing or closely related field ▪ Min. 2 yrs. experience as peer or professional tutor ▪ Ability to assess academic needs and evaluate students in an academic setting ▪ Ability to document contacts and track academic progress ▪ Strong verbal, written, and communication skills ▪ Ability to empathize and serve as support person in students' academic success
Duties and Responsibilities	<ul style="list-style-type: none"> ▪ Provide individual and group instruction in English and Writing ▪ Conduct supplementary activities to support the needs of the Student Success Center, e.g., help track and maintain tutoring service data ▪ Lead workshops on specific subject areas ▪ Monitor and report any academic needs or student issues ▪ Participate in Care Team activities, such as providing outreach to students identified as struggling ▪ Make follow-up contact to ensure student's academic progress

Mathematics/Science Center Professional Tutor
1.0 FTE | 100% Time and Effort | Strategy 1

Mathematics/Science Center Professional Tutor	
Required Education and Experience	<ul style="list-style-type: none"> ▪ Bachelor's degree in Mathematics, Science field, or closely related field ▪ Min. 2 yrs. experience as peer or professional tutor ▪ Ability to assess academic needs and evaluate students in an academic setting ▪ Ability to document contacts and track academic progress ▪ Strong verbal, written, and communication skills ▪ Ability to empathize and serve as support person in students' academic success
Duties and Responsibilities	<ul style="list-style-type: none"> ▪ Provide individual and group instruction in Mathematics and Science ▪ Conduct supplementary activities to support the needs of the Student Success Center, e.g., help track and maintain tutoring service data ▪ Lead workshops on specific subject areas ▪ Monitor and report any academic needs or student issues ▪ Participate in Care Team activities, such as providing outreach to students identified as struggling ▪ Make follow-up contact to ensure student's academic progress

Student Intervention Coach
0.50 FTE | 100% Time and Effort | Strategy 1

Student Intervention Coach	
Required Education and Experience	<ul style="list-style-type: none"> ▪ Master's degree in Clinical Mental Health Counseling ▪ Min. 2 yrs. experience providing clinical mental health counseling ▪ Min. 2 yrs. experience in academic setting preferred
Duties and Responsibilities	<ul style="list-style-type: none"> ▪ Responsible for providing counseling services and support to Troy-Montgomery Campus students ▪ Assist students coping with personal difficulties that leave them at risk for academic failure ▪ Provide a limited number of counseling sessions to students before referring them to external mental health practitioners.

External Evaluator (Ms. Kay Floyd)

Following Troy-Montgomery's policies and procedures, the University will select an experienced external evaluator with qualifications and experience that include a minimum of three years of prior experience evaluating federally funded projects, preferably those funded under Title III; knowledge of statistical analysis and evaluation design; and association with a professional evaluation organization such as the American Evaluation Association.

The external evaluator will dedicate seven days each year to provide consultation, data analysis, and report preparation. Each year, an onsite visit will be scheduled following completion of Troy-Montgomery's formative evaluation. The external evaluator will hold discussions with the Project Director and with faculty and staff who implement the various project activities and tasks. As appropriate, interviews will also be held with administrators and students affected by the project. The external evaluator will review the internal quarterly reports and prepare a report indicating findings and recommendations. In each instance, the external evaluator will be asked to comment on obstacles, failings, or weaknesses and to suggest solutions or strategies for success. The external evaluation will be an objective assessment of progress toward meeting objectives and institutionalizing project strategies, as well as assessing the degree to which the project's progress is contributing to solving institutional problems. The report will be shared with Troy-Montgomery's key stakeholders through the project website and at campus-wide meetings.

TITLE III PERSONNEL POLICIES AND PROCEDURES

"It is the policy of Troy University to employ, in good faith, personnel to fulfill the requirements of externally funded grants and contracts. These employees are expected to adhere to policies and procedures that apply to all University personnel as indicated in Staff and Faculty Handbooks and other official Troy documents. The benefits to be provided to grant and contact personnel will vary in accordance with the project. The University may, at its discretion, offer additional benefits but is under no obligation to do so. The benefits to be provided by the external project and/or the University will be outlined to employees at the beginning of the term of employment. The University neither states nor implies that employment will extend beyond the term of the project and/or funding that applies to the individual position. Fringe benefits cannot be guaranteed and are subject to change at any time except as provided by State or Federal laws, which includes Teacher's Retirement contributions and Affordable Care Act guidelines" (Troy University Staff Handbook, 1.1.4).

Hiring Title III Positions

Troy University is an Equal Opportunity/Affirmative Action Employer and will make all personnel decisions without regard to race, color, creed, religion, gender, age, national origin, or disability. When hiring for Title III positions, the College will follow hiring procedures as outlined on the Troy University Human Resources website at www.troy.edu/epolicy/600-human-resources.html.

Hiring a Consultant/Evaluator

The decision to hire an outside consultant/evaluator to be paid with Title III funds will be made by the Title III Project Director while following the Contract Services Procedures in place at Troy University.

Personnel Evaluation

All Title III positions will be evaluated by their immediate supervisor as outlined in the Troy University Staff Handbook For Classified and Professional Personnel 3.3 Evaluations found at <https://my.troy.edu/human-resources/assets/documents/TroyUniversityStaffHandbook.pdf>.

Changes in Key Personnel

Any request for changes in key personnel will be submitted to the U.S. Department of Education for approval.

Time and Effort Documentation

All Title III Personnel will complete a Time and Effort Report at the end of every month. This report is to be given to the Title III Project Director by the 5th day of the following month. The Title III Project Director will submit a copy to the Office of Sponsored Program Accounting (spaccounting@troy.edu) and retain a copy in the Title III Project Office.

These reports must be based on the after-the-fact determination of the employee's actual activities (i.e., these cannot be estimated in advance). For example, the distribution of time might be determined based on notes from personal calendars and/or reasonable estimates of time spent on various activities.

All of the employee's compensated time must be accounted for in these records. This would include time spent on grant activities, as well as leave, administrative duties, etc. Note: For nonprofessional employees, grantees must also maintain records indicating the total number of hours worked each day in conformance with the Fair Labor Standards Act (29 CFR Part 516).

Quarterly Verification-Personnel Certified Report

All Title III Personnel will complete the Quarterly Verification-Personnel Certified Report at the end of each quarter. This report is to be given to the Title III Project Director by the 5th day of the month following the end of the quarter. The Title III Project Director will submit a copy to the Office of Sponsored Program Accounting (spaccounting@troy.edu) and retain a copy in the Title III Project Office.

Professional Development, Travel, and Reimbursement Policies

All Title III Personnel will adhere to the Troy University Travel and Reimbursement policies. Title III Personnel or other staff that participate in professional development activities and/or travel paid by Title III grant funds must complete a Professional Development Travel Report form and submit to the Title III Project Office. ANY reimbursements to individuals or department accounts must receive approval from the Title III Project Director.

Benefits and Leave Time

All Title III Personnel will receive benefits and leave time as assigned by Troy University guidelines as stated in the Troy University Staff Handbook For Classified and Professional Personnel which can be found at <https://my.troy.edu/human-resources/assets/documents/TroyUniversityStaffHandbook.pdf>.

EVALUATION AND REPORTING

Evaluation Plan

The Title III Project Director and the Office of Institutional Research, Effectiveness, and Planning (IRPE) have overall responsibility for evaluation activities.

Project Staff Weekly Meetings

The Title III Personnel consisting of the Title III Project Director, Title III Project Coordinator, Student Intervention Coach, Math/Science Center Tutor, and English/Writing Center Tutor will have weekly staff meetings to review the progress of the grant. These meetings will review and discuss the week's schedule of activities to ensure that goals and objectives are being addressed and steady progress is occurring. These meetings will also provide an opportunity for early identification of any issues and development of corrective actions to avoid situations that have the potential to impede successful project implementation.

Title III Committee Monthly Meetings

A Title III Committee, consisting of project staff and representatives from key areas, will meet monthly to establish a line of communication between all stakeholders and the project and to further ensure progress and integration into the culture of the University. The Troy University Title III Committee consists of the following:

- Title III Project Director – Mrs. Bre Gentry (Chair)
- Vice Chancellor of Montgomery Campus – Mr. Ray White (Ex-officio)
- Title III Project Coordinator – Ms. Danyal Jones
- Chair of Special Advisory Committee to the Title III Director – Dr. Sharon Everhardt
- Chair of Special Advisory Committee to the Title III Director – Dr. Robert Vilardi
- Center for Student Success Director – Mr. Matt Mayotte
- Dean of Student Services – Mr. Jim Smith
- Disability Services Coordinator – Ms. Carolyn Goode
- Student Success and Retention Coordinator – Dr. Brittini Jones Anderson
- Academic Advisor – Dr. Achala Agunasekara-Rockwell
- Assistant Professor of Psychology – Dr. Erich Grommet
- Student Intervention Coach – TBD
- Career Services Coordinator – Ms. Bethany Yeend
- Student - TBD

Advising Committee Monthly Meetings

A cohesive team, representing all aspects of advising at Troy University, will meet monthly to develop core values of academic advising; clearly define the roles and responsibilities of advisors; establish effective communication between all advisors at Troy University. The Troy University Advising Committee consists of the following:

Care Teams Committee Monthly Meetings

A Care Teams Committee, consisting of project staff and representatives from key areas, will meet monthly to guide the development and implementation of care teams for student success. The Troy University Care Teams Committee consists of the following:

Financial Literacy Advisory Board Monthly Meetings

A Financial Literacy Advisory Board, consisting of project staff, School of Business faculty and community stakeholders, will meet monthly to guide and navigate a financial literacy program at Troy University. (*Once a financial literacy program is established and operating regularly, meetings can be extended to quarterly*). The Troy University Financial Literacy Advisory Board consists of the following:

Workforce Development Committee (WDC) Monthly Meetings

A Workforce Development Committee (WDC), consisting of project staff, Career Services staff, and community stakeholders, will meet monthly to provide guidance and input and to further ensure the development and success of an internship program at Troy University. The Troy University Workforce Development Committee (WDC) consists of the following:

Monthly Progress Reports

Monthly Progress Reports will be completed by the Title III Project Coordinator. These reports will summarize the Time and Effort reports from all Title III staff and include project timelines and accomplishments, expenditures, professional development, summary of project travel, status of CSS renovations, and updates on project evaluations. These reports will be submitted to the Title III Project Director no later than the 15th day of the month after the reported month ends.

Quarterly Progress Reports

Quarterly Progress Reports will be completed by the Title III Project Coordinator. These reports will summarize the Time and Effort reports from all Title III staff and include project timelines and accomplishments, expenditures, professional development, summary of project travel, status of CSS renovations, and updates on project evaluations. These reports will be submitted to the Title III Project Director no later than the 15th day of the month after the reported quarter ends. Quarterly reports of progress and accomplishment will be shared with the Title III Committee and campus community.

Interim Report

The Interim Report is the first reporting requirement to the U.S. Department of Education and will document the first six months of the grant. This report typically opens on April 1st and is due on April 30th. (CFR 200.328).

Annual Performance Report

The Annual Performance Report is due 90 calendar days after the grant year (usually by December 31). The Annual Performance Report includes the following: (CFR 200.328)

1. A comparison of actual accomplishments with the goals and objectives established for the period.
2. Reasons why established goals were not met, if appropriate.
3. Other pertinent information including, when appropriate, analysis, and explanation of cost overruns or high unit costs.

Final Performance Report

The Final Performance Report is due 90 calendar days after the expiration or termination of the award. The Final Performance Report includes the information as listed under “Annual Performance Report”.

BUDGET PROCEDURES

Budget and Financial Management

The Title III Project Director and Chair of Special Advisory Committee to the Title III Director are responsible for maintaining the Title III budget. Troy University purchasing protocols will be used to make purchases with grant funds. The Title III Project Director will work closely with the Account Clerk in the Purchasing Department at Troy-Montgomery to ensure compliance with purchasing protocols. All purchases using Title III funds must be consistent with Troy University policy and align with federal grant allowances. All purchases must be approved by the Title III Project Director.

Standards for Financial Management Systems *(Taken from the Title III Welcome PowerPoint from the DOE)*

Five major parts of a financial transaction:

- Identify the transaction or other recognizable event (must be for grant related functions).
- Prepare the transactions “source document”, e.g., purchase order or invoice.
 - Is there enough or adequate information?
 - Have the necessary signatures been acquired?
 - Are the costs allowable and reasonable?
- Analyze and classify the transaction (what account and budget line) and determine if the cost is allocable.
- Record the transaction in the appropriate journal.
- Post the general journal entries to the ledger accounts.

Budget Revisions

Prior approval is required for any deviations from approved budget and programs (2 CFR 215.25), including:

- Change in scope or the objective of the project or program.
- Change in key personnel.
- Absence of more than three months, or a 25% reduction in time devoted to project, by the approved project director or principal investigator.
- Need for additional Federal funding.
- Transfer of funds allotted for training allowances (direct payment to trainees) to other categories of expense.

EQUIPMENT RECORDING AND INVENTORY

(Taken from the Title III Welcome PowerPoint from the DOE)

Records related to Equipment purchases with grant funds must include (among other requirements) (2 CFR 215.34):

1. Description of the equipment.
2. Manufacturer’s serial number/any identification number.
3. Source of the equipment, included award number.
4. Acquisition date or date received, and cost.
5. Location and condition of the equipment.
 - a. Other requirements:
 - i. At least once every two years a physical inventory of the equipment is performed.
 - ii. Adequate safeguards are in place to prevent loss, damage or theft of the equipment.
 - iii. Ensure equipment maintenance procedures.

Review 2 CFR 215.34 for all regulations regarding equipment.

All equipment purchased with Title III grant funds must be documented on the Equipment Inventory Report in the Title III Project Office. All equipment will be tagged by Sandy Montgomery in purchasing for accurate tracking.

APPENDIX A

FORMS



TITLE III Project Office
 Montgomery Campus
Monthly Progress Report

Month/Year: _____

Date Completed: _____

**This report must be completed and submitted to the Title III Project Director by the 15th of the month following the end of the reporting month.*

Project Title: *Creating a Central Environment of Support for Student Success*

1. **Grant Progress:** Give a summary of the progress of the grant during the reporting month.

2. **Timetable Task Status:** List tasks in the timetable to be in progress or completed during the reporting month and give a status update of the task.

Timetable Task	Due Date	Status	Date Completed (Leave blank if in progress)

3. **Measurable Goals Status:** Give details of data collected during the reporting month that pertains to the Measurable Goals of the grant. (Explain how the data was collected)

Objective 1: By Sept. 30, 2025, increase to 55% the retention of Troy-Montgomery first-time, full-time students. (Baseline=46.3%)	
Objective 2: By Sept. 30, 2025, decrease failure rates of Troy-Montgomery's first-time entering students in developmental math courses to 20%. (Baseline=27.5%)	
Objective 3: By Sept. 30, 2025, increase six-year graduation rates of Troy-Montgomery students to 19%. (Baseline=12.3%)	

Objective 4: By Sept. 30, 2025, increase percentage of faculty advisors trained in best practices to 95%. (Baseline=0%)	
Objective 5: By Sept. 30, 2025, increase percentage of Troy-Montgomery students who rate academic advising as "excellent" to 52%, as determined by the Montgomery Student Survey. (Baseline=42.6%--2019 MCSS)	
Objective 6: By Sept. 30, 2025, increase percentage of Troy-Montgomery students who rate overall services/support as "excellent" to 45%, as determined by the Montgomery Student Survey. (Baseline=35.2%--2019 MCSS)	
Objective 7: By Sept. 30, 2025, increase functional student success space by at least 7,500 sf. (Baseline=2,189 sf)	

Other Data Collections for this Reporting Month:

4. **Title III Personnel Time and Effort:** Summarize each Title III Personnel's time and effort report for the month reporting.

Title III Personnel	Time and Effort

5. **Travel:** Provide the following for each Conference, Workshop, Training, Meeting, etc. attended by Project Staff and paid with Title III funds during the reporting month.

Name of Traveler	Traveler's Title	Name of Conference, Meeting, etc.	Location/Dates	Amount Spent
			Total Spent this Month	\$

NOTE: Please ensure that each traveler completes the required Title III Professional Development Travel Report Form upon return from travel/event.

6. **Equipment Inventory:** Provide the following for any Equipment received and or purchased with Title III funds for the reporting month, including computers (desk, laptop, ipad, tablet), printers, etc.

Equipment/Item Name	Brand, Make, Model	Serial Number and/or Troy Decal Number	Assigned User's Name	Location of Equipment (Building & Room #)	Amount Spent

				Total Spent this Month	\$

NOTE: No Equipment/Computers, etc. purchased with State and Grant Funds are to be removed from the Campus without Approval from the Title III Project Director.

7. **Consultants/Evaluators:** Provide the following for any and all Consultants utilized during the reporting month and paid with Title III funds:

Consultant Name	Date(s) of Services	Amount Paid to Consultant
Total Spent this Month		\$

NOTE: You are required to submit a copy of the Consultant’s Report(s) to the Title III Project Office which should include the purpose and outcome of the consultant/evaluator. Please also provide a copy of the evaluation report/analysis.

8. **Remaining Budget Category Expenditures:** Put the total amount spent for the listed budget categories for the reporting month.

Budget Categories	Amount Spent
Supplies/Postage	
Printing	
Construction/Renovations	
Subscriptions/Memberships	
Professional Development (Virtual Conferences, etc.)	
Total Spent this Month	\$

9. **Challenges:** Indicate if there were any challenges during the reporting month or that is anticipated in the remaining months of this Grant Period which may affect meeting the goals of this Grant.

10. **Total Expenditures for the Month (Total of numbers 4-8 above) \$**_____

Title III Strengthening Institutions Program by the U.S. Department of Education mandates that awardees are to maintain accurate records and adhere to specific programmatic and financial requirements. Please certify below that to the best of your knowledge and belief, all documents and figures provided for this Monthly Progress Report are true and correct. Please add attachments or supporting documentation.

Title III Project Coordinator Signature

Date

Title III Project Director Signature

Date



TITLE III Project Office
 Montgomery Campus
Quarterly Progress Report

Year: _____ Quarter: __ 1 (Oct-Dec) __ 2 (Jan-Mar) __ 3 (Apr-Jun) __ 4 (Jul-Sep)

Date Completed: _____

**This report must be completed and submitted to the Title III Project Director by the 15th of the month following the end of the reporting quarter.*

Project Title: *Creating a Central Environment of Support for Student Success*

11. **Grant Progress:** Give a summary of the progress of the grant during the reporting quarter.

12. **Timetable Task Status:** List tasks in the timetable to be in progress or completed during the reporting quarter and give a status update of the task.

Timetable Task	Due Date	Status	Date Completed (Leave blank if in progress)

13. **Measurable Goals Status:** Give details of data collected during the reporting quarter that pertains to the Measurable Goals of the grant. (Explain how the data was collected)

Objective 1: By Sept. 30, 2025, increase to 55% the retention of Troy-Montgomery first-time, full-time students. (Baseline=46.3%)	
Objective 2: By Sept. 30, 2025, decrease failure rates of Troy-Montgomery's first-time entering students in developmental math courses to 20%. (Baseline=27.5%)	

Objective 3: By Sept. 30, 2025, increase six-year graduation rates of Troy-Montgomery students to 19%. (Baseline=12.3%)	
Objective 4: By Sept. 30, 2025, increase percentage of faculty advisors trained in best practices to 95%. (Baseline=0%)	
Objective 5: By Sept. 30, 2025, increase percentage of Troy-Montgomery students who rate academic advising as "excellent" to 52%, as determined by the Montgomery Student Survey. (Baseline=42.6%--2019 MCSS)	
Objective 6: By Sept. 30, 2025, increase percentage of Troy-Montgomery students who rate overall services/support as "excellent" to 45%, as determined by the Montgomery Student Survey. (Baseline=35.2%--2019 MCSS)	
Objective 7: By Sept. 30, 2025, increase functional student success space by at least 7,500 sf. (Baseline=2,189 sf)	

Other Data Collections for this Reporting Quarter:

14. **Title III Personnel Time and Effort:** Summarize each Title III Personnel’s time and effort report for the reporting quarter.

Title III Personnel	Time and Effort

15. **Travel:** Provide the following for each Conference, Workshop, Training, Meeting, etc. attended by Project Staff or other Staff and paid with Title III funds during the reporting quarter.

Name of Traveler	Traveler’s Title	Name of Conference, Meeting, etc.	Location/Dates	Amount Spent
			Total Spent this Quarter	\$

NOTE: Please ensure that each traveler completes the required Title III Professional Development Travel Report Form upon return from travel/event.

16. **Equipment Inventory:** Provide the following for any Equipment received and or purchased with Title III funds for the reporting quarter, including computers (desk, laptop, ipad, tablet), printers, etc.

Equipment/Item Name	Brand, Make, Model	Serial Number and/or Troy Decal Number	Assigned User’s Name	Location of Equipment	Amount Spent

				(Building & Room #)	
				Total Spent this Quarter	\$

NOTE: *No Equipment/Computers, etc. purchased with State and Grant Funds are to be removed from the Campus without Approval from the Title III Project Director.*

17. **Consultants/Evaluators:** Provide the following for any and all Consultants utilized during the reporting quarter and paid with Title III funds:

Consultant Name	Date(s) of Services	Amount Paid to Consultant
	Total Spent this Quarter	\$

NOTE: *You are required to submit a copy of the Consultant's Report(s) to the Title III Project Office which should include the purpose and outcome of the consultant/evaluator. Please also provide a copy of the evaluation report/analysis.*

18. **Remaining Budget Category Expenditures:** Put the total amount spent for the listed budget categories for the reporting quarter.

Budget Categories	Amount Spent
Supplies/Postage	
Printing	
Construction/Renovations	
Subscriptions/Memberships	
Professional Development (Virtual Conferences, etc.)	
Total Spent this Quarter	\$

19. **Challenges:** Indicate if there were any challenges during the reporting quarter or that is anticipated in the remaining months of this Grant Period which may affect meeting the goals of this Grant.

20. **Total Expenditures for the Quarter (Total of numbers 4-8 above) \$_____**

Title III Strengthening Institutions Program by the U.S. Department of Education mandates that awardees are to maintain accurate records and adhere to specific programmatic and financial requirements. Please certify below that to the best of your knowledge and belief, all documents and figures provided for this Quarterly Progress Report are true and correct. Please add attachments or supporting documentation.

Title III Project Coordinator Signature

Date

Title III Project Director Signature

Date



Title III Project Office
Montgomery Campus

Professional Development Travel Report Form

This form should be completed and returned to the Title III Project Office within three working days after returning from a conference, workshop, or other travel using Title III funds. (This includes virtual events)

Name: _____ **Position:** _____

Title of Event: _____

Date(s) of Event: _____ **Location of Event:** _____

Purpose of Attending: _____

Benefits You Received by Attending (Use additional page if needed):

**If available, please attach an outline of the event (i.e. copy of PowerPoint, agenda, talking points, etc.)*

Faculty/Staff Participant Signature

Date

For Title III Project Office Use

Title III Objectives/Goals Met:

Title III Project Director Signature

Date



Title III Project Office
Montgomery Campus

Equipment Inventory Form

All equipment purchases with Title III funds must be recorded and inventoried annually.

Equipment/Item Name	Brand, Make, Model	Serial # and/or Troy Asset #	Assigned User's Name	Location of Equipment (Building & Room #)	Amount Spent



TIME AND EFFORT REPORT

- STAFF
- FACULTY
- STUDENT

These reports must be based on the after-the-fact determination of the employee's actual activities (i.e., these cannot be estimated in advance). For example, the distribution of time might be determined based on notes from personal calendars and/or reasonable estimates of time spent on various activities.

All of the employee's compensated time must be accounted for in these records. This would include time spent on grant activities, as well as leave, administrative duties, etc. Note: For nonprofessional employees, grantees must also maintain records indicating the total number of hours worked each day in conformance with the Fair Labor Standards Act (29 CFR Part 516).

SECTION A. EMPLOYEE INFORMATION

Employee Name:	Position/Title:
Reporting Month/Year:	Department:

SECTION B. TIME & EFFORT REPORTING

Record the actual percentage of your total effort expended to each obligation listed.

SPONSORED PROJECT EFFORT DETAIL

(Identify the sponsored project(s) and include a brief detail of obligations performed)

	<u>FUND SOURCE ACCT #</u>	<u>% of EFFORT</u>
1)		
2)		
3)		
4)		
5)		
6)		
Total Distribution:		0%

NON-SPONSORED EFFORT SUMMARY

(Provide a summary of University obligations not sponsored by grant/contract)

	<u>FUND SOURCE ACCT #</u>	<u>% of EFFORT</u>
1)		
2)		
3)		
Total Distribution:		0%
Total Efforts (must equal 100%):		0%

Number of sick hours taken during reporting period: _____

Number of vacation hours taken during reporting period: _____

Number of other hours taken during reporting period: _____

SECTION C. SIGNATURES

*Employee:	Date:
**Certifying Official:	Date:
*I certify that the distribution of effort reflected on this report represents a reasonable estimate of the actual work performed during the period covered by this report.	
**I certify that I have first-hand knowledge of the activities performed by the employee identified above and that the distribution of effort shown represents a reasonable estimate of the actual work performed during the period covered by this report.	

Submit the completed and signed form to Office of Sponsored Program Accounting (spaccounting@troy.edu) by the 10th day of following month



- STAFF
- FACULTY
- STUDENT

QUARTERLY VERIFICATION - PERSONNEL CERTIFIED REPORT

SECTION A. EMPLOYEE INFORMATION

Employee Name:		Position/Title:	
Reporting Time Period:		Work Location:	
*No more than 3 months at a time			

SECTION B. CERTIFICATION

For the period shown above, 100% of my time and effort was devoted to the federally funded activity named below for the single work objective of _____

(Name and department number of federally-funded grant)

I certify that the information provided above is correct:

Employee's Signature:		Date:	
Supervisor's Signature:		Date:	

Submit the completed and signed form to Office of Sponsored Program Accounting (spaccounting@troy.edu) by the 15th of the month following the end of the quarter.