

Section 1—Executive Summary

- A. Use this section to summarize how your grant is enabling your institution to fulfill the legislative intent of the Title III or Title V Program
- B. From the list below, select at least two questions that document your institution’s experience with the grant during this reporting period. Unless otherwise stipulated, please answer each question selected in 1,000 words or less [*Section B does not apply to HBCU, HBGI, or MSEIP grant programs*].

Section	Question	Description	Type and control of institution (2 year or 4 year)
Programs: SIP, TCCU, ANNH			
Section 1 - A	Q1	Summarize, in 1,000 words or less, the impact your Title III grant has had this year on your institution’s capacity to contribute to fulfilling the goals of the legislation.	2 yr. and 4 yr.
	Q2	How has the grant helped to carry out the mission of the institution?	2 yr. and 4 yr.
	Q3	How did the cooperative arrangement aspect of the grant benefit the institutions involved?	2 yr. and 4 yr.
Section 1 – B (grantees answer at least two questions)	Q1	If your institution has received more than one Title III-A grant over time, discuss the long-range impact Title III-A has had on your institution’s capacity to fulfill the goals of the legislation.	2 yr. and 4 yr.
	Q2	If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.	2 yr. and 4 yr.
	Q3	Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution’s plans to meet these challenges.	2 yr. and 4 yr.
	Q4	Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?	2 yr. and 4 yr.
	Q5	How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?	2 yr. and 4 yr.
Programs: NASNTI, AANAPISI (84.031L, 84.382B) [<i>New Programs</i>]			
Section 1 - A	Q1	Summarize, in 1,000 words or less, the impact your Title III grant has had this year on your institution’s capacity to contribute to fulfilling the goals of the legislation.	2 yr. and 4 yr.
	Q2	How has the grant helped to carry out the mission of the institution?	2 yr. and 4 yr.

Section	Question	Description	Type and control of institution (2 year or 4 year)
	Q3	How did the cooperative arrangement aspect of the grant benefit the institutions involved?	2 yr. and 4 yr.
Section 1 – B (grantees answer at least two questions)	Q1	If your institution has received more than one Title III-A grant over time, discuss the long-range impact Title III-A has had on your institution’s capacity to fulfill the goals of the legislation.	2 yr. and 4 yr.
	Q2	If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.	2 yr. and 4 yr.
	Q3	Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution’s plans to meet these challenges.	2 yr. and 4 yr.
	Q4	Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?	2 yr. and 4 yr.
	Q5	How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?	2 yr. and 4 yr.
Programs: HBCU, HBGI, MSEIP [New Questions]			
Section 1 - A	Q1	<p>HBCU and MSEIP: Explain the impact the Title III-B, Sec. 323 grant had on your institution this fiscal year. <i>[Dropdown menu with all 4 GPRA indicators. The institution selects what indicator(s) were impacted with T3B funds and its impact.]</i> <input type="checkbox"/> Enrollment <input type="checkbox"/> Retention <input type="checkbox"/> Graduation <input type="checkbox"/> Fiscal Stability <input type="checkbox"/> Other</p> <p>HBGI: Explain the impact the Title III-B, Sec. 326 grant had on your institution this fiscal year. <i>[Dropdown menu with all 4 GPRA indicators. The institution selects what indicator(s) were impacted with T3B funds and its impact.]</i> <input type="checkbox"/> Enrollment <input type="checkbox"/> Retention <input type="checkbox"/> Graduation <input type="checkbox"/> Fiscal Stability <input type="checkbox"/> Other</p>	2 yr. and 4 yr.

Section	Question	Description	Type and control of institution (2 year or 4 year)
	Q2	<p>If your institution has experienced any unexpected outcomes as a result of this grant, which affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here. <i>[Goals of the legislation are displayed on the screen.]</i></p>	2 yr. and 4 yr.
	Q3	<p>Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. What Focus Area do/does the challenge(s) apply to? Include, if applicable, your institution's plans to meet these challenges. <i>[Dropdown menus with all 4 Focus Areas and all 4 GPRA indicators. The institution selects the applicable focus area(s) and indicator(s).]</i></p> <p>Focus Areas: <input type="checkbox"/> Academic Quality <input type="checkbox"/> Student Services and Outcomes <input type="checkbox"/> Institutional Management <input type="checkbox"/> Fiscal Stability <input type="checkbox"/> Other</p> <p>GPRA Indicators: <input type="checkbox"/> Enrollment <input type="checkbox"/> Retention <input type="checkbox"/> Graduation <input type="checkbox"/> Fiscal Stability <input type="checkbox"/> Other</p>	2 yr. and 4 yr.
	Q4	<p>Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities? (e.g. a particular grant activity that received state recognition or resulted in an award, etc.)</p>	2 yr. and 4 yr.
	Q5	<p>How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?</p>	2 yr. and 4 yr.
	Q6	<p>Has an audit that complies with OMB Circular A-133 been completed? Yes <input type="checkbox"/> No <input type="checkbox"/> Were there any findings in the audit? Yes <input type="checkbox"/> No <input type="checkbox"/> Year the most recent audit was conducted: _____ Please attach the report with the findings and explain how these findings are being addressed.</p>	2 yr. and 4 yr.

Section	Question	Description	Type and control of institution (2 year or 4 year)
	Q7	Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Title III leadership (project director, activity director, etc.)? Yes ____ No ____ If yes, how has this affected the Title III grant?	2 yr. and 4 yr.
	Q8	Do you have an Endowment Challenge Grant? Yes ____ No ____	2 yr. and 4 yr.
	Q9	Are grant funds being used for an Endowment activity? Yes ____ No ____	2 yr. and 4 yr.
Programs: HSI			
Section 1 - A	Q1	Summarize, in 1,000 words or less, the impact your Title V grant has had this year in your institution's capacity to contribute to fulfilling the goals of the Legislation.	2 yr. and 4 yr.
	Q2	How has the grant helped to carry out the mission of the institution?	2 yr. and 4 yr.
	Q3	How did the cooperative arrangement aspect of the grant benefit the institutions involved?	2 yr. and 4 yr.
Section 1 – B (grantees answer at least two questions)	Q1	If your institution has received more than one Title V grant over time, discuss the long-range impact Title V has had on your institution's capacity to fulfill the goals of the legislation.	2 yr. and 4 yr.
	Q2	If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.	2 yr. and 4 yr.
	Q3	Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to meet these challenges.	2 yr. and 4 yr.
	Q4	Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?	2 yr. and 4 yr.
	Q5	How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?	2 yr. and 4 yr.
Programs: HSI STEM [New Program]			
Section 1 - A	Q1	Summarize, in 1,000 words or less, the impact your Title III, Part F HSI STEM grant has had on your institution's capacity to contribute to fulfilling the goals of the legislation, and some major highlights of the project goals.	2 yr. and 4 yr.

Section	Question	Description	Type and control of institution (2 year or 4 year)
Section 1 – B (grantees answer at least two questions)	Q1	If your institution has received more than one HSI STEM grant over time, discuss, in 250 words or less, the long-range impact HSI STEM has had on your institution’s capacity to fulfill the goals of the legislation.	2 yr. and 4 yr.
	Q2a	<p>Has your institution experienced any substantial unexpected outcomes as a result of this grant?</p> <p style="text-align: center;">Yes__ No__</p> <p>If your answer is no, please continue to question 3a.</p>	2 yr. and 4 yr.
	Q2b	If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, describe the outcomes here.	2 yr. and 4 yr.
	Q3a	<p>Have you encountered any significant challenges during the past reporting period?</p> <p style="text-align: center;">Yes__ No__</p> <p>If your answer is no, please continue to question 4a.</p>	2 yr. and 4 yr.
	Q3b	<p>Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution’s plans to meet these challenges.</p> <p><i>Follow-up question:</i> Do you anticipate any significant challenges in the upcoming reporting period?</p> <p style="text-align: center;">Yes__ No__</p> <p>If yes, please explain the challenges here.</p>	2 yr. and 4 yr.
	Q4a	<p>Has the grant facilitated or contributed to bringing additional resources to your institution?</p> <p style="text-align: center;">Yes__ No__</p> <p>If your answer is no, please continue to question 5a.</p>	2 yr. and 4 yr.

Section	Question	Description	Type and control of institution (2 year or 4 year)
	Q4b	What is or are the source(s) of the additional resources being brought to your institution? <input type="checkbox"/> Other federal dollars <input type="checkbox"/> State dollars <input type="checkbox"/> Local (county/municipality) dollars <input type="checkbox"/> Private dollars <input type="checkbox"/> Other (please specify) _____	2 yr. and 4 yr.
	Q4c	Explain how the other contributors described above have brought additional resources to your institution.	2 yr. and 4 yr.
	Q5a	In what general areas can you recognize opportunities for enhancement of the HSI STEM Program? <input type="checkbox"/> Customer Service <input type="checkbox"/> Allowable activities <input type="checkbox"/> Regulations <input type="checkbox"/> Statute <input type="checkbox"/> Other (please specify) _____	2 yr. and 4 yr.
	Q5b	For any of the options you chose in question '5a', please explain in more detail in 100 words or less?	2 yr. and 4 yr.
	Q6a	Is there anything specific that you would change about the HSI STEM Program? Yes___ No___	2 yr. and 4 yr.
	Q6b	If yes, what specifically would you change about the HSI STEM Program?	2 yr. and 4 yr.
Programs: PPOHA [New Program]			
Section 1 – A	Q1	The project has made contributions to the following areas (check all that apply): <input type="checkbox"/> Research <input type="checkbox"/> Knowledge <input type="checkbox"/> Practice <input type="checkbox"/> Policy	4 yr.

Section	Question	Description	Type and control of institution (2 year or 4 year)
	Q2	<p>The population served by this project is/was (check all that apply and indicate what percentage of the total project’s effort was directed at that population):</p> <p>— Students — Staff — Faculty — Administration — Other population from institution — Community members — Other (<i>Specify</i>)</p>	4 yr.
	Q3	Summarize, in 250 words or less, the impact your Title V PPOHA grant has had on your institution’s capacity to contribute to fulfilling the goals of the legislation, and some major highlights of the project goals.	4 yr.
	Q4	In 250 words or less, describe contributions the project has made to research, knowledge, practice and/or policy.	4 yr.
	Q5	<p>Do your approved grant activities include construction?</p> <p>Yes__ No__</p> <p>If yes; <i>‘I certify that this construction activity complies with executive order 13202.’</i></p> <p>Yes__ No__</p>	4 yr.
	Q6	<p>Choose the year of the most recent previous Title V PPOHA grant your institution has received:</p> <p>2009 — 2010 — 2011 — 2012 — 2013 — 2014 — 2015 —</p>	4 yr.
Section 1 – B (grantees answer at least two questions)	Q1	If your institution has received more than one Title V PPOHA grant over time, discuss, in 250 words or less, the long-range impact Title V PPOHA has had on your institution’s capacity to fulfill the goals of the legislation.	4 yr.

Section	Question	Description	Type and control of institution (2 year or 4 year)
	Q2	<p>a. Has your institution experienced any substantial unexpected outcomes as a result of this grant?</p> <p style="text-align: center;">Yes__ No__</p> <p><i>If your answer is no, please continue to question 3a.</i></p> <p>b. If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, describe the outcomes here.</p>	4 yr.
	Q3	<p>a. Have you encountered any significant challenges during the past reporting period?</p> <p style="text-align: center;">Yes__ No__</p> <p><i>If your answer is no, please continue to question 4a.</i></p> <p>b. Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to meet these challenges.</p> <p>Follow-up question: Do you anticipate any significant challenges in the upcoming reporting period?</p> <p style="text-align: center;">Yes__ No__</p> <p>If yes, please explain the challenges here.</p>	4 yr.

Section	Question	Description	Type and control of institution (2 year or 4 year)
	Q4	<p>a. Has the grant facilitated or contributed to bringing additional resources to your institution?</p> <p style="text-align: center;">Yes__ No__</p> <p><i>If your answer is no, please continue to question 5a.</i></p> <p>b. What is or are the source(s) of the additional resources being brought to your institution?</p> <p>___ Other federal dollars</p> <p>___ State dollars</p> <p>___ Local (county/municipality) dollars</p> <p>___ Private dollars</p> <p>___ Other (please specify)</p> <p style="text-align: center;">_____</p> <p>c. Explain how the other contributors described above have brought additional resources to your institution.</p>	4 yr.
	Q5	<p>a. In what general areas can you recognize opportunities for enhancement of the Title V PPOHA Program?</p> <p>___ Customer Service</p> <p>___ Allowable activities</p> <p>___ Regulations</p> <p>___ Statute</p> <p>___ Other (please specify)</p> <p>b. For any of the options you chose in question ‘5a’, please explain in more detail in 100 words or less.</p>	4 yr.
	Q6	<p>a. Is there anything specific that you would change about the Title V PPOHA Program?</p> <p style="text-align: center;">Yes__ No__</p> <p>b. What specifically would you change about the Title V PPOHA Program?</p>	4 yr.

Section 2—Institutional Profile

Institutional Profile Tables Completed by Program Type

Program Type	Institutional Profile Tables ^{1,2}											
	Enrollment by Race/Ethnicity	Enrollment by Age/Gender	Retention of First-Year Students ³	Graduation of Full-Time Students ⁴	Awards/Degrees Conferred	Degrees Awarded by Race/Ethnicity/Discipline	Time to Degree ⁵	Transfer to 4 yr. Institution	Levels of Graduate/Professional Degrees Awarded by Race/Ethnicity	Student Enrollment in Science Education Programs by Race/Ethnicity/Gender/Discipline	Degrees Awarded in STEM Programs by Race/Ethnicity/Discipline	Costs Per Successful Outcome
SIP, TCCU, ANNH (2 yr.)	•	•	•	•	•							
SIP, TCCU, ANNH (4 yr.)	•	•	•	•		•						
NASNTI, AANAPISI [New Programs] (2 yr.)	•	•	•	•	•							
NASNTI, AANAPISI (84.031L, 84.382B) [New Programs] (4 yr.)	•	•	•	•		•						
HBCU (2 yr.)	•	•	•	•	•							
HBCU (4 yr.)	•	•	•	•		•						
HBTI	• ⁶	•				•		•				
MSEIP	• ⁷			•					•			
HSI (2 yr.)	•	•	•	•	•							

¹ Wherever possible, tables in this section will be pre-populated with IPEDS and/or NCES data. MSEIP, HSI STEM, and PPOHA grantees will input data manually into this section because the data are program-specific.

² Each Institutional Profile Table will include a check box that grantees can select if they modified the pre-populated IPEDS data. If the check box is selected, a text field pops up that allows grantees to explain why they modified their IPEDS data (1,000 word limit). This will then generate a footnote in the PDF of the APR that explains a modification was made to pre-populated IPEDS data.

³ Wherever possible, data for this table will be pulled from NCES.

⁴ See Note 3.

⁵ See Note 3.

⁶ Note: HBTI institutions do not provide Pell data.

⁷ Note: The student data for MSEIP race/ethnicity enrollment is limited to the institution's population of declared Science and Engineering students. Also, MSEIP does not provide Pell data.

Program Type	Institutional Profile Tables ⁸											
	Enrollment by Race/Ethnicity	Enrollment by Age/Gender	Year Students	Time Students	Awards/Degrees Conferred	Degrees Awarded by Race/Ethnicity/Discipline	Time to Degree	Transfer to 4 yr. Institution	Levels of Graduate/Professional Degrees Awarded by Race/Ethnicity	Student Enrollment in Science Education Programs by Race/Ethnicity/Gender/Discipline	Degrees Awarded in STEM Programs by Race/Ethnicity/Discipline	Costs Per Successful Outcome
HSI (4 yr.)	•	•	•	•		•						
HSI STEM [New Program] (2 yr.)	•		•	• ⁸	•			• ⁹			•	•
HSI STEM [New Program] (4 yr.)	•		•	• ¹⁰		•	• ¹¹				•	•
PPOHA [New Program] (4 yr.)	•		•	•		•			•			•

⁸ Grantees report the percentage of first-time, full-time degree-seeking undergraduate students enrolled at four-year HSIs graduating within six years of enrollment supported by this project.

⁹ Grantees report the percentage of first-time, full-time degree-seeking undergraduate students enrolled at a 2-year HSI, who transferred to a 4-year institution.

¹⁰ Grantees report the percentage of first-time, full-time degree-seeking undergraduate students enrolled at two-year HSIs graduating within three years of enrollment supported by this project.

¹¹ Median time to completion of STEM degrees for Hispanics and/or low-income undergraduate and graduate students, in the academic program(s) supported by the project during the period of the grant award.

Section 2—Institutional Profile Accreditation Information

Program Type	Accreditation Information	
	Accreditation	Accreditation Changes
SIP, TCCU, ANNH (2 yr.)	•	
SIP, TCCU, ANNH (4 yr.)	•	
NASNTI, AANAPISI <i>[New Programs]</i> (2 yr.)	•	
NASNTI, AANAPISI <i>[New Programs]</i> (4 yr.)	•	
HBCU (2 yr.)	•	
HBCU (4 yr.)	•	
HBGI	•	
MSEIP		
HSI (2 yr.)	•	
HSI (4 yr.)	•	
HSI STEM <i>[New Program]</i> (2 yr.)	•	•
HSI STEM <i>[New Program]</i> (4 yr.)	•	•
PPOHA <i>[New Program]</i> (4 yr.)	•	•

Which is your institution's primary accrediting agency? [Please check only one.]

Accrediting agencies: Southern Association of Colleges and Schools, The Higher Learning Commission of the North Central Association, New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, Western Association of Schools and Colleges, Northwest Association of Schools and Colleges, Other (please specify).

Accreditation Changes (For PPOHA *[New Program]* and HSI STEM only):

Has the accreditation of your institution changed since you began the project (e.g., status changes or the addition of new programs)? *(Include guidance around accreditation changes in user manual and FAQs).*

Yes__ No__

If yes, please explain, in 500 words or less, in the space below.

Costs Per Successful Outcome (For PPOHA [New Program] and HSI STEM only):

Costs Per Successful Outcome will generate automatically. We will compute costs as follows:

Total Federal Grant Cost for FY 2009-2010 [Total listed in Line 1 of Section 3] divided by the total reported in the following Institutional Profile Tables: *Total Number of Degrees Awarded* [4 yr. institutions] or *Awards/Degrees Conferred* [2 yr. institutions]

Instructions will be posted on screen in the APR, in the user manual, and in the FAQs.

Section 3: Grant Activities and Focus Area

Question/Topic	Description	Type and control of institution (2 year or 4 year)
Programs: SIP, TCCU, ANNH		
Activities and Focus Areas	Grantees describe their activities during the reporting period and amount spent on each activity. They also identify a focus area for each activity: Academic Quality, Fiscal Stability, Student Services and Outcomes, and Institutional Management.	2 yr. and 4 yr.
Legislative Allowable Activity (LAA)	Grantees complete the LAA table to create a profile of how program funds are distributed within the various categories for their institution. See tables below by program type.	2 yr. and 4 yr.
Process Measures	Grantees describe accomplishments during reporting period within the LAA categories relevant to their specific projects. They are required to enter process measures data for each LAA category for the total expenditures for each grant activity.	2 yr. and 4 yr.
Focus Area Outcomes	Grantees report on outcomes achieved during the grant period.	2 yr. and 4 yr.
Programs: NASNTI, AANAPISI (84.031L, 84.382B) [New Programs]		
Activities and Focus Areas	Grantees describe their activities during the reporting period and amount spent on each activity. They also identify a focus area for each activity: Academic Quality, Fiscal Stability, Student Services and Outcomes, and Institutional Management.	2 yr. and 4 yr.
Legislative Allowable Activity (LAA)	Grantees complete the LAA table to create a profile of how program funds are distributed within the various LAA categories for their institution. See tables below by program type and/or funding stream.	2 yr. and 4 yr.
Process Measures	Grantees describe accomplishments during reporting period within the LAA categories relevant to their specific projects. They are required to enter process measures data for each LAA category for the total expenditures for each grant activity.	2 yr. and 4 yr.
Focus Area Outcomes	Grantees report on outcomes achieved during the grant period.	2 yr. and 4 yr.

Question/Topic	Description	Type and control of institution (2 year or 4 year)
Programs: HBCU [New Questions]		
Activities and Focus Areas	Grantees describe their activities during the reporting period and amount spent on each activity. They also identify a focus area for each activity: Academic Quality, Fiscal Stability, Student Services and Outcomes, and Institutional Management.	2 yr. and 4 yr.
Legislative Allowable Activity (LAA)	Grantees complete the LAA table to create a profile of how program funds are distributed within the various LAA categories for their institution. See tables below by program type.	2 yr. and 4 yr.
Process Measures	<p>Grantees describe accomplishments during reporting period within the Legislative Allowable Activity (LAA) categories relevant to their specific projects. They are required to enter process measures data for each LAA category for the total expenditures for each grant activity. Also, certain Process Measures include the opportunity to provide additional information regarding the activity (i.e., I would like to provide a brief supporting statement.). Even if a grantee’s response to some of these questions is “No,” they will still have the opportunity to provide a brief supporting statement (500 characters for all narrative sections). For those process measures where the response is “Yes,” grantees are required to identify proposed target numbers for the current Fiscal Year (FY).</p> <p>Please note that all Process Measures sections now include a mandatory question where grantees have the opportunity to let the Department know how each LAA impacted any of the four Focus Areas. Also, certain Process Measures include the opportunity to provide additional information regarding your activity (e.g., “I would like to provide a brief supporting statement”). <i>Even if your response to some of these questions is No, you will still have the opportunity to provide a brief supporting statement (500 characters for all narrative sections).</i></p>	2 yr. and 4 yr.

Question/Topic	Description	Type and control of institution (2 year or 4 year)
Focus Area Outcomes	Grantees report on outcomes achieved during the grant period. Also, certain Focus Area Outcomes include the opportunity to provide additional information regarding your activity (i.e., I would like to provide a brief supporting statement.). Even if a grantee’s response to some of these questions is “No,” they will still have the opportunity to provide a brief supporting statement (500 characters for all narrative sections). For those focus area outcomes where the response is “Yes,” grantees also must provide information about the goal for the current FY.	2 yr. and 4 yr.
Programs: HBGI		
Activities and Focus Areas	Grantees describe their activities during the reporting period and amount spent on each activity. They also identify a focus area for each activity: Academic Quality, Fiscal Stability, Student Services and Outcomes, and Institutional Management.	4 yr.
Legislative Allowable Activity (LAA)	Grantees complete the LAA table to create a profile of how program funds are distributed within the various Legislative Allowable Activities (LAA) categories for their institution. See tables below by program type.	4 yr.
Process Measures	<p>Grantees describe accomplishments during reporting period within the Legislative Allowable Activity (LAA) categories relevant to their specific projects. They are required to enter process measures data for each LAA category for the total expenditures for each grant activity.</p> <p>Please note that all Process Measures sections now include a mandatory question where grantees have the opportunity to let the Department know how each LAA impacted any of the four Focus Areas. Also, certain Process Measures include the opportunity to provide additional information regarding your activity (e.g., “I would like to provide a brief supporting statement”). <i>Even if your response to some of these questions is No, you will still have the opportunity to provide a brief supporting statement (500 characters for all narrative sections).</i></p>	4 yr.

Question/Topic	Description	Type and control of institution (2 year or 4 year)
Focus Area Outcomes	Grantees report on outcomes achieved during the grant period.	4 yr.
Programs: MSEIP		
Activities and Focus Areas	Grantees describe their activities during the reporting period and amount spent on each activity. They also identify a focus area for each activity: Academic Quality, Fiscal Stability, Student Services and Outcomes, and Institutional Management.	4 yr.
Legislative Allowable Activity (LAA)	Grantees complete the LAA table to create a profile of how program funds are distributed within the various Legislative Allowable Activities (LAA) categories for their institution. See tables below by program type.	4 yr.
Programs: HSI		
Activities and Focus Areas	Grantees describe their activities during the reporting period and amount spent on each activity. They also identify a focus area for each activity: Academic Quality, Fiscal Stability, Student Services and Outcomes, and Institutional Management.	2 yr. and 4 yr.
Legislative Allowable Activity (LAA)	Grantees complete the LAA table to create a profile of how program funds are distributed within the various Legislative Allowable Activities (LAA) categories for their institution. See tables below by program type.	2 yr. and 4 yr.
Process Measures	Grantees describe accomplishments during reporting period within the Legislative Allowable Activity (LAA) categories relevant to their specific projects. They are required to enter process measures data for each LAA category for the total expenditures for each grant activity.	2 yr. and 4 yr.
Focus Area Outcomes	Grantees report on outcomes achieved during the grant period.	2 yr. and 4 yr.
Programs: HSI STEM [New Program]		
Activities and Focus Areas	Grantees describe their activities during the reporting period and amount spent on each activity. They also identify a focus area for each activity: Academic Quality, Fiscal Stability, Student Services and Outcomes, and Institutional Management.	2 yr. and 4 yr.

Question/Topic	Description	Type and control of institution (2 year or 4 year)
Legislative Allowable Activity (LAA)	Grantees complete the LAA table to create a profile of how program funds are distributed within the various Legislative Allowable Activities (LAA) categories for their institution. See tables below by program type.	2 yr. and 4 yr.
Process Measures	Grantees describe accomplishments during reporting period within the Legislative Allowable Activity (LAA) categories relevant to their specific projects. They are required to enter process measures data for each LAA category for the total expenditures for each grant activity.	2 yr. and 4 yr.
Programs: PPOHA [New Program]		
Activities and Focus Areas	Grantees describe their activities during the reporting period and amount spent on each activity. They also identify a focus area for each activity: Academic Quality, Academic Attainment, Student Services and Outcomes, and Educational Opportunities.	4 yr.
Legislative Allowable Activity (LAA)	Grantees complete the LAA table to create a profile of how program funds are distributed within the various Legislative Allowable Activities (LAA) categories for their institution. See tables below by program type.	4 yr.
Process Measures	Grantees describe accomplishments during reporting period within the Legislative Allowable Activity (LAA) categories relevant to their specific projects. They are required to enter process measures data for each LAA category for the total expenditures for each grant activity.	4 yr.
Performance Measures – Programmatic	Grantees report on programmatic performance measures during the grant period.	4 yr.
Performance Measures – Student	Grantees report on student performance measures during the grant period.	4 yr.

Section 3: LAA Tables

Strengthening Institutions Program (SIP)

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.		
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.		
Development and improvement of academic programs.		
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.		
Tutoring, counseling, and student service programs designed to improve academic success.		
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.		
Joint use of facilities, such as laboratories and libraries.		
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.		
Establishing or improving an endowment fund.		
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

Tribally Controlled Colleges and Universities (TCCU)

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications and technology equipment or services.		
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.		
Academic instruction in disciplines in which Indians are underrepresented.		
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.		
Tutoring, counseling, and student service programs designed to improve academic success.		
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.		
Joint use of facilities, such as laboratories and libraries.		
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.		
Establishing or enhancing a program of teacher education designed to qualify students to teach in public elementary schools or secondary schools, with a particular emphasis on teaching Indian children and youth, that shall include, as part of such program, preparation for teacher certification.		
Establishing community outreach programs that encourage Indian elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.		
Establishing or improving an endowment fund.		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

Alaska Native and Native Hawaiian Serving Institutions Program (ANNH)

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.		
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.		
Curriculum development and academic instruction.		
Purchase of library books, periodicals, and other educational materials.		
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.		
Joint use of facilities, such as laboratories and libraries.		
Academic tutoring and counseling programs and student support services.		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

Native American-Serving Nontribal Institutions Program (NASNTI)
 [New Program]

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
Renovation and improvement in classroom, library, laboratory, and other instructional facilities.		
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the degrees in the faculty's field of instruction.		
Curriculum development and academic instruction.		
Purchase of library books, periodicals, microfilm and other educational materials.		
Academic tutoring, counseling, and student service programs designed to improve academic success.		
Funds and administrative management and acquisition of equipment for use in strengthening funds management.		
Joint use of facilities, such as laboratories and libraries.		
Education or counseling services designed to improve the financial and economic literacy of students or student's families.		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

**Asian American and Native American Pacific Islander-Serving Institutions
(AANAPISI 84.031L)
[New Program]**

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.		
Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.		
Curriculum development and academic instruction.		
Purchase of library books, periodicals, microfilm, and other educational materials.		
Funds and administrative management, and acquisition of equipment for use in strengthening funds management.		
Joint use of facilities such as laboratories and libraries.		
Academic tutoring and counseling programs and student support services.		
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.		
Establishing or improving an endowment fund.		
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.		
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.		
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

**Asian American and Native American Pacific Islander-Serving Institutions
(AANAPISI 84.382B)
[New Program]**

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.		
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.		
Development and improvement of academic programs.		
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.		
Tutoring, counseling, and student service programs designed to improve academic success.		
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.		
Joint use of facilities, such as laboratories and libraries.		
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.		
Establishing or improving an endowment fund.		
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

Historically Black Colleges and Universities (HBCU)
[New Questions]

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications and technology equipment or services.		
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.		
Academic instruction in disciplines in which Black Americans are underrepresented.		
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.		
Tutoring, counseling, and student service programs designed to improve academic success.		
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.		
Joint use of facilities, such as laboratories and libraries.		
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.		
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.		
Establishing community outreach programs which will encourage elementary and secondary students to develop the academic skills and the interest to pursue postsecondary education.		
Establishing or improving an endowment fund.		
Acquisition of real property in connection with the construction, renovation, or addition to or improvement of campus facilities.		
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 subchapter IV of this chapter and part C of subchapter I of chapter 34 of title 42.		
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.		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

Historically Black Graduate Institutions (HBGI) [New Questions]

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications and technology equipment or services.		
Purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials.		
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.		
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.		
Assisting in the establishment or maintenance of an institutional endowment fund.		
Funds and administration management, and the acquisition of equipment, including software, for use in strengthening funds management and management information systems.		
Acquisition of real property that is adjacent to the campus in connection with the construction, renovation, or addition to or improvement of campus facilities.		
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 subchapter IV of this chapter and part C of subchapter I of chapter 34 of title 42].		
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.		
Tutoring, counseling, and student service programs designed to improve academic success.		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

Minority Science and Engineering Improvement Programs (MSEIP)

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Institutional Grants		
Faculty development programs		
Development of curriculum materials		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		
Cooperative Grants		
Assisting institutions in sharing facilities and personnel		
Disseminating information about established programs in science and engineering		
Supporting cooperative efforts to strengthen the institutions' science and engineering programs		
Carrying out a combination of any of the other cooperative grant activities		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		
Special Programs		
Advanced science seminars		
Science faculty workshops and conferences		
Faculty training to develop specific science research or education skills		
Research in science education		
Programs for visiting scientists		
Preparation of films or audio-visual materials in science		
Development of learning experiences in science beyond those normally available to minority undergraduate students		
Development of pre-college enrichment activities in science		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

Hispanic Serving Institutions (HSI)

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.		
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.		
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.		
Tutoring, counseling, and student service programs designed to improve academic success.		
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.		
Joint use of facilities, such as laboratories and libraries.		
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.		
Establishment or improving an endowment fund.		
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.		
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.		
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.		
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

Hispanic Serving Institutions (HSI) STEM [New Program]

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.		
Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.		
Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.		
Tutoring, counseling, and student service programs designed to improve academic success.		
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.		
Joint use of facilities, such as laboratories and libraries.		
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.		
Establishment or improving an endowment fund.		
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.		
Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.		
Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.		
Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.		
Support for low-income postbaccalaureate students including outreach, academic support services, mentoring, scholarships, fellowships, and other financial assistance to permit the enrollment of such students in postbaccalaureate certificate and postbaccalaureate degree granting programs.		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

**Promoting Postbaccalaureate Opportunities For Hispanic Americans
(PPOHA) Program
[New Program]**

LAA Category [Note: All listed activities are directly from legislation.]	Dollars spent	% of Activity
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.		
Construction, maintenance, renovation, and improvement of classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services.		
Purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials.		
Support for low-income postbaccalaureate students including outreach, academic support services, mentoring, scholarships, fellowships, and other financial assistance to permit the enrollment of such students in postbaccalaureate certificate and postbaccalaureate degree granting programs.		
Support of faculty exchanges, faculty development, faculty research, curriculum development, and academic instruction.		
Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services.		
Collaboration with other institutions of higher education to expand postbaccalaureate certificate and postbaccalaureate degree offerings.		
Other activities proposed in the application submitted pursuant to section 14 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		
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL		
GRAND TOTAL		

Section 3: Process Measures Outcomes

LAA Category	Process Measure for each LAA Category
Programs: SIP, TCCU, ANNH	
<p><i>Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes (SIP, TCCU, ANNH).</i></p>	Did the amount of scientific or laboratory educational equipment rented or leased increase?
	Did the quality of scientific or laboratory educational equipment rented or leased increase?
	Did student access to scientific or laboratory educational equipment rented or leased increase?
	Did the amount of scientific or laboratory educational equipment purchased increase?
	Did the quality of scientific or laboratory educational equipment purchased increase?
	Did student access to scientific or laboratory educational equipment purchased increase?
	Did the amount of scientific or laboratory research equipment rented or leased increase?
	Did the quality of scientific or laboratory research equipment rented or leased increase?
	Did student access to scientific or laboratory research equipment rented or leased increase?
	Did the amount of scientific or laboratory research equipment purchased increase?
	Did the quality of scientific or laboratory research equipment purchased increase?
	Did student access to scientific or laboratory research equipment purchase increase?
	Other:
	<p><i>Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings (SIP).</i></p> <p><i>Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications and technology equipment or services (TCCU).</i></p> <p><i>Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities (ANNH).</i></p>
Did the square feet of library space constructed increase?	
Did the number of laboratories constructed increase?	
Did the square feet of other institutional space constructed increase?	
Did the number of classrooms maintained increase?	
Did the square feet of library space maintained increase?	
Did the number of laboratories maintained increase?	
Did the square feet of other institutional space maintained increase?	
Did the number of classrooms renovated or improved increase?	
Did the square feet of library space renovated or improved increase?	
Did the number of laboratories renovated or improved increase?	
Did the square feet of other institutional space renovated or improved increase?	
Did the number of classrooms wired for the internet increase?	
Did the number of access terminals to library databases and records increase?	
Did the amount of instructional facilities with deferred maintenance needs decrease?	
Other:	
<p><i>Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty (SIP, TCCU, ANNH).</i></p>	Did the number of faculty trained in educational technology increase?
	Did the number of faculty trained in new or alternative teaching techniques increase?
	Did the number of faculty developing new curriculum increase?
	Did the number of faculty developing new teaching techniques

LAA Category	Process Measure for each LAA Category
	increase? Did the number of faculty receiving fellowships or other assistance to attain advanced degrees increase? Did the number of faculty with advanced degrees increase? Did the number of faculty participating in faculty exchanges increase? Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase? Other:
<i>Development and improvement of academic programs (SIP).</i> <i>Academic instruction in disciplines in which Indians are underrepresented (TCCU).</i> <i>Curriculum development and academic instruction (ANNH).</i>	Did the number of new academic programs increase? Did the number of academic courses under development increase? Did the number of academic courses undergoing revision increase? Did the academic attainment of students in revised courses increase? Did the course completion rate of students in revised courses increase? Did the course satisfaction rate of students in revised courses increase? Other:
<i>Purchase of library books, periodicals, and other educational materials, including telecommunications program materials (SIP, TCCU).</i> <i>Purchase of library books, periodicals, and other educational materials (ANNH).</i>	Did the number of library books increase? Did the number of periodical subscriptions increase? Did the number of educational materials increase? Did the number of telecommunications program materials increase? Other:
<i>Tutoring, counseling, and student service programs designed to improve academic success (SIP, TCCU).</i> <i>Academic tutoring and counseling programs and student support services (ANNH).</i>	Did the number of tutors increase? Did the quality of tutors increase? Did access to tutors increase? Did the number of counselors increase? Did the number of students using tutoring services increase? Did the number of students using counseling services increase? Did the number of students satisfied with tutoring services increase? Did the number of students satisfied with counseling services increase? Did the academic attainment of students using tutoring services increase? Did the course completion rate of students using tutoring services increase? Did the course completion rate of students using counseling services increase? Other:
<i>Funds management, administrative management, and acquisition of equipment for use in strengthening funds management (SIP, TCCU, ANNH).</i>	Was the number of FTE hired for improvement of funds management increased? Were relevant staff trained in how to use new funds management systems? Were the number of FTE hired for improvement of administrative management systems increased? Were relevant staff trained in how to use new administrative management systems? Did you establish or enhance a funds management quality control system? Did you establish or enhance a purchasing and inventory management system? Did you establish or enhance a student financial aid system? Did you establish or enhance an institutional research system?

LAA Category	Process Measure for each LAA Category
	Did you establish or enhance an admissions or registration system?
	Did you establish or enhance a student tracking system?
	Other:
<i>Joint use of facilities, such as laboratories and libraries (SIP, TCCU, ANNH).</i>	Was there an increase in the quality and utility of facilities available?
	Was there an increase in available joint library services?
	Was there an increase in access (increased hours, access to more educational materials) to joint facilities for students)?
	Were the number of students using joint laboratories increased?
	Was there an increase in access (increased hours, access to more education materials) to joint facilities for faculty?
	Was there an increase in available joint library space?
	Was there an increase in available joint library holdings? Other:
<i>Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector (SIP, TCCU).</i>	Were the number of FTE staff devoted to development office increased? (grant writing, fundraising, direct mail, public relations)
	Was a development data base or information management system established?
	Was the number of potential donors increased?
	Was the number of donors increased?
	Was the total number of dollars raised increased?
	Was the average number of dollars per donor increased?
	Were relevant staff trained in fund raising? Were relevant staff trained in funds management? Other:
<i>Establishing or enhancing a program of teacher education designed to qualify students to teach in public elementary schools or secondary schools, with a particular emphasis on teaching Indian children and youth, that shall include, as part of such program, preparation for teacher certification (TCCU).</i>	Was a teacher preparation program established?
	Was an articulation agreement established with a school of education?
	Was a teacher education program established?
	Was a teacher certification program established?
	Did the number of teacher education faculty increase?
	Did the number of students enrolled in a teacher education program (or teacher preparation program) increase?
	Did the number of students graduating from the teacher education program (or teacher preparation program) increase?
	Was the number of teacher education courses increased?
	Did the number of teacher education courses undergoing renovation increase?
	Did the number of teacher education faculty participating in cultural training increase?
	Did the number of teacher education faculty participating in technology training increase?
	Did the number of teach education faculty participating in general training increase?
	Did student support services for teacher education students improve?
Did the number of teacher education graduates entering teacher education certificate programs increase? Other:	
<i>Establishing community outreach programs that encourage Indian elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education (TCCU).</i>	Was a community outreach program to elementary and secondary students established?
	Did the number of schools reached increase?
	Did the number of teachers reached increase?
	Did the number of students reached increase?
	Did the number of parents reached increase? Did the number of faculty involved in the outreach increase?

LAA Category	Process Measure for each LAA Category
	Did the number of undergraduate students involved in the outreach increase? Did the number of graduate students involved in the outreach increase? Were students' attitudes and interests in postsecondary education improved? Were teachers' attitudes and interests in postsecondary education improved? Were parents' attitudes and interests in postsecondary education improved? Were teachers' teaching skills improved? Were students' academic skills improved? Other:
<i>Establishing or improving an endowment fund (SIP, TCCU).</i>	Was an institutional endowment established for the first time? Was the endowment match raised? Were the endowment funds invested? Other:
<i>Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services (SIP). (TCCUs are asked these process measures in Section 5: Technology)</i>	Was student access to the internet increased? Was faculty access to the internet increased? Was the number of computers available to students outside of the classroom increased? Was the number of computers available to faculty outside of the classroom increased? Did the number of faculty trained in technology increase? Did the number of students taking courses using technology increase? Did the number of courses using technology increase? Were distance learning facilities established? Did the number of students using the distance learning facilities increase? Did the number of faculty trained in teaching distance learning courses increase? Did the number of faculty teaching distance learning courses increase? Did the number of distance learning courses under development increase? Did the number of distance learning courses increase? Did the number of students taking distance learning courses increase? Other:
<i>Other: (SIP, TCCU, ANNH).</i>	Other: Other:
Program: NASNTI [New Program]	
<i>Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.</i>	Did the amount of scientific or laboratory educational equipment rented or leased increase? Did the quality of scientific or laboratory educational equipment rented or leased increase? Did student access to scientific or laboratory educational equipment rented or leased increase? Did the amount of scientific or laboratory educational equipment purchased increase? Did the quality of scientific or laboratory educational equipment purchased increase? Did student access to scientific or laboratory educational equipment purchased increase? Did the amount of scientific or laboratory research equipment

LAA Category	Process Measure for each LAA Category
	rented or leased increase? Did the quality of scientific or laboratory research equipment rented or leased increase? Did student access to scientific or laboratory research equipment rented or leased increase? Did the amount of scientific or laboratory research equipment purchased increase? Did the quality of scientific or laboratory research equipment purchased increase? Did student access to scientific or laboratory research equipment purchase increase? Other:
<i>Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.</i>	Did the number of classrooms constructed increase? Did the square feet of library space constructed increase? Did the number of laboratories constructed increase? Did the square feet of other institutional space constructed increase? Did the number of classrooms maintained increase? Did the square feet of library space maintained increase? Did the number of laboratories maintained increase? Did the square feet of other institutional space maintained increase? Did the number of classrooms renovated or improved increase? Did the square feet of library space renovated or improved increase? Did the number of laboratories renovated or improved increase? Did the square feet of other institutional space renovated or improved increase? Did the number of classrooms wired for the internet increase? Did the number of access terminals to library databases and records increase? Did the amount of instructional facilities with deferred maintenance needs decrease? Other:
<i>Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the degrees in the faculty's field of instruction.</i>	Did the number of faculty trained in educational technology increase? Did the number of faculty trained in new or alternative teaching techniques increase? Did the number of faculty developing new curriculum increase? Did the number of faculty developing new teaching techniques increase? Did the number of faculty receiving fellowships or other assistance to attain advanced degrees increase? Did the number of faculty with advanced degrees increase? Did the number of faculty participating in faculty exchanges increase? Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase? Other:
<i>Curriculum development and academic instruction.</i>	Did the number of new academic programs increase? Did the number of academic courses under development increase? Did the number of academic courses undergoing revision increase? Did the academic attainment of students in revised courses increase? Did the course completion rate of students in revised courses increase? Did the course satisfaction rate of students in revised courses

LAA Category	Process Measure for each LAA Category
	increase?
	Other:
<i>Purchase of library books, periodicals, microfilm, and other educational materials.</i>	Did the number of library books increase?
	Did the number of periodical subscriptions increase?
	Did the number of educational materials increase?
	Did the number of telecommunications program materials increase?
	Other:
<i>Academic tutoring and counseling programs and student support services designed to improve academic success.</i>	Did the number of tutors increase?
	Did the quality of tutors increase?
	Did access to tutors increase?
	Did the number of counselors increase?
	Did the number of students using tutoring services increase?
	Did the number of students using counseling services increase?
	Did the number of students satisfied with tutoring services increase?
	Did the number of students satisfied with counseling services increase?
	Did the academic attainment of students using tutoring services increase?
	Did the course completion rate of students using tutoring services increase?
	Did the course completion rate of students using counseling services increase?
	Other:
<i>Funds and administrative management and acquisition of equipment for use in strengthening funds management.</i>	Was the number of FTE hired for improvement of funds management increased?
	Were relevant staff trained in how to use new funds management systems?
	Were the number of FTE hired for improvement of administrative management systems increased?
	Were relevant staff trained in how to use new administrative management systems?
	Did you establish or enhance a funds management quality control system?
	Did you establish or enhance a purchasing and inventory management system?
	Did you establish or enhance a student financial aid system?
	Did you establish or enhance an institutional research system?
	Did you establish or enhance an admissions or registration system?
	Did you establish or enhance a student tracking system?
Other:	
<i>Joint use of facilities, such as laboratories and libraries.</i>	Was there an increase in the quality and utility of facilities available?
	Was there an increase in available joint library services?
	Was there an increase in access (increased hours, access to more educational materials) to joint facilities for students?
	Were the number of students using joint laboratories increased?
	Was there an increase in access (increased hours, access to more education materials) to joint facilities for faculty?
	Was there an increase in available joint library space?
	Was there an increase in available joint library holdings?
Other:	
<i>Education or counseling services designed to improve the financial and economic literacy of students or student's families.</i>	No Process Measures

LAA Category	Process Measure for each LAA Category
Other:	Other:
	Other:
Program: AANAPISI (84.031L) [New Program]	
<i>Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.</i>	Did the amount of scientific or laboratory educational equipment rented or leased increase?
	Did the quality of scientific or laboratory educational equipment rented or leased increase?
	Did student access to scientific or laboratory educational equipment rented or leased increase?
	Did the amount of scientific or laboratory educational equipment purchased increase?
	Did the quality of scientific or laboratory educational equipment purchased increase?
	Did student access to scientific or laboratory educational equipment purchased increase?
	Did the amount of scientific or laboratory research equipment rented or leased increase?
	Did the quality of scientific or laboratory research equipment rented or leased increase?
	Did student access to scientific or laboratory research equipment rented or leased increase?
	Did the amount of scientific or laboratory research equipment purchased increase?
	Did the quality of scientific or laboratory research equipment purchased increase?
	Did student access to scientific or laboratory research equipment purchase increase?
	Other:
	<i>Renovation and improvement in classrooms, libraries, laboratories, and other instructional facilities.</i>
Did the square feet of library space constructed increase?	
Did the number of laboratories constructed increase?	
Did the square feet of other institutional space constructed increase?	
Did the number of classrooms maintained increase?	
Did the square feet of library space maintained increase?	
Did the number of laboratories maintained increase?	
Did the square feet of other institutional space maintained increase?	
Did the number of classrooms renovated or improved increase?	
Did the square feet of library space renovated or improved increase?	
Did the number of laboratories renovated or improved increase?	
Did the square feet of other institutional space renovated or improved increase?	
Did the number of classrooms wired for the internet increase?	
Did the number of access terminals to library databases and records increase?	
Did the amount of instructional facilities with deferred maintenance needs decrease?	
Other:	
<i>Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.</i>	Did the number of faculty trained in educational technology increase?
	Did the number of faculty trained in new or alternative teaching techniques increase?
	Did the number of faculty developing new curriculum increase?
	Did the number of faculty developing new teaching techniques increase?

LAA Category	Process Measure for each LAA Category
	Did the number of faculty receiving fellowships or other assistance to attain advanced degrees increase? Did the number of faculty with advanced degrees increase? Did the number of faculty participating in faculty exchanges increase? Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase? Other:
<i>Curriculum development and academic instruction.</i>	Did the number of new academic programs increase? Did the number of academic courses under development increase? Did the number of academic courses undergoing revision increase? Did the academic attainment of students in revised courses increase? Did the course completion rate of students in revised courses increase? Did the course satisfaction rate of students in revised courses increase? Other:
<i>Purchase of library books, periodicals, microfilm, and other educational materials.</i>	Did the number of library books increase? Did the number of periodical subscriptions increase? Did the number of educational materials increase? Did the number of telecommunications program materials increase? Other:
<i>Funds and administrative management, and acquisition of equipment for use in strengthening funds management.</i>	Was the number of FTE hired for improvement of funds management increased? Were relevant staff trained in how to use new funds management systems? Were the number of FTE hired for improvement of administrative management systems increased? Were relevant staff trained in how to use new administrative management systems? Did you establish or enhance a funds management quality control system? Did you establish or enhance a purchasing and inventory management system? Did you establish or enhance a student financial aid system? Did you establish or enhance an institutional research system? Did you establish or enhance an admissions or registration system? Did you establish or enhance a student tracking system? Other:
<i>Joint use of facilities such as laboratories and libraries.</i>	Was there an increase in the quality and utility of facilities available? Was there an increase in available joint library services? Was there an increase in access (increased hours, access to more educational materials) to joint facilities for students? Were the number of students using joint laboratories increased? Was there an increase in access (increased hours, access to more education materials) to joint facilities for faculty? Was there an increase in available joint library space? Was there an increase in available joint library holdings? Other:
<i>Academic tutoring and counseling programs and student support services.</i>	Did the number of tutors increase? Did the quality of tutors increase? Did access to tutors increase? Did the number of counselors increase?

LAA Category	Process Measure for each LAA Category
	Did the number of students using tutoring services increase? Did the number of students using counseling services increase? Did the number of students satisfied with tutoring services increase? Did the number of students satisfied with counseling services increase? Did the academic attainment of students using tutoring services increase? Did the course completion rate of students using tutoring services increase? Did the course completion rate of students using counseling services increase? Other:
<i>Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.</i>	Was a community outreach program to elementary and secondary students established? Did the number of schools reached increase? Did the number of teachers reached increase? Did the number of students reached increase? Did the number of parents reached increase? Did the number of faculty involved in the outreach increase? Did the number of undergraduate students involved in the outreach increase? Did the number of graduate students involved in the outreach increase? Were students' attitudes and interests in postsecondary education improved? Were teachers' attitudes and interests in postsecondary education improved? Were parents' attitudes and interests in postsecondary education improved? Were teachers' teaching skills improved? Were students' academic skills improved? Other:
Establishing or improving an endowment fund.	Was an institutional endowment established for the first time? Was the endowment match raised? Were the endowment funds invested? Other:
Academic instruction in disciplines in which Asian Americans and Native American Pacific Islanders are underrepresented.	<i>No Process Measures</i>
Conducting research and data collection for Asian American and Native American Pacific Islander populations and subpopulations.	<i>No Process Measures</i>
Establishing partnerships with community-based organizations serving Asian Americans and Native American Pacific Islanders.	<i>No Process Measures</i>
<i>Other:</i>	<i>Other:</i>
Program: AANAPISI (84.382B) [New Program]	
<i>Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.</i>	Did the amount of scientific or laboratory educational equipment rented or leased increase? Did the quality of scientific or laboratory educational equipment rented or leased increase? Did student access to scientific or laboratory educational equipment rented or leased increase? Did the amount of scientific or laboratory educational equipment

LAA Category	Process Measure for each LAA Category
	<p>purchased increase?</p> <p>Did the quality of scientific or laboratory educational equipment purchased increase?</p> <p>Did student access to scientific or laboratory educational equipment purchased increase?</p> <p>Did the amount of scientific or laboratory research equipment rented or leased increase?</p> <p>Did the quality of scientific or laboratory research equipment rented or leased increase?</p> <p>Did student access to scientific or laboratory research equipment rented or leased increase?</p> <p>Did the amount of scientific or laboratory research equipment purchased increase?</p> <p>Did the quality of scientific or laboratory research equipment purchased increase?</p> <p>Did student access to scientific or laboratory research equipment purchase increase?</p> <p>Other:</p>
<p><i>Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.</i></p>	<p>Did the number of classrooms constructed increase?</p> <p>Did the square feet of library space constructed increase?</p> <p>Did the number of laboratories constructed increase?</p> <p>Did the square feet of other institutional space constructed increase?</p> <p>Did the number of classrooms maintained increase?</p> <p>Did the square feet of library space maintained increase?</p> <p>Did the number of laboratories maintained increase?</p> <p>Did the square feet of other institutional space maintained increase?</p> <p>Did the number of classrooms renovated or improved increase?</p> <p>Did the square feet of library space renovated or improved increase?</p> <p>Did the number of laboratories renovated or improved increase?</p> <p>Did the square feet of other institutional space renovated or improved increase?</p> <p>Did the number of classrooms wired for the internet increase?</p> <p>Did the number of access terminals to library databases and records increase?</p> <p>Did the amount of instructional facilities with deferred maintenance needs decrease?</p> <p>Other:</p>
<p><i>Support of faculty exchanges, and faculty development and faculty fellowships to assist in attaining advanced degrees in the faculty's field of instruction.</i></p>	<p>Did the number of faculty trained in educational technology increase?</p> <p>Did the number of faculty trained in new or alternative teaching techniques increase?</p> <p>Did the number of faculty developing new curriculum increase?</p> <p>Did the number of faculty developing new teaching techniques increase?</p> <p>Did the number of faculty receiving fellowships or other assistance to attain advanced degrees increase?</p> <p>Did the number of faculty with advanced degrees increase?</p> <p>Did the number of faculty participating in faculty exchanges increase?</p> <p>Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?</p> <p>Other:</p>
<p><i>Development and improvement of academic programs.</i></p>	<p>Did the number of new academic programs increase?</p> <p>Did the number of academic courses under development increase?</p>

LAA Category	Process Measure for each LAA Category
	Did the number of academic courses undergoing revision increase? Did the academic attainment of students in revised courses increase? Did the course completion rate of students in revised courses increase? Did the course satisfaction rate of students in revised courses increase? Other:
<i>Purchase of library books, periodicals, and other educational materials, including telecommunications program material.</i>	Did the number of library books increase? Did the number of periodical subscriptions increase? Did the number of educational materials increase? Did the number of telecommunications program materials increase? Other:
<i>Tutoring, counseling, and student service programs designed to improve academic success.</i>	Did the number of tutors increase? Did the quality of tutors increase? Did access to tutors increase? Did the number of counselors increase? Did the number of students using tutoring services increase? Did the number of students using counseling services increase? Did the number of students satisfied with tutoring services increase? Did the number of students satisfied with counseling services increase? Did the academic attainment of students using tutoring services increase? Did the course completion rate of students using tutoring services increase? Did the course completion rate of students using counseling services increase? Other:
<i>Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.</i>	Was the number of FTE hired for improvement of funds management increased? Were relevant staff trained in how to use new funds management systems? Were the number of FTE hired for improvement of administrative management systems increased? Were relevant staff trained in how to use new administrative management systems? Did you establish or enhance a funds management quality control system? Did you establish or enhance a purchasing and inventory management system? Did you establish or enhance a student financial aid system? Did you establish or enhance an institutional research system? Did you establish or enhance an admissions or registration system? Did you establish or enhance a student tracking system? Other:
<i>Joint use of facilities, such as laboratories and libraries.</i>	Was there an increase in the quality and utility of facilities available? Was there an increase in available joint library services? Was there an increase in access (increased hours, access to more educational materials) to joint facilities for students)?
	Were the number of students using joint laboratories increased? Was there an increase in access (increased hours, access to more education materials) to joint facilities for faculty?

LAA Category	Process Measure for each LAA Category
	Was there an increase in available joint library space? Was there an increase in available joint library holdings? Other: Were the number of FTE staff devoted to development office increased? (grant writing, fundraising, direct mail, public relations) Was a development data base or information management system established? Was the number of potential donors increased? Was the number of donors increased? Was the total number of dollars raised increased? Was the average number of dollars per donor increased? Were relevant staff trained in fund raising? Were relevant staff trained in funds management? Other:
<i>Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.</i>	Were the number of FTE staff devoted to development office increased? (grant writing, fundraising, direct mail, public relations) Was a development data base or information management system established? Was the number of potential donors increased? Was the number of donors increased? Was the total number of dollars raised increased? Was the average number of dollars per donor increased? Were relevant staff trained in fund raising? Were relevant staff trained in funds management? Other:
<i>Establishing or improving an endowment fund.</i>	Was an institutional endowment established for the first time? Was the endowment match raised? Were the endowment funds invested? Other:
<i>Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.</i>	Was student access to the internet increased? Was faculty access to the internet increased? Was the number of computers available to students outside of the classroom increased? Was the number of computers available to faculty outside of the classroom increased? Did the number of faculty trained in technology increase? Did the number of students taking courses using technology increase? Did the number of courses using technology increase? Were distance learning facilities established? Did the number of students using the distance learning facilities increase? Did the number of faculty trained in teaching distance learning courses increase? Did the number of faculty teaching distance learning courses increase? Did the number of distance learning courses under development increase? Did the number of distance learning courses increase? Did the number of students taking distance learning courses increase? Other:
<i>Other:</i>	Other: Other:
Programs: HBCU [New Questions]	
<i>Purchase, rental, or lease of scientific or laboratory</i>	Did you: <input type="checkbox"/> Purchase <input type="checkbox"/> Rent <input type="checkbox"/> Lease scientific or

LAA Category	Process Measure for each LAA Category
<i>equipment for educational purposes, including instructional and research purposes.</i>	laboratory equipment
	Depending on what is chosen (purchase, rent, or lease) the pertinent questions show up.
	Did the grant change the amount of scientific or laboratory educational equipment at the institution? If yes: Start \$ spent on equipment _____ End \$ spent on equipment _____ Proposed target number for this FY: ____
	Did the quality of scientific or laboratory educational equipment rented or leased increase?
	Did the grant change student access to scientific or laboratory educational equipment? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY _____
	Did the grant change the amount of scientific or laboratory educational equipment purchased increase? If yes: Start \$ spent on equipment _____ End \$ spent on equipment _____ Proposed target number for this FY _____
	Did the quality of scientific or laboratory educational equipment purchased increase?
	Did student access to scientific or laboratory educational equipment purchased increase? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY _____
	Did the amount of scientific or laboratory research equipment rented or leased increase? If yes: Start \$ spent on equipment _____ End \$ spent on equipment _____ Proposed target number for this FY _____
	Did the quality of scientific or laboratory research equipment rented or leased increase?
	Did student access to scientific or laboratory research equipment rented or leased increase? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY _____
	Did the amount of scientific or laboratory research equipment purchased increase? If yes: Start \$ spent on equipment _____ End \$ spent on equipment _____ Proposed target number for this FY _____
	Did the quality of scientific or laboratory research equipment purchased increase?
	Did student access to scientific or laboratory research equipment purchase increase? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY _____
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____

LAA Category	Process Measure for each LAA Category
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____
<i>Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.</i>	Tell us how the rental, purchase or leasing of scientific or laboratory equipment might have impacted any of the four (4) Focus Areas (either listed or as a drop down menu). [Mandatory question for any grantee completing this question] Did you (drop down menu): ___ Construct ___ Maintain ___ Renovate ___ Improve to the following drop down menu of options: classrooms, libraries, laboratories, instructional facilities? Depending on what is chosen (construction and library, for example) the pertinent questions show up. If none of these, what was done? Please provide measurable goals. Did the grant contribute to the number of classrooms constructed? If yes: Start # of wired classrooms _____ End # of wired classrooms _____ Proposed target number for this FY: _____ Did the grant contribute to the square feet of library space constructed? If yes: Start square feet _____ End square feet _____ Proposed target number for this FY: _____ Did the grant contribute to the number of laboratories constructed? If yes: Start # labs _____ End # labs _____ Proposed target number for this FY: _____ Did the grant contribute to the square feet of other institutional space constructed? If yes: Start square feet _____ End square feet _____ Proposed target number for this FY: _____ Did the grant contribute to the number of classrooms maintained? If yes: Start # wired classrooms _____ End # wired classrooms _____ Proposed target number for this FY: _____ Did the grant contribute to the square feet of library space maintained? If yes: Start square feet _____ End square feet _____ Proposed target number for this FY: _____ Did the grant contribute to the number of laboratories maintained? If yes: Start # labs _____ End # labs _____ Proposed target number for this FY: _____ Did the grant contribute to the square feet of other institutional space maintained? If yes: Start square feet _____ End square feet _____ Proposed target number for this FY: _____ Did the grant contribute to the number of classrooms renovated or improved? If yes: Start # wired classrooms _____ End # wired classrooms _____ Proposed target number for this FY: _____

LAA Category	Process Measure for each LAA Category
	Did the grant contribute to the square feet of library space renovated or improved? If yes: Start square feet _____ End square feet _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of laboratories renovated or improved? If yes: Start # labs _____ End # labs _____ Proposed target number for this FY: _____
	Did the grant contribute to the square feet of other institutional space being renovated or improved? If yes: Start square feet _____ End square feet _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of classrooms wired for the internet? If yes: Start # wired classrooms _____ End # wired classrooms _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of access terminals to library databases and records? If yes: Start # _____ End # _____ Proposed target number for this FY: _____
	Did the grant contribute to the amount of instructional facilities with deferred maintenance needs? If yes: Start total square feet _____ End total square feet _____ Proposed target number for this FY: _____
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____
	Tell us how the construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities might have impacted any of the four (4) Focus Areas. [Please list all four or have them as a drop down menu.] [Mandatory question for any grantee completing this question]
<i>Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.</i>	Did the grant contribute to the number of faculty trained in educational technology? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____ Did the grant contribute to the number of faculty trained in new or alternative teaching techniques? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____ Did the grant contribute to the number of faculty developing new curriculum? If yes: Start # of faculty _____

LAA Category	Process Measure for each LAA Category
	End # of faculty _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of faculty developing new teaching techniques? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of faculty receiving fellowships or other assistance to attain advanced degrees? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of faculty with advanced degrees? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of faculty participating in faculty exchanges? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____
	I would like to add a brief supporting statement:
	Did the grant contribute to the number of faculty participating in developmental activities (seminars, workshops, etc.)? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____
	Did the grant contribute to the establishment of a faculty exchange program? If yes: Start _____ End _____ Proposed target number for this FY: _____
	I would like to add a brief supporting statement:
	Did the grant contribute to the creation or maintenance of articulation agreements? <i>If yes: Please check if creation __ or maintenance __</i> Start _____ End _____ Proposed target number for this FY: _____
	Did the grant contribute to the establishment of a faculty development program? If yes: Start _____ End _____ Proposed target number for this FY: _____
	I would like to add a brief supporting statement:
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____
	Tell us how the support of faculty exchanges, faculty development,

LAA Category	Process Measure for each LAA Category
	and faculty fellowship might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]
<p><i>Academic instruction in disciplines in which Black Americans are underrepresented.</i></p>	Did the grant contribute to the number of new academic programs? If yes: Start # of academic programs _____ End # of academic programs _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of academic courses under development? If yes: Start # of academic programs _____ End # of academic programs _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of academic courses undergoing revision? If yes: Start # of courses _____ End # of courses _____ Proposed target number for this FY: _____
	Did the grant contribute to the academic attainment of students in revised courses? If yes: Methodology used (check all that apply): ___ Teacher survey ___ Test scores ___ Class observation
	Did the grant contribute to the course completion rate of students in revised courses? If yes: Start % completion rate _____ End % completion rate _____ Proposed target number for this FY: _____
	Did the grant contribute to the course satisfaction rate of students in revised courses? If yes: Start % satisfaction _____ End % satisfaction _____ Proposed target number for this FY: _____
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____
<p><i>Purchase of library books, periodicals, and other educational materials, including telecommunications program material.</i></p>	Did the grant contribute to the number of library books at the institution? If yes: Start # _____ End # _____ Proposed target number for this FY: _____
Did grant contribute to the number of periodical subscriptions? If yes: Start # _____ End # _____ Proposed target number for this FY: _____	
Did the grant contribute to the number of educational materials? If yes: Start # _____ End # _____	

LAA Category	Process Measure for each LAA Category
	<p>Proposed target number for this FY: _____</p> <p>Did the grant contribute to the number of telecommunications program materials? If yes: Start # _____ End # _____ Proposed target number for this FY: _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Tell us how the purchase of library books, periodicals, and other educational materials might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>Tutoring, counseling, and student service programs designed to improve academic success.</i></p>	<p>Did you provide: ___ Tutoring ___ Counseling services?</p> <p>Depending on response, appropriate questions pop up.</p> <p>Did the grant contribute to the number of tutors? ___ Yes _____ No</p> <p>Did the grant contribute to the quality of tutors? ___ Yes _____ No</p> <p>Did the grant contribute to the access to tutors? ___ Yes _____ No</p> <p>Did the grant contribute to the number of counselors? ___ Yes _____ No</p> <p>Did the grant contribute to the number of students using tutoring services? If yes: Start # _____ End # _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the number of students using counseling services? If yes: Start # _____ End # _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the number of students satisfied with tutoring services? If yes: Start # _____ End # _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the number of students satisfied with counseling services? If yes: Start # _____ End # _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the academic attainment of students using tutoring services? If yes: Methodology used (check all that apply): ___ Teacher survey ___ Test scores ___ Class observation</p> <p>Did the grant contribute to the course completion rate of students using tutoring services?</p>

LAA Category	Process Measure for each LAA Category
	<p>If yes: Start % completion rate _____ End % completion rate _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the course completion rate of students using counseling services? If yes: Start % completion rate _____ End % completion rate _____ Proposed target number for this FY: _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Tell us how tutoring, counseling, and student service programs might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.</i></p>	<p>Did you work on: ___ Funds management or ___ Administrative management? Depending on response, appropriate questions pop up.</p> <p>Did the grant contribute to the number of FTE hired for improvement of funds management? If yes: Start FTE _____ End FTE _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the training of relevant staff in how to use new funds management systems? If yes: Start # trained staff _____ End # trained staff _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the number of FTE hired for improvement of administrative management systems? If yes: Start FTE _____ End FTE _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the training of relevant staff in how to use new administrative management systems? If yes: Start FTE trained _____ End FTE trained _____ Proposed target number for this FY: _____</p> <p>Did you establish or enhance a funds management quality control system? ___ Yes _____ No</p> <p>Did you establish or enhance a purchasing and inventory management system? ___ Yes _____ No</p> <p>Did you establish or enhance a student financial aid system? ___ Yes _____ No</p> <p>Did you establish or enhance an institutional research system? ___ Yes _____ No</p> <p>Did you establish or enhance an admissions or registration system? ___ Yes _____ No</p> <p>Did you establish or enhance a student tracking system? ___ Yes _____ No</p>

LAA Category	Process Measure for each LAA Category
	<p>_____ Yes _____ No</p> <p>Did the grant contribute to the number of potential donors? If yes: Start # of potential donors _____ End # of potential donors _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the number of donors? If yes: Start # of donors _____ End # of donors _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the total number of dollars raised? If yes: Start \$ _____ End \$ _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to change the average number of dollars per donor? If yes: Start \$ per donor _____ End \$ per donor _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to training relevant staff in fund raising? If yes: Start # trained staff _____ End # trained staff _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to training relevant staff in funds management? If yes: Start # trained staff _____ End # trained staff _____ Proposed target number for this FY: _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Tell us how the establishment or improvement of a development office has impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>Establishing or enhancing a program of teacher education designed to qualify students to teach in public elementary schools and secondary schools in the State that shall include, as part of such program, preparation for teacher certification.</i></p>	<p>Was a teacher preparation program established? _____ Yes _____ No</p> <p>Was an articulation agreement established with a school of education? _____ Yes _____ No</p> <p>Was a teacher education program established? _____ Yes _____ No</p> <p>Was a teacher certification program established? _____ Yes _____ No</p> <p>Did the grant contribute to the number of teacher education faculty? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the number of students enrolled in a teacher education program (or teacher preparation program) ? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY: _____</p>

LAA Category	Process Measure for each LAA Category
	Did the grant contribute to the number of students graduating from the teacher education program (or teacher preparation program)? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of teacher education courses? If yes: Start # of courses _____ End # of courses _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of teacher education courses undergoing renovation? If yes: Start # of courses _____ End # of courses _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of teacher education faculty participating in cultural training? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of teacher education faculty participating in technology training? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of teacher education faculty participating in general training? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____
	Did student support services for teacher education students improve? ____ Yes _____ No
	Did the grant contribute to the number of teacher education graduates entering teacher education certificate programs? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY: _____
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____
	Tell us how the establishment or enhancement of a program of teacher education might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]
<i>Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.</i>	Was a community outreach program to elementary and secondary students established? ____ Yes _____ No
	Did the grant contribute to the number of schools reached? If yes: Start # of schools _____ End # of schools _____ Proposed target number for this FY: _____

LAA Category	Process Measure for each LAA Category
	Did the grant contribute to the number of teachers reached? If yes: Start # of teachers _____ End # of teachers _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of students reached? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of parents reached? If yes: Start # of parents _____ End # of parents _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of faculty involved in the outreach? If yes: Start # of faculty _____ End # of faculty _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of undergraduate students involved in the outreach? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY: _____
	Did the grant contribute to the number of graduate students involved in the outreach? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY: _____
	Did the grant contribute to students' attitudes and interests in postsecondary education? If yes: Methodology used (check all that apply): ___ Student survey ___ Teacher survey ___ Class observation ___ Interview ___ College application rate
	Did the grant contribute to teachers' attitudes and interests in postsecondary education? If yes: Methodology used (check all that apply): ___ Teacher survey ___ Class observation ___ Interview
	Did the grant contribute to parents' attitudes and interests in postsecondary education? If yes: Methodology used (check all that apply): ___ Student survey ___ Teacher survey ___ Parent survey ___ Interview
	Did the grant contribute to teachers' teaching skills? If yes: Methodology used (check all that apply): ___ Class observation ___ Test scores ___ College application rate
	Did the grant contribute to students' academic skills? If yes: Methodology used (check all that apply): ___ Teacher survey ___ Test scores

LAA Category	Process Measure for each LAA Category
	<p>___ Class observation ___ College admission rate</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Tell us how the establishment of a community outreach program might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<i>Establishing or improving an endowment fund.</i>	<p>Was an institutional endowment established for the first time? ___ Yes ___ No</p> <p>Was the endowment match raised? If yes: Start \$ _____ End \$ _____ Proposed target number for this FY: _____</p> <p>Were the endowment funds invested? If yes: Start \$ _____ End \$ _____ Proposed target number for this FY: _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Tell us how the establishment or improvement of an endowment fund might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<i>Acquisition of real property in connection with the construction, renovation, or addition to or improvement of campus facilities.</i>	<p>Did the grant contribute to the construction of campus facilities? If yes: Start # _____ End # _____ Proposed target number for this FY _____</p> <p>Did the grant contribute to the renovation of any newly acquired campus facilities? If yes: Start # _____ End # _____ Proposed target number for this FY _____</p> <p>Did the grant contribute to the addition or improvement of campus facilities? If yes: Start # _____ End # _____ Proposed target number for this FY _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Tell us how the acquisition of real property, might have impacted</p>

LAA Category	Process Measure for each LAA Category
<p><i>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 subchapter IV of this chapter and part C of subchapter I of chapter 34 of title 42].</i></p>	<p>any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p> <p>Did the grant contribute to education or financial information designed to improve the financial and economic literacy of students and their families?</p> <p>I would like to provide a brief supporting statement:</p> <hr/> <p>Did you establish or enhance your financial literacy materials? If yes: Initial material # _____ Final material # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement:</p> <hr/> <p>Did you establish or enhance financial literacy courses? If yes: Initial courses # _____ Final courses # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement:</p> <hr/> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <hr/> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Tell us how the education or financial information designed to improve the financial and economic literacy of students and their families might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>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.</i></p>	<p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <hr/> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <p>Tell us how the projects or activities, approved in advance by the Secretary, might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>Other:</i></p>	<p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p> <hr/> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____</p>
<p>Programs: HBGI</p>	
<p><i>Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional</i></p>	<p>Did the grant change the amount of scientific or laboratory educational equipment rented or leased?</p>

LAA Category	Process Measure for each LAA Category
and research purposes.	If yes: Start \$ spent on equipment _____ End \$ spent on equipment _____ Proposed target number for this FY
	Did the quality of scientific or laboratory educational equipment rented or leased increase? <i>No standardized data elements</i>
	Did the grant change student access to scientific or laboratory educational equipment rented or leased? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY
	Did the grant change the amount of scientific or laboratory educational equipment purchased? If yes: Start \$ spent on equipment _____ End \$ spent on equipment _____ Proposed target number for this FY
	Did the grant change the quality of scientific or laboratory educational equipment purchased? <i>No standardized data elements</i>
	Did the grant change student access to scientific or laboratory educational equipment purchased? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY
	Did the grant change the amount of scientific or laboratory research equipment rented or leased? If yes: Start \$ spent on equipment _____ End \$ spent on equipment _____ Proposed target number for this FY
	Did the grant contribute to the quality of scientific or laboratory research equipment rented or leased? <i>No standardized data elements</i>
	Did the grant contribute to student access to scientific or laboratory research equipment rented or leased? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY
	Did the grant contribute to the amount of scientific or laboratory research equipment purchased? If yes: Start \$ spent on equipment _____ End \$ spent on equipment _____ Proposed target number for this FY
	Did the grant contribute to the quality of scientific or laboratory research equipment purchased? <i>No standardized data elements</i>
	Did the grant contribute to student access to scientific or laboratory research equipment purchase? If yes: Start # of students _____ End # of students _____ Proposed target number for this FY

LAA Category	Process Measure for each LAA Category
	<p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY _____</p> <p>Tell us how the rental, purchase or leasing of scientific or laboratory equipment might have impacted any of the four (4) Focus Areas. [We can either list all four or have them as a drop down menu, whatever is easiest for the contractor, as long as all 4 are listed.] Mandatory question for any grantee completing this question]</p>
<p><i>Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications and technology equipment or services.</i></p>	<p>Did you (drop down menu) construct, maintain renovate or improve (including integrating computer tech to facilities to create smart buildings) to the following: drop down menu of options: classrooms, libraries, laboratories, instructional facilities? Depending on what is chosen—construction and library, for example, the pertinent questions show up. Since the complaint is that these don't always capture what the grantees are doing, add the following: If none of these, what was done? Please provide measurable goals. Similar modifications would be done to all LAA Process Measures and Focus Areas.</p> <p>Did the grant contribute to the number of classrooms constructed? If yes: Start # of wired classrooms _____ End # of wired classrooms _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the square feet of library space constructed? If yes: Start square feet _____ End square feet _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the number of laboratories constructed? If yes: Start # labs _____ End # labs _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the square feet of other institutional space constructed? If yes: Start square feet _____ End square feet _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the number of classrooms maintained? If yes: Start # wired classrooms _____ End # wired classrooms _____ Proposed target number for this FY: _____</p> <p>Did the grant contribute to the square feet of library space maintained?</p>

LAA Category	Process Measure for each LAA Category
	If yes: Start square feet _____ End square feet _____ Proposed target number for this FY:
	Did the grant contribute to the number of laboratories maintained? If yes: Start # labs _____ End # labs _____ Proposed target number for this FY:
	Did the grant contribute to the square feet of other institutional space maintained? If yes: Start square feet _____ End square feet _____ Proposed target number for this FY:
	Did the grant contribute to the number of classrooms renovated or improved? If yes: Start # wired classrooms _____ End # wired classrooms _____ Proposed target number for this FY:
	Did the grant contribute to the square feet of library space renovated or improved? If yes: Start square feet _____ End square feet _____ Proposed target number for this FY:
	Did the grant contribute to the number of laboratories renovated or improved? If yes: Start # labs _____ End # labs _____ Proposed target number for this FY:
	Did the grant contribute to the square feet of other institutional space being renovated or improved? If yes: Start square feet _____ End square feet _____ Proposed target number for this FY:
	Did the grant contribute to the number of classrooms wired for the internet? If yes: Start # wired classrooms _____ End # wired classrooms _____ Proposed target number for this FY:
	Did the grant contribute to the number of access terminals to library databases and records? If yes: Start # _____ End # _____ Proposed target number for this FY:
	Did the grant contribute to the amount of instructional facilities with deferred maintenance needs? If yes: Start total square feet _____ End total square feet _____ Proposed target number for this FY:
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY

LAA Category	Process Measure for each LAA Category
	<p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY</p> <p>Tell us how construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>Purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials.</i></p>	<p>Did the grant contribute to the number of library books? If yes: Start # _____ End # _____ Proposed target number for this FY</p> <p>Did the grant contribute to the number of periodical subscriptions? If yes: Start # _____ End # _____ Proposed target number for this FY</p> <p>Did the grant contribute to the number of educational materials? If yes: Start # _____ End # _____ Proposed target number for this FY</p> <p>Did the grant contribute to the number of telecommunications program materials? If yes: Start # _____ End # _____ Proposed target number for this FY</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY</p> <p>Tell us how purchase of library books, periodicals, and other educational materials might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>Scholarships, fellowships or other financial assistance for needy graduate and professional students to permit enrollment of the students in and completion of the doctoral degree in medicine, dentistry, pharmacy, veterinary medicine, law, and doctoral degree in the physical or natural sciences, engineering, math, or other scientific disciplines in which African Americans are underrepresented.</i></p>	<p>Did the grant contribute to the amount of scholarship funds? If yes: Start \$ _____ End \$ _____ Proposed target number for this FY</p> <p>Did the grant contribute to the number of scholarship awards to students ? If yes: Start # _____ End # _____ Proposed target number for this FY</p> <p>Did the grant contribute to the amount of fellowship funds?</p>

LAA Category	Process Measure for each LAA Category
	<p>If yes: Start \$ _____ End \$ _____ Proposed target number for this FY</p> <p>Did the grant contribute to the number of fellowship awards to students?</p> <p>If yes: Start # _____ End # _____ Proposed target number for this FY</p> <p>Did the grant contribute to the number of teaching assistantships?</p> <p>If yes: Start # _____ End # _____ Proposed target number for this FY</p> <p>Did the grant contribute to the number of research assistantships?</p> <p>If yes: Start # _____ End # _____ Proposed target number for this FY</p> <p>Did the grant contribute to the number of professional internships?</p> <p>If yes: Start # _____ End # _____ Proposed target number for this FY</p> <p>Did the grant contribute to the number of on-campus job opportunities for graduate and professional students?</p> <p>If yes: Start # _____ End # _____ Proposed target number for this FY</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY</p> <p>Tell us how scholarships, fellowships or other financial assistance for needy graduate and professional students might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.</i></p>	<p>Did the grant contribute to the number of FTE staff devoted to development office? (grant writing, fundraising, direct mail, public relations)</p> <p>If yes: Start FTE _____ End FTE _____ Proposed target number for this FY</p> <p>Did the grant contribute to the establishment of a development data base or information management system?</p> <p><i>No standardized data elements</i></p> <p>Did the grant contribute to the number of potential donors?</p>

LAA Category	Process Measure for each LAA Category
	If yes: Start # of potential donors _____ End # of potential donors _____ Proposed target number for this FY _____
	Did the grant contribute to the number of donors? If yes: Start # of donors _____ End # of donors _____ Proposed target number for this FY _____
	Did the grant contribute to the total number of dollars raised? If yes: Start \$ _____ End \$ _____ Proposed target number for this FY _____
	Did the grant contribute to the average number of dollars per donor? If yes: Start \$ per donor _____ End \$ per donor _____ Proposed target number for this FY _____
	Did the grant contribute to relevant staff trained in fund raising? If yes: Start # trained staff _____ End # trained staff _____ Proposed target number for this FY _____
	Did the grant contribute to relevant staff trained in funds management? If yes: Start # trained staff _____ End # trained staff _____ Proposed target number for this FY _____
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY _____
	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY _____
	Tell us how establishing or improving a development office to strengthen or improve contributions from alumni and the private sector might have impacted any of the four (4) Focus Areas. <i>[Mandatory question for any grantee completing this question]</i>
	Establishing or improving an endowment fund.
Was the endowment match raised? If yes: Start \$ _____ End \$ _____ Proposed target number for this FY _____	
Were the endowment funds invested? If yes: Start \$ _____ End \$ _____ Proposed target number for this FY _____	
Other: _____ If yes: Start _____ End _____	

LAA Category	Process Measure for each LAA Category
	<p>Proposed target number for this FY</p> <p>Other: _____</p> <p>If yes: Start _____</p> <p>End _____</p> <p>Proposed target number for this FY</p> <p>Tell us how establishing or improving an endowment fund might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.</i></p>	<p>Did the grant contribute to the number of FTE hired for improvement of funds management?</p> <p>If yes: Start FTE _____</p> <p>End FTE _____</p> <p>Proposed target number for this FY</p> <p>Did the grant contribute to the training of relevant staff in how to use new funds management systems?</p> <p>If yes: Start # trained staff _____</p> <p>End # trained staff _____</p> <p>Proposed target number for this FY</p> <p>Did the grant contribute to the number of FTE hired for improvement of administrative management systems?</p> <p>If yes: Start FTE _____</p> <p>End FTE _____</p> <p>Proposed target number for this FY</p> <p>Did the grant contribute to the training of relevant staff in how to use new administrative management systems?</p> <p>If yes: Start FTE trained _____</p> <p>End FTE trained _____</p> <p>Proposed target number for this FY</p> <p>Did you establish or enhance a funds management quality control system?</p> <p>___ Yes ___ No</p> <p>Did you establish or enhance a purchasing and inventory management system?</p> <p>___ Yes ___ No</p> <p>Did you establish or enhance a student financial aid system?</p> <p>___ Yes ___ No</p> <p>Did you establish or enhance an institutional research system?</p> <p>___ Yes ___ No</p> <p>Did you establish or enhance an admissions or registration system?</p> <p>___ Yes ___ No</p> <p>Did you establish or enhance a student tracking system?</p> <p>___ Yes ___ No</p> <p>Other: _____</p> <p>If yes: Start _____</p> <p>End _____</p> <p>Proposed target number for this FY</p> <p>Other: _____</p> <p>If yes: Start _____</p> <p>End _____</p> <p>Proposed target number for this FY</p> <p>Tell us how funds management, administrative management, and acquisition of equipment for use in strengthening funds management might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>Acquisition of real property that is adjacent to the campus in connection with the construction, renovation, or addition to or improvement of campus facilities.</i></p>	<p>Did the grant contribute to the construction of campus facilities?</p> <p>If yes: Start _____</p> <p>End _____</p>

LAA Category	Process Measure for each LAA Category
	<p>Proposed target number for this FY _____</p> <p>Did the grant contribute to the renovation of any newly acquired campus facilities? If yes: Start _____ End _____ Proposed target number for this FY _____</p> <p>Did the grant contribute to the addition or improvement of campus facilities? If yes: Start _____ End _____ Proposed target number for this FY _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY _____</p> <p>Tell us how the acquisition of real property, adjacent to the campus, might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>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 subchapter IV of this chapter and part C of subchapter I of chapter 34 of title 42].</i></p>	<p>Did the grant contribute to education or financial information designed to improve the financial and economic literacy of students and their families? I would like to provide a brief supporting statement: _____</p> <p>Did you establish or enhance your financial literacy materials? If yes: Initial material # _____ Final material # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: _____</p> <p>Did you establish or enhance financial literacy courses? If yes: Initial courses # _____ Final courses # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY _____</p> <p>Other: _____ If yes: Start _____ End _____ Proposed target number for this FY _____</p> <p>Tell us how the education or financial information designed to improve the financial and economic literacy of students and their families might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]</p>
<p><i>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</i></p>	<p>Other: _____ If yes: Start _____ End _____</p>

LAA Category	Process Measure for each LAA Category
	using counseling services? If yes: Start % completion rate _____ End % completion rate _____ Proposed target number for this FY: _____ Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____ Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____ Tell us how tutoring, counseling, and student service programs might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]
<i>Other:</i>	Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____ Other: _____ If yes: Start _____ End _____ Proposed target number for this FY: _____
	Tell us how your other activity (ies) might have impacted any of the four (4) Focus Areas. [Mandatory question for any grantee completing this question]
Program: HSI	
<i>Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purpose.</i>	Did the amount of scientific or laboratory educational equipment rented or leased increase?
	Did the quality of scientific or laboratory educational equipment rented or leased increase?
	Did student access to scientific or laboratory educational equipment rented or leased increase?
	Did the amount of scientific or laboratory educational equipment purchased increase?
	Did the quality of scientific or laboratory educational equipment purchased increase?
	Did student access to scientific or laboratory educational equipment purchased increase?
	Did the amount of scientific or laboratory research equipment rented or leased increase?
	Did the quality of scientific or laboratory research equipment rented or leased increase?
	Did student access to scientific or laboratory research equipment rented or leased increase?
	Did the amount of scientific or laboratory research equipment purchased increase?
	Did the quality of scientific or laboratory research equipment purchased increase?
	Did student access to scientific or laboratory research equipment purchase increase?
<i>Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities.</i>	Other:
	Did the number of classrooms constructed increase?
	Did the square feet of library space constructed increase?
	Did the number of laboratories constructed increase?
Did the square feet of other institutional space constructed increase?	

LAA Category	Process Measure for each LAA Category
	Did the number of classrooms maintained increase? Did the square feet of library space maintained increase? Did the number of laboratories maintained increase? Did the square feet of other institutional space maintained increase? Did the number of classrooms renovated or improved increase? Did the square feet of library space renovated or improved increase? Did the number of laboratories renovated or improved increase? Did the square feet of other institutional space renovated or improved increase? Did the number of classrooms wired for the internet increase? Did the number of access terminals to library databases and records increase? Did the amount of instructional facilities with deferred maintenance needs decrease? Other:
<i>Support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction.</i>	Did the number of faculty trained in educational technology increase? Did the number of faculty trained in new or alternative teaching techniques increase? Did the number of faculty developing new curriculum increase? Did the number of faculty developing new teaching techniques increase? Did the number of faculty receiving fellowships or other assistance to attain advanced degrees increase? Did the number of faculty with advanced degrees increase? Did the number of faculty participating in faculty exchanges increase? Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase? Other:
<i>Purchase of library books, periodicals, and other educational materials, including telecommunications program materials.</i>	Did the number of library books increase? Did the number of periodical subscriptions increase? Did the number of educational materials increase? Did the number of telecommunications program materials increase? Other:
<i>Tutoring, counseling, and student service programs designed to improve academic success.</i>	Did the number of tutors increase? Did the quality of tutors increase? Did access to tutors increase? Did the number of counselors increase? Did the number of students using tutoring services increase? Did the number of students using counseling services increase? Did the number of students satisfied with tutoring services increase? Did the number of students satisfied with counseling services increase? Did the academic attainment of students using tutoring services increase? Did the course completion rate of students using tutoring services increase? Did the course completion rate of students using counseling services increase? Other:
<i>Funds management, administrative management, and acquisition of equipment for use in strengthening funds</i>	Was the number of FTE hired for improvement of funds management increased?

LAA Category	Process Measure for each LAA Category
<i>management.</i>	Were relevant staff trained in how to use new funds management systems?
	Were the number of FTE hired for improvement of administrative management systems increased?
	Were relevant staff trained in how to use new administrative management systems?
	Did you establish or enhance a funds management quality control system?
	Did you establish or enhance a purchasing and inventory management system?
	Did you establish or enhance a student financial aid system?
	Did you establish or enhance an institutional research system?
	Did you establish or enhance an admissions or registration system?
	Did you establish or enhance a student tracking system? Other:
<i>Joint use of facilities, such as laboratories and libraries.</i>	Was there an increase in the quality and utility of facilities available?
	Was there an increase in available joint library services?
	Was there an increase in access (increased hours, access to more educational materials) to joint facilities for students?
	Were the number of students using joint laboratories increased?
	Was there an increase in access (increased hours, access to more education materials) to joint facilities for faculty?
	Was there an increase in available joint library space?
	Was there an increase in available joint library holdings? Other:
<i>Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.</i>	Were the number of FTE staff devoted to development office increased? (grant writing, fundraising, direct mail, public relations)
	Was a development data base or information management system established?
	Was the number of potential donors increased?
	Was the number of donors increased?
	Was the total number of dollars raised increased?
	Was the average number of dollars per donor increased?
	Were relevant staff trained in fund raising?
	Were relevant staff trained in funds management? Other:
<i>Establishing or enhancing a program of teacher education designed to qualify students to teach in public elementary schools and secondary schools.</i>	Was a teacher preparation program established?
	Was an articulation agreement established with a school of education?
	Was a teacher education program established?
	Was a teacher certification program established?
	Did the number of teacher education faculty increase?
	Did the number of students enrolled in a teacher education program (or teacher preparation program) increase?
	Did the number of students graduating from the teacher education program (or teacher preparation program) increase?
	Was the number of teacher education courses increased?
	Did the number of teacher education courses undergoing renovation increase?
	Did the number of teacher education faculty participating in cultural training increase?
	Did the number of teacher education faculty participating in technology training increase?
	Did the number of teach education faculty participating in general training increase?

LAA Category	Process Measure for each LAA Category
	Did student support services for teacher education students improve? Did the number of teacher education graduates entering teacher education certificate programs increase? Other:
<i>Establishing community outreach programs that encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.</i>	Was a community outreach program to elementary and secondary students established? Did the number of schools reached increase? Did the number of teachers reached increase? Did the number of students reached increase? Did the number of parents reached increase? Did the number of faculty involved in the outreach increase? Did the number of undergraduate students involved in the outreach increase? Did the number of graduate students involved in the outreach increase? Were students' attitudes and interests in postsecondary education improved? Were teachers' attitudes and interests in postsecondary education improved? Were parents' attitudes and interests in postsecondary education improved? Were teachers' teaching skills improved? Were students' academic skills improved? Other:
<i>Establishing or improving an endowment fund.</i>	Was an institutional endowment established for the first time? Was the endowment match raised? Were the endowment funds invested? Other:
<i>Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.</i>	Was student access to the internet increased? Was faculty access to the internet increased? Was the number of computers available to students outside of the classroom increased? Was the number of computers available to faculty outside of the classroom increased? Did the number of faculty trained in technology increase? Did the number of students taking courses using technology increase? Did the number of courses using technology increase? Were distance learning facilities established? Did the number of students using the distance learning facilities increase? Did the number of faculty trained in teaching distance learning courses increase? Did the number of faculty teaching distance learning courses increase? Did the number of distance learning courses under development increase? Did the number of distance learning courses increase? Did the number of students taking distance learning courses increase? Other:
<i>Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.</i>	Was the number of graduate courses increased? Was the number of professional courses increased? Was the number of graduate programs increased? Was the number of professional programs increased?

LAA Category	Process Measure for each LAA Category
	Was the number of classrooms for graduate and professional courses increased? Was the number of labs for graduate and professional courses increased? Was the number of faculty teaching graduate and professional courses increased? Other:
Other.	Other: Other:
Program: HSI STEM [New Program]	
<i>Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.</i>	Please select all that apply: <input type="checkbox"/> Laboratory equipment for educational purposes <input type="radio"/> Purchase <input type="radio"/> Rent <input type="radio"/> Lease <input type="checkbox"/> Laboratory equipment for instructional purposes <input type="radio"/> Purchase <input type="radio"/> Rent <input type="radio"/> Lease <input type="checkbox"/> Laboratory equipment for research purposes <input type="radio"/> Purchase <input type="radio"/> Rent <input type="radio"/> Lease <input type="checkbox"/> Other (Please specify: _____) (250 words) Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
<i>Construction, maintenance, renovation, and improvement of classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services.</i>	Please select all that apply: <input type="checkbox"/> Classrooms <input type="radio"/> Construction <input type="radio"/> Maintenance <input type="radio"/> Renovation <input type="radio"/> Improvement <input type="checkbox"/> Libraries <input type="radio"/> Construction <input type="radio"/> Maintenance <input type="radio"/> Renovation <input type="radio"/> Improvement <input type="checkbox"/> Laboratories <input type="radio"/> Construction <input type="radio"/> Maintenance <input type="radio"/> Renovation <input type="radio"/> Improvement <input type="checkbox"/> Purchase or rental of telecommunications technology equipment or services <input type="radio"/> Construction <input type="radio"/> Maintenance <input type="radio"/> Renovation <input type="radio"/> Improvement <input type="checkbox"/> Other Instructional Facilities <input type="radio"/> Construction <input type="radio"/> Maintenance <input type="radio"/> Renovation <input type="radio"/> Improvement Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
<i>Support of faculty exchanges, faculty development, faculty research, curriculum development, and academic instruction.</i>	Support of (please select all that apply): <input type="checkbox"/> Faculty exchanges <input type="checkbox"/> Faculty development <input type="checkbox"/> Faculty research

LAA Category	Process Measure for each LAA Category
	<input type="checkbox"/> Curriculum development <input type="checkbox"/> Academic instruction <input type="checkbox"/> Other Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. <hr/> Please describe (500 words or less) the impact on faculty development and academic activities to date. <input type="checkbox"/> Number of faculty impacted
<i>Purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials.</i>	Purchase of (please select all that apply): <input type="checkbox"/> Library books (Quantity: _____) <input type="checkbox"/> Periodicals (Quantity: _____) <input type="checkbox"/> Technical and other scientific journals (Quantity: _____) <input type="checkbox"/> Microfilm (Quantity: _____) <input type="checkbox"/> Microfiche (Quantity: _____) <input type="checkbox"/> Telecommunications program materials (Quantity: _____) <input type="checkbox"/> Other educational materials (Quantity: _____) Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. <hr/> Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
<i>Tutoring, counseling, and student service programs designed to improve academic success.</i>	Please select all that apply: <input type="checkbox"/> Tutoring programs <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of tutors <input type="radio"/> Quality of tutors <input type="radio"/> Access to tutors <input type="radio"/> Student satisfaction <input type="checkbox"/> Counseling programs <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of counselors <input type="radio"/> Quality of counselors <input type="radio"/> Access to counselors <input type="radio"/> Student satisfaction <input type="checkbox"/> Student service programs <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of student service programs <input type="radio"/> Quality of student service programs <input type="radio"/> Access to student service programs <input type="radio"/> Student satisfaction <input type="checkbox"/> Other Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. <hr/> Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
<i>Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.</i>	Please select all activities that apply: <input type="checkbox"/> Funds management <input type="radio"/> Increased number of FTE hired <input type="radio"/> Trained staff <input type="radio"/> Established or enhanced quality control system <input type="checkbox"/> Administrative management <input type="radio"/> Increased number of FTE hired <input type="radio"/> Trained staff <input type="radio"/> Established or enhanced quality control system <input type="checkbox"/> Acquisition of equipment <input type="radio"/> Established or enhanced purchasing or inventory management system <input type="checkbox"/> Other Please provide a short statement (500 words or less) describing

LAA Category	Process Measure for each LAA Category
	<p>how your institution used funds in this area during the 2009-2010 academic year.</p> <p>Please describe (500 words or less) the impact on student academic activities to date.</p> <p><input type="checkbox"/> Number of students impacted</p>
<p><i>Joint use of facilities, such as laboratories and libraries.</i></p>	<p>Joint use of (please select all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Laboratories <input type="checkbox"/> Library space <input type="checkbox"/> Library services <input type="checkbox"/> Library holdings <input type="checkbox"/> Faculty facilities <input type="checkbox"/> Student facilities <input type="checkbox"/> Other facilities (Please specify: _____) <p>Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year.</p> <p>Please describe (500 words or less) the impact on student academic activities to date.</p> <p><input type="checkbox"/> Number of students impacted</p>
<p><i>Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.</i></p>	<p>Please select one:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Established a development office <input type="checkbox"/> Increased the number of FTE staff devoted to the development office (e.g., grant writing, fundraising) <input type="checkbox"/> Increased the number of potential donors <input type="checkbox"/> Increased the number of donors <input type="checkbox"/> Increased the total number of dollars raised <input type="checkbox"/> Increased the number of dollars raised per donor <input type="checkbox"/> Increased the number of staff trained in funds management <input type="checkbox"/> Increased the number of staff trained in fundraising <input type="checkbox"/> Other <p>Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year.</p> <p>Please describe (500 words or less) the impact on student academic activities to date.</p> <p><input type="checkbox"/> Number of students impacted</p>
<p><i>Establishment or improving an endowment fund.</i></p>	<p>Please select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Established an endowment fund for the first time <input type="checkbox"/> Raised an endowment match <input type="checkbox"/> Invested endowment funds <input type="checkbox"/> Other <p>Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year.</p> <p>Please describe (500 words or less) the impact on student academic activities to date.</p> <p><input type="checkbox"/> Number of students impacted</p>
<p><i>Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services.</i></p>	<p>Please select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased student access to the Internet <input type="checkbox"/> Increased faculty access to the Internet <input type="checkbox"/> Increased number of computers available to students outside of the classroom <input type="checkbox"/> Increased number of computers available to faculty outside of the classroom

LAA Category	Process Measure for each LAA Category
	<ul style="list-style-type: none"> <input type="checkbox"/> Increased staff trained in technology <input type="checkbox"/> Increased number of courses using technology <input type="checkbox"/> Established distance learning facilities <input type="checkbox"/> Increased number of staff trained in distance learning courses <input type="checkbox"/> Increased number of staff teaching distance learning courses <input type="checkbox"/> Increased number of distance learning courses <input type="checkbox"/> Increased number of students taking distance learning courses <input type="checkbox"/> Other <p>Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year.</p> <p>Please describe (500 words or less) the impact on student academic activities to date.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number of students impacted
<p><i>Establishing or enhancing a program or teacher education designed to qualify students to teach in public elementary schools and secondary schools.</i></p>	<p>Please select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Established teacher preparation program <input type="checkbox"/> Established articulation agreement with a school of education <input type="checkbox"/> Established teacher education program <input type="checkbox"/> Established teacher certification program <input type="checkbox"/> Increased number of teacher education faculty <input type="checkbox"/> Increased number of teacher education faculty participating in training <input type="checkbox"/> Increased number of students enrolled in a teacher education or teacher preparation program <input type="checkbox"/> Increased number of students graduating from teacher education or teacher preparation programs <input type="checkbox"/> Increased number of teacher education courses <input type="checkbox"/> Improved support services for teacher education students <input type="checkbox"/> Increased number of teacher education graduates entering teacher education certificate programs <input type="checkbox"/> Other <p>Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year.</p> <p>Please describe (500 words or less) the impact on student academic activities to date.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number of students impacted
<p><i>Establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education.</i></p>	<p>Please select all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Established community outreach program to elementary and secondary students <input type="checkbox"/> Increased number of schools reached <input type="checkbox"/> Increased number of teachers reached <input type="checkbox"/> Increased number of students reached <input type="checkbox"/> Increased number of parents reached <input type="checkbox"/> Increased number of faculty involved in the outreach <input type="checkbox"/> Increased number of students involved in the outreach <input type="checkbox"/> Improved students' attitudes and interests in postsecondary education <input type="checkbox"/> Improved teachers' attitudes and interests in postsecondary education <input type="checkbox"/> Improved parents' attitudes and interests in postsecondary education <input type="checkbox"/> Improved teachers' teaching skills <input type="checkbox"/> Improved students' academic skills <input type="checkbox"/> Other

LAA Category	Process Measure for each LAA Category
	Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
<i>Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.</i>	Please select all that apply: <input type="checkbox"/> Increased number of graduate courses <input type="checkbox"/> Increased number of professional courses <input type="checkbox"/> Increased number of graduate programs <input type="checkbox"/> Increased number of professional programs <input type="checkbox"/> Increased number of classrooms for graduate and professional courses <input type="checkbox"/> Increased number of laboratories for graduate and professional courses <input type="checkbox"/> Increased number of faculty teaching graduate and professional courses <input type="checkbox"/> Other Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
<i>Support for low-income postbaccalaureate students including outreach, academic support services, mentoring, scholarships, fellowships, and other financial assistance to permit the enrollment of such students in postbaccalaureate certificate and postbaccalaureate degree granting programs.</i>	Please select all that apply: <input type="checkbox"/> Outreach activities <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of activities <input type="radio"/> Number of faculty involved <input type="radio"/> Number of students involved <input type="radio"/> Number of students reached <input type="checkbox"/> Academic support services <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of services <input type="radio"/> Types of services <input type="radio"/> Quality of services <input type="radio"/> Access to services <input type="radio"/> Student participation <input type="checkbox"/> Mentoring <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of mentors <input type="radio"/> Quality of mentors <input type="radio"/> Access to mentors <input type="radio"/> Student participation <input type="checkbox"/> Scholarships and fellowships <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of applicants <input type="radio"/> Number of awards <input type="radio"/> Size of awards <input type="checkbox"/> Other financial assistance <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of applicants <input type="radio"/> Number of awards <input type="radio"/> Size of awards <input type="checkbox"/> Other Please describe (500 words or less) the impact on student attainment, student services and academic activities to date. Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
<i>Other activities proposed in the application submitted pursuant to section 521 that – contribute to carrying out the purposes of this section, and are approved by the Secretary as part of the review and acceptance of such application</i>	Other Activity: _____ (250 words or less) Other Activity: _____ (250 words or less) Please be SPECIFIC and please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year.

LAA Category	Process Measure for each LAA Category
	Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
Programs: PPOHA [New Program]	
<i>Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.</i>	Please select all that apply: <input type="checkbox"/> Laboratory equipment for educational purposes <input type="radio"/> Purchase <input type="radio"/> Rent <input type="radio"/> Lease <input type="checkbox"/> Laboratory equipment for instructional purposes <input type="radio"/> Purchase <input type="radio"/> Rent <input type="radio"/> Lease <input type="checkbox"/> Laboratory equipment for research purposes <input type="radio"/> Purchase <input type="radio"/> Rent <input type="radio"/> Lease <input type="checkbox"/> Other (Please specify: _____) (250 words) Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
<i>Construction, maintenance, renovation, and improvement of classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services.</i>	Please select all that apply: <input type="checkbox"/> Classrooms <input type="radio"/> Construction <input type="radio"/> Maintenance <input type="radio"/> Renovation <input type="radio"/> Improvement <input type="checkbox"/> Libraries <input type="radio"/> Construction <input type="radio"/> Maintenance <input type="radio"/> Renovation <input type="radio"/> Improvement <input type="checkbox"/> Laboratories <input type="radio"/> Construction <input type="radio"/> Maintenance <input type="radio"/> Renovation <input type="radio"/> Improvement <input type="checkbox"/> Purchase or rental of telecommunications technology equipment or services <input type="radio"/> Construction <input type="radio"/> Maintenance <input type="radio"/> Renovation <input type="radio"/> Improvement <input type="checkbox"/> Other Instructional Facilities <input type="radio"/> Construction <input type="radio"/> Maintenance <input type="radio"/> Renovation <input type="radio"/> Improvement Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
<i>Purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials.</i>	Purchase of (please select all that apply): <input type="checkbox"/> Library books (Quantity: _____) <input type="checkbox"/> Periodicals (Quantity: _____) <input type="checkbox"/> Technical and other scientific journals (Quantity: _____) <input type="checkbox"/> Microfilm (Quantity: _____) <input type="checkbox"/> Microfiche (Quantity: _____) <input type="checkbox"/> Telecommunications program materials (Quantity: _____) <input type="checkbox"/> Other educational materials (Quantity: _____) Please provide a short statement (500 words or less) describing

LAA Category	Process Measure for each LAA Category
	<p>how your institution used funds in this area during the 2009-2010 academic year.</p> <p>Please describe (500 words or less) the impact on student academic activities to date.</p> <p><input type="checkbox"/> Number of students impacted</p>
<p><i>Support for low-income postbaccalaureate students including outreach, academic support services, mentoring, scholarships, fellowships, and other financial assistance to permit the enrollment of such students in postbaccalaureate certificate and postbaccalaureate degree granting programs.</i></p>	<p>Please select all that apply:</p> <p><input type="checkbox"/> Outreach activities <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of activities <input type="radio"/> Number of faculty involved <input type="radio"/> Number of students involved <input type="radio"/> Number of students reached</p> <p><input type="checkbox"/> Academic support services <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of services <input type="radio"/> Types of services <input type="radio"/> Quality of services <input type="radio"/> Access to services <input type="radio"/> Student participation</p> <p><input type="checkbox"/> Mentoring <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of mentors <input type="radio"/> Quality of mentors <input type="radio"/> Access to mentors <input type="radio"/> Student participation</p> <p><input type="checkbox"/> Scholarships and fellowships <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of applicants <input type="radio"/> Number of awards <input type="radio"/> Size of awards</p> <p><input type="checkbox"/> Other financial assistance <i>Increases in</i> (please select all that apply): <input type="radio"/> Number of applicants <input type="radio"/> Number of awards <input type="radio"/> Size of awards</p> <p><input type="checkbox"/> Other</p> <p>Please describe (500 words or less) the impact on student attainment, student services and academic activities to date.</p> <p>Please describe (500 words or less) the impact on student academic activities to date.</p> <p><input type="checkbox"/> Number of students impacted</p>
<p><i>Support of faculty exchanges, faculty development, faculty research, curriculum development, and academic instruction.</i></p>	<p>Support of (please select all that apply):</p> <p><input type="checkbox"/> Faculty exchanges <input type="checkbox"/> Faculty development <input type="checkbox"/> Faculty research <input type="checkbox"/> Curriculum development <input type="checkbox"/> Academic instruction <input type="checkbox"/> Other</p> <p>Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year.</p> <p>Please describe (500 words or less) the impact on faculty development and academic activities to date.</p> <p><input type="checkbox"/> Number of faculty impacted</p>
<p><i>Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services.</i></p>	<p>Please select all that apply:</p> <p><input type="checkbox"/> Increased student access to the Internet <input type="checkbox"/> Increased faculty access to the Internet <input type="checkbox"/> Increased number of computers available to students outside of the classroom <input type="checkbox"/> Increased number of computers available to faculty outside of the classroom <input type="checkbox"/> Increased staff trained in technology <input type="checkbox"/> Increased number of courses using technology <input type="checkbox"/> Established distance learning facilities <input type="checkbox"/> Increased number of staff trained in distance learning courses <input type="checkbox"/> Increased number of staff teaching distance learning courses <input type="checkbox"/> Increased number of distance learning courses</p>

LAA Category	Process Measure for each LAA Category
	<input type="checkbox"/> Increased number of students taking distance learning courses <input type="checkbox"/> Other Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
<i>Collaboration with other institutions of higher education to expand postbaccalaureate certificate and postbaccalaureate degree offerings.</i>	Please select all that apply: <input type="checkbox"/> Established connections with other institutions of higher education <input type="checkbox"/> Increased collaboration with other institutions of higher education <input type="checkbox"/> Increased number of postbaccalaureate certificate programs <input type="checkbox"/> Increased number of postbaccalaureate degree programs <input type="checkbox"/> Increased number of postbaccalaureate certificate and degree courses <input type="checkbox"/> Increased number of students in postbaccalaureate certificate programs <input type="checkbox"/> Increased number of students in postbaccalaureate degree programs <input type="checkbox"/> Increased number of faculty in postbaccalaureate certificate and degree programs <input type="checkbox"/> Other Please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted
<i>Other activities proposed in the application submitted pursuant to section 514 that contribute to carrying out the purposes of this section, and are approved by the Secretary as part of the review and acceptance of such application</i>	Other Activity: _____ (250 words or less) Other Activity: _____ (250 words or less) Please be SPECIFIC and please provide a short statement (500 words or less) describing how your institution used funds in this area during the 2009-2010 academic year. Please describe (500 words or less) the impact on student academic activities to date. <input type="checkbox"/> Number of students impacted

Section 3: Focus Area Outcomes

Focus Area Outcomes	Measures Questions
Programs: SIP, TCCU, ANNH, NASNTI, AANAPISI (84.031L, 84.382B) [New Programs]	
<i>Academic Quality</i>	Has the number of new academic programs increased?
	Has the number of specialized accreditations increased?
	Has retention of full time tenure track faculty improved?
	Has recruitment of faculty for full time tenure track positions improved?
	Has the institution's library holdings increased?
	Has the institution's education technology infrastructure improved?
	Has the quality of the institution's classroom space improved?
	Has the quantity of the institution's classroom space improved?
	Has the enrollment of <i>non-traditional</i> students increased?
	Has the enrollment of <i>part time</i> students increased?
	Has the enrollment of <i>minority</i> students increased?
	Has the enrollment of <i>rural</i> students increased?
	Has the enrollment of <i>low-income</i> students increased?
	Has the completion rate of <i>non-traditional</i> students increased?
	Has the completion rate of <i>part time</i> students increased?
	Has the completion rate of <i>minority</i> students increased?
	Has the completion rate of <i>rural</i> students increased?
Has the completion rate of <i>low-income</i> students increased?	
Other:	
<i>Fiscal Stability</i>	Has the institution's net assets increased?
	Has the institution's net income increased?
	Has the institution's endowment increased?
	Has state institutional financial support increased?
	Has private institutional financial support increased?
	Has the number of private sector donors increased?
	Was there a reduction in the amount of institutional borrowing?
	Have grant activities been taken over financially by the institution?
	Other:
<i>Institutional Management</i>	Has the number of specialized accreditations improved?
	Has the institution's information management infrastructure improved?
	Has the institution's information management capabilities improved?
	Has the institution's conformance with external standards improved?
	Has the institution's teaching classroom space increased?
	Has the institution's deferred maintenance needs decreased?
	Has the institution's research facilities space increased?
	Has the institution's library space increased?
	Has the institution's teaching laboratory space increased?
	Have outreach programs to increase enrollment of secondary school students been established?
	Has the enrollment of the outreach targeted secondary students increased?
	Have outreach programs to increase the academic attainment of secondary school students been established?
	Has the academic attainment of the outreach targeted secondary students increased?
	Other:

Focus Area Outcomes	Measures Questions
<i>Student Services and Outcomes</i>	Has the institution's retention rate improved?
	Has the average number of credits completed by students improved?
	Has the average GPA of students improved?
	Has the number of students continuing to further postsecondary education improved?
	Has the retention rate of students who received academic counseling increased?
	Has the retention rate of students who received tutoring services increased?
	Has the retention rate of students who participated in other student services programs increased?
	Has the average number of credits completed by students who received academic counseling increased?
	Has the average number of credits completed by students who received tutoring services increased?
	Has the average number of credits completed by students who participated in other student services increased?
	Has the average GPA of students who received academic counseling increased?
	Has the number of students continuing to further postsecondary education that received academic counseling increased?
	Has the average GPA of students who participated in other student services programs increased?
	Has the average GPA of students who received tutoring increased?
	Has the number of students continuing to further postsecondary education who received tutoring increased?
Other:	
Programs: HBCU [New Questions]	
<i>Academic Quality</i>	<p>Has the grant contributed to the number of new academic programs? If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the number of specialized accreditations? If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the retention of full time tenure track faculty? If yes: Initial average annual retention rate _____ Final average annual retention rate _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the recruitment of faculty for full time</p>

Focus Area Outcomes	Measures Questions
	tenure track positions? If yes: Initial recruitment time _____ Final recruitment time _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to the institution's library holdings? If yes: Initial # of holdings _____ Final # of holdings _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Did the grant contribute to the institution's education technology infrastructure? <i>If yes please indicate how the grant contributed and if you met your goal for this fiscal year (Note: Even if you did not meet your goal, do tell us the progress, if any, the grant has made.):</i>
	Has the grant contributed to the quality of the institution's classroom space? <i>If yes please indicate how the grant contributed and if you met your goal for this fiscal year (Note: Even if you did not meet your goal, do tell us the progress, if any, the grant has made.):</i>
	Has the grant contributed to the quantity of the institution's classroom space? If yes: Initial square feet _____ Final square feet _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to the enrollment of <i>minority</i> students? If yes: Initial enrollment _____ Final enrollment _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to the enrollment of <i>low-income</i> students? If yes: Initial enrollment _____ Final enrollment _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to the enrollment of <i>part time</i> students? If yes: Initial enrollment _____ Final enrollment _____ Goal for this FY _____

Focus Area Outcomes	Measures Questions
	I would like to provide a brief supporting statement: (500 words or less)
	<p>Has the grant contributed to the enrollment of <i>non-traditional</i> students? If yes: Initial enrollment _____ Final enrollment _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the enrollment of <i>rural</i> students? If yes: Initial enrollment _____ Final enrollment _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the completion rate of <i>minority</i> students? If yes: Initial completion rate _____ Final completion rate _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the completion rate of <i>low-income</i> students? If yes: Initial completion rate _____ Final completion rate _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the completion rate of <i>part time</i> students? If yes: Initial completion rate _____ Final completion rate _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the completion rate of <i>rural</i> students? If yes: Initial completion rate _____ Final completion rate _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	Other: _____

Focus Area Outcomes	Measures Questions
	<p>If yes: Start _____ End _____ Goal for this FY: _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Other:</p> <p>_____</p> <p>If yes: Start _____ End _____ Goal for this FY: _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
<p><i>Fiscal Stability</i></p>	<p>Has the grant contributed to the institution's net assets? If yes: Start \$ _____ End \$ _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the institution's net income? If yes: Start \$ _____ End \$ _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the institution's endowment? If yes: Start \$ _____ End \$ _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to obtain private institutional financial support? If yes: Start \$ _____ End \$ _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement:</p>
	<p>Has the grant contributed to the number of private sector donors? If yes: Start # _____ End # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Did the grant contribute to reduce the amount of institutional</p>

Focus Area Outcomes	Measures Questions
	Final # _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to the institution's information management capabilities? If yes: Initial ___ poor ___ fair ___ good ___ excellent Final ___ poor ___ fair ___ good ___ excellent Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to the institution's conformance with external standards? If yes: ___ accrediting agency ___ federal ___ state ___ other I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to the institution's deferred maintenance needs? If yes: Initial \$ _____ Final \$ _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to the institution's: teaching classroom/ research facilities / library / teaching laboratory space (drop down menu options)? If yes: Initial square feet _____ Final square feet _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to establish outreach programs to secondary school students, encouraging them to pursue postsecondary studies? If yes: Initial # _____ Final # _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to establish outreach programs to secondary school students, focused on students' academic attainment? If yes: Initial # _____ Final # _____ Goal for this FY _____

Focus Area Outcomes	Measures Questions
	<p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the academic attainment of the outreach targeted secondary students? If yes: Methodology: ___ Teacher survey ___ Test scores ___ Admission rate</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Other: _____</p> <p>If yes: Start _____ End _____ Goal for this FY: _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Other: _____</p> <p>If yes: Start _____ End _____ Goal for this FY: _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<i>Student Services and Outcomes</i>
<p>Has the grant contributed to the average number of credits completed by students? Cohort: _____ If yes: Initial # _____ Final rate # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>	
<p>Has the grant contributed to changes in the average GPA of students? Cohort: _____ If yes: Initial GPA _____ Final GPA _____ Goal for this FY _____</p>	

Focus Area Outcomes	Measures Questions
	<p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the number of students continuing to further postsecondary education? Cohort: _____ If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p><i>Grantees should pick from a drop-down menu on the kinds of services they provided—academic counseling, tutoring, other student services and other. Then the pertinent questions to whatever the grantee chooses (which could be all), will show up, rather than listing every question here.</i></p>
	<p>Has the grant contributed to the retention rate of students who received academic counseling? Cohort: _____ If yes: Initial rate _____ Final rate _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the retention rate of students who received tutoring services? Cohort: _____ If yes: Initial rate _____ Final rate _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the retention rate of students who participated in other student services programs? Cohort: _____ If yes: Initial rate _____ Final rate _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the average number of credits completed by students who received academic counseling? Cohort: _____ If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>

Focus Area Outcomes	Measures Questions
	<p>Has the grant contributed to the average number of credits completed by students who received tutoring services? Cohort: _____ If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the average number of credits completed by students who participated in other student services? Cohort: _____ If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the average GPA of students who received academic counseling? Cohort: _____ If yes: Initial GPA _____ Final GPA _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the average GPA of students who received tutoring? Cohort: _____ If yes: Initial GPA _____ Final GPA _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the average GPA of students who participated in other student services programs? Cohort: _____ If yes: Initial GPA _____ Final GPA _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the number of students continuing to further postsecondary education that received academic counseling? Cohort: _____ If yes: Initial # _____ Final # _____ Goal for this FY _____</p>

Focus Area Outcomes	Measures Questions
	<p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Has the grant contributed to the number of students continuing to further postsecondary education who received tutoring? Cohort: _____ If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Has the grant contributed to the number of students continuing to further postsecondary education who participated in other student services? Cohort: _____ If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Other: _____</p> <p>If yes: Start _____ End _____ Goal for this FY: _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
Programs: HBGI	
<p><i>Academic Quality</i></p>	<p>Did the grant contribute to the number of new graduate academic programs? If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Did the grant contribute to the institution's library holdings? If yes: Initial # holdings _____ Final # holdings _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Did the grant contribute to the institution's education technology infrastructure? If yes: Initial: __ poor __ fair __ good __ excellent Final __ poor __ fair __ good __ excellent Goal for this FY _____</p>

Focus Area Outcomes	Measures Questions
	<p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Did the grant contribute to the quality of the institution's graduate research space? If yes: Initial: <input type="checkbox"/> poor <input type="checkbox"/> fair <input type="checkbox"/> good <input type="checkbox"/> excellent Final <input type="checkbox"/> poor <input type="checkbox"/> fair <input type="checkbox"/> good <input type="checkbox"/> excellent Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Did the grant contribute to the quantity of the institution's graduate classroom space? If yes: Initial square feet _____ Final square feet _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Did the grant contribute to the quality of the institution's professional student research space? If yes: Initial: <input type="checkbox"/> poor <input type="checkbox"/> fair <input type="checkbox"/> good <input type="checkbox"/> excellent Final <input type="checkbox"/> poor <input type="checkbox"/> fair <input type="checkbox"/> good <input type="checkbox"/> excellent Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Did the grant contribute to the quantity of the institution's professional student classroom space? If yes: Initial square feet _____ Final square feet _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Did the grant contribute to the enrollment of Black graduate students? If yes: Initial enrollment _____ Final enrollment _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Did the grant contribute to the enrollment of Black professional students? If yes: Initial enrollment _____ Final enrollment _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>

Focus Area Outcomes	Measures Questions
	<p>Did the grant contribute to the number of Black graduate student completers? If yes: Initial completer # _____ Final completer # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Did the grant contribute to the number of Black professional student completers? If yes: Initial completer # _____ Final completer # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Other: _____ If yes: Initial _____ Final _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Other: _____ If yes: Initial _____ Final _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
<i>Fiscal Stability</i>	<p>Has the grant contributed to the institution's net assets? If yes: Start \$ _____ End \$ _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Has the grant contributed to the institution's net income? If yes: Start \$ _____ End \$ _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Has the grant contribute to the institution's endowment? If yes: Start \$ _____ End \$ _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>

Focus Area Outcomes	Measures Questions
	<p>Has the grant contributed to private institutional financial support? If yes: Start \$ _____ End \$ _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the number of private sector donors? If yes: Start # _____ End # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Did the grant contribute to reduce the amount of institutional borrowing? If yes: Start \$ _____ End \$ _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Have grant activities been taken over financially by the institution? If yes: Start \$ _____ End \$ _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Other: _____ If yes: Initial _____ Final _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Other: _____ If yes: Initial _____ Final _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
<p><i>Institutional Management</i></p>	<p>Has the grant contributed to the number of specialized accreditations? If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>

Focus Area Outcomes	Measures Questions
	<p>Has the grant contributed to the institution's information management infrastructure? If yes: Initial \$ of infrastructure _____ Final \$ of infrastructure _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the institution's information management capabilities? If yes: Initial ___ poor ___ fair ___ good ___ excellent Final ___ poor ___ fair ___ good ___ excellent Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has grant contributed to the institution's conformance with external standards? If yes: ___ accrediting agency ___ federal ___ state ___ other</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the institution's deferred maintenance needs? If yes: Initial \$ _____ Final \$ _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p><i>The following questions should have a drop-down menu, as the measuring standards are the same. Grantees then respond to as many as are applicable for the particular fiscal year.</i></p>
	<p>Has the grant contributed to the institution's teaching classroom/research facilities/library/teaching laboratory space? If yes: Initial square feet _____ Final square feet _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Have outreach programs to increase enrollment of secondary school students been established? If yes: Initial # _____ Final # _____ Goal _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>

Focus Area Outcomes	Measures Questions
	<p>Has the grant contributed to establish outreach programs to secondary school students, focused on students' academic attainment? If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the academic attainment of the outreach targeted secondary students? If yes: Methodology: ___ Teacher survey ___ Test scores ___ Admission rate</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Other: _____ If yes: Initial _____ Final _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Other: _____ If yes: Initial _____ Final _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
<i>Student Services and Outcomes</i>	<p>Has the grant contributed to the number of students from underrepresented groups? Cohort: _____ If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the number of students passing professional/licensing exams? Cohort: _____ If yes: Initial # pass _____ Final # pass _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to decreasing graduate students' average student debt of completion?</p>

Focus Area Outcomes	Measures Questions
	Cohort: _____ If yes: Initial average debt \$ _____ Final average debt \$ _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to decreasing professional students' average student debt at completion? Cohort: _____ If yes: Initial average debt \$ _____ Final average debt \$ _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to decreasing the average time to degree for graduate students? Cohort: _____ If yes: Initial average time to degree _____ Final average time to degree _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to decreasing the average time to degree for professional students? Cohort: _____ If yes: Initial average time to degree _____ Final average time to degree _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to decreasing the average length of time of graduate student's "leave of absences"? Cohort: _____ If yes: Initial average time _____ Final average time _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to decreasing the number of graduate students taking "leave of absences"? Cohort: _____ If yes: Initial # _____ Final # _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)

Focus Area Outcomes	Measures Questions
	<p>Has the grant contributed to decreasing the average length of time of professional student's "leave of absences"?</p> <p>Cohort: _____</p> <p>If yes: Initial average time _____ Final average time _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to decreasing the number of professional students taking "leave of absences"?</p> <p>Cohort: _____</p> <p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to decreasing the number of graduate students working in part-time positions unrelated to their area of study?</p> <p>Cohort: _____</p> <p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to decreasing the number of graduate students working in full-time positions unrelated to their area of study?</p> <p>Cohort: _____</p> <p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to decreasing the number of professional students working in part-time positions unrelated to their area of study?</p> <p>Cohort: _____</p> <p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to decreasing the number of professional students working in full-time positions unrelated to their area of study?</p> <p>Cohort: _____</p> <p>If yes: Initial # _____</p>

Focus Area Outcomes	Measures Questions
	Final # _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Other: _____ If yes: Initial _____ Final _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Other: _____ If yes: Initial _____ Final _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	<i>Grantees should pick from a drop-down menu on the kinds of services they provided—academic counseling, tutoring, other student services and other. Then the pertinent questions to whatever the grantee chooses (which could be all), will show up, rather than listing every question here.</i>
	Has the grant contributed to the retention rate of students who received academic counseling? Cohort: _____ If yes: Initial rate _____ Final rate _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to the retention rate of students who received tutoring services? Cohort: _____ If yes: Initial rate _____ Final rate _____ Goal for this FY _____ I would like to provide a brief supporting statement: (500 words or less)
	Has the grant contributed to the retention rate of students who participated in other student services programs? Cohort: _____ If yes: Initial rate _____ Final rate _____

Focus Area Outcomes	Measures Questions
	<p>Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the average number of credits completed by students who received academic counseling?</p> <p>Cohort: _____</p>
	<p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the average number of credits completed by students who received tutoring services?</p> <p>Cohort: _____</p>
	<p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the average number of credits completed by students who participated in other student services?</p> <p>Cohort: _____</p>
	<p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the average GPA of students who received academic counseling?</p> <p>Cohort: _____</p>
	<p>If yes: Initial GPA _____ Final GPA _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the average GPA of students who received tutoring?</p> <p>Cohort: _____</p>

Focus Area Outcomes	Measures Questions
	<p>If yes: Initial GPA _____ Final GPA _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the average GPA of students who participated in other student services programs?</p> <p>Cohort: _____</p> <p>If yes: Initial GPA _____ Final GPA _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the number of students graduating that received academic counseling?</p> <p>Cohort: _____</p> <p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the number of students graduating that received tutoring?</p> <p>Cohort: _____</p> <p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Has the grant contributed to the number of students graduating who participated in other student services?</p> <p>Cohort: _____</p> <p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
	<p>Other: _____ Cohort: _____</p>

Focus Area Outcomes	Measures Questions
	<p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p> <hr/> <p>Other: _____ Cohort: _____</p> <hr/> <p>If yes: Initial # _____ Final # _____ Goal for this FY _____</p> <p>I would like to provide a brief supporting statement: (500 words or less)</p>
Programs: HSI [New Program]	
<i>Academic Quality</i>	Has the number of new academic programs increased?
	Has the number of specialized accreditations increased?
	Has retention of full time tenure track faculty improved?
	Has recruitment of faculty for full time tenure track positions improved?
	Has the institution's library holdings increased?
	Has the institution's education technology infrastructure improved?
	Has the quality of the institution's classroom space improved?
	Has the quantity of the institution's classroom space improved?
	Has the enrollment of <i>non-traditional</i> students increased?
	Has the enrollment of <i>part time</i> students increased?
	Has the enrollment of <i>minority</i> students increased?
	Has the enrollment of <i>rural</i> students increased?
	Has the enrollment of <i>low-income</i> students increased?
	Has the completion rate of <i>non-traditional</i> students increased?
	Has the completion rate of <i>part time</i> students increased?
	Has the completion rate of <i>minority</i> students increased?
Has the completion rate of <i>rural</i> students increased?	
Has the completion rate of <i>low-income</i> students increased?	
Other:	
<i>Fiscal Stability</i>	Has the institution's net assets increased?
	Has the institution's net income increased?
	Has the institution's endowment increased?
	Has state institutional financial support increased?
	Has private institutional financial support increased?
	Has the number of private sector donors increased?
	Was there a reduction in the amount of institutional borrowing?
	Have grant activities been taken over financially by the institution?
Other:	
<i>Institutional Management</i>	Has the number of specialized accreditations improved?
	Has the institution's information management infrastructure improved?
	Has the institution's information management capabilities improved?
	Has the institution's conformance with external standards improved?

Focus Area Outcomes	Measures Questions
	Has the institution's teaching classroom space increased?
	Has the institution's deferred maintenance needs decreased?
	Has the institution's research facilities space increased?
	Has the institution's library space increased?
	Has the institution's teaching laboratory space increased?
	Have outreach programs to increase enrollment of secondary school students been established?
	Has the enrollment of the outreach targeted secondary students increased?
	Have outreach programs to increase the academic attainment of secondary school students been established?
	Has the academic attainment of the outreach targeted secondary students increased?
	Other:
<i>Student Services and Outcomes</i>	Has the institution's retention rate improved?
	Has the average number of credits completed by students improved?
	Has the average GPA of students improved?
	Has the number of students continuing to further postsecondary education improved?
	Has the retention rate of students who received academic counseling increased?
	Has the retention rate of students who received tutoring services increased?
	Has the retention rate of students who participated in other student services programs increased?
	Has the average number of credits completed by students who received academic counseling increased?
	Has the average number of credits completed by students who received tutoring services increased?
	Has the average number of credits completed by students who participated in other student services increased?
	Has the average GPA of students who received academic counseling increased?
	Has the number of students continuing to further postsecondary education that received academic counseling increased?
	Has the average GPA of students who participated in other student services programs increased?
	Has the average GPA of students who received tutoring increased?
	Has the number of students continuing to further postsecondary education who received tutoring increased?
	Has the number of students continuing to further postsecondary education who participated in other student services increased?
	Other:

Section 3: Performance Measures – Programmatic and Student (PPOHA Only) [New Program]

Performance Measure – Programmatic	Performance Measure – Student¹²
<p><i>Please list any new courses your institution added as a result of this grant during the current academic year.</i></p> <p><input type="checkbox"/> Number of new courses</p> <ul style="list-style-type: none"> • Includes 10 static text boxes for grantee institutions to list new courses 	<p><i>Number of students participating in independent research, during the most recent complete academic year.</i></p> <p><input type="checkbox"/> Number of students at the beginning of the year</p> <p><input type="checkbox"/> Number of students at the end of the year</p>
<p><i>Please list any new academic concentrations your institution added as a result of this grant during the current academic year.</i></p> <p><input type="checkbox"/> Number of new academic concentrations</p> <ul style="list-style-type: none"> • Includes 5 static text boxes for grantee institutions to list new academic concentrations 	<p><i>Number of students participating in research with faculty, during the most recent complete academic year.</i></p> <p><input type="checkbox"/> Number of students at the beginning of the year</p> <p><input type="checkbox"/> Number of students at the end of the year</p>
<p><i>Please list any new research initiatives your institution added as a result of this grant during the current academic year.</i></p> <p><input type="checkbox"/> Number of new research initiatives</p> <ul style="list-style-type: none"> • Includes 5 static text boxes for grantee institutions to list new research initiatives 	<p><i>Number of students presenting at conferences, during the most recent complete academic year.</i></p> <p><input type="checkbox"/> Number of students at the beginning of the year</p> <p><input type="checkbox"/> Number of students at the end of the year</p>
	<p><i>Number of students writing for publication, during the most recent complete academic year.</i></p> <p><input type="checkbox"/> Number of students at the beginning of the year</p> <p><input type="checkbox"/> Number of students at the end of the year</p>

¹² Includes a table that details the number of students at the beginning of the year and the number of students at the end of the year. The previous year's data is included in this table to track trends over time.

Section 4: Project Status and Budget

Topic	Description/Question	Type and control of institution (2 year or 4 year)
Programs: SIP, TCCU, ANNH, NASNTI, AANAPISI (84.031L, 84.382B) [New Programs], HBGI, MSEIP, HSI		
Project Status Report	<p>Grantees report on the status of their grant objectives (as stated in their original application). Status classifications include:</p> <ul style="list-style-type: none"> ▪ On Schedule = The objective has no specific ending date, or is scheduled to conclude at a date that falls outside of the reporting period. “On Schedule” suggests that substantial progress is being made towards meeting this objective. ▪ Completed = The objective was met on time and in full within the reporting period. ▪ Change in Schedule = The objective was not met for a specified reason(s), and may or may not be met at a later date. This option allows grantees to explain why they were unable to complete an objective. ▪ Change in Objective = The objective was not met, or, will not be met, and a future change to this objective is anticipated. Grantees must have approval by ED for any change of objective prior to this APR. 	2 yr. and 4 yr.
Budget	<p>The budget and expenditure table accepts dollar amounts for the following line item categories:</p> <ul style="list-style-type: none"> • Personnel • Fringe Benefits • Travel • Equipment • Supplies • Contractual • Construction • Other • Endowment <p>The budget and expenditure table allows reporting by the above categories for the following seven columns:</p> <ul style="list-style-type: none"> • Carryover Balance from Previous Year • Actual Budget • Expenditures • Non-Federal Expenditures • Carryover Balance (Will show the percentage and the actual number) • Next Year's Actual Budget • Changes 	2 yr. and 4 yr.
Changes by Line Item	Grantees checking the “Changes” box in the Budget section are able to provide a narrative discussing relevant details on the	2 yr. and 4 yr.

Topic	Description/Question	Type and control of institution (2 year or 4 year)
	corresponding line item.	
Summary Budget Narrative	Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget. Provide an explanation if you are NOT expending funds at the expected rate. Describe any significant changes to your budget resulting from modifications of project activities.	2 yr. and 4 yr.
Budget Narrative Questions	<p>1a. Have all funds that were to be drawn down during this respective performance period been drawn down? Yes___ No___</p> <p>1b. If yes, please provide a description of the funds (i.e. the amount) that have not been drawn down in the GAPS/G5 system, and WHY they haven't been drawn down. (1,000 word limit)</p> <hr/> <p>2a. Have your project activities had to be modified? Yes___ No___</p> <p>2b. If YES, please describe any significant changes to your budget resulting from modification of project activities. (1,000 word limit)</p> <hr/> <p>3a. Did you have any unexpended funds at the end of the performance period? Yes___ No___</p> <p>3b. If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period. (1,000 word limit)</p> <hr/> <p>4a. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable). Yes___ No___</p> <p>4b. Describe any anticipated changes in your budget for the next budget period (see EDGAR, 34 CFR 74.25 and 80.30, as</p>	2 yr. and 4 yr.

Topic	Description/Question	Type and control of institution (2 year or 4 year)																									
	applicable). (1,000 word limit)																										
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Program: HSI STEM [New Program]		
Project Status Report	<p>Grantees report on the status of their grant objectives (as stated in their original application). Status classifications include:</p> <ul style="list-style-type: none"> ▪ On Schedule = The objective has no specific ending date, or is scheduled to conclude at a date that falls outside of the reporting period. “On Schedule” suggests that substantial progress is being made towards meeting this objective. ▪ Completed = The objective was met on time and in full within the reporting period. ▪ Change in Schedule = The objective was not met for a specified reason(s), and may or may not be met at a later date. This option allows grantees to explain why they were unable to complete an objective. ▪ Change in Objective = The objective was not met, or, will not be met, and a future change to this objective is anticipated. Grantees must have approval by ED for any 	2 yr. and 4 yr.

Topic	Description/Question	Type and control of institution (2 year or 4 year)
	change of objective prior to this APR.	
Budget	<p>The budget and expenditure table accepts dollar amounts for the following line item categories:</p> <ul style="list-style-type: none"> • Personnel • Fringe Benefits • Travel • Equipment • Supplies • Contractual • Construction • Other • Endowment <p>The budget and expenditure table allows reporting by the above categories for the following seven columns:</p> <ul style="list-style-type: none"> • Carryover balance from Previous FY [Column 2] • Current FY recommended budget [Column 3] • TOTAL (*columns 2 + 4) [Column 4] • Actual expenditures for current FY [Column 5] • Non Federal Expenditures of current FY [Column 6] • Current FY carryover Balance (column 5 – column 4) [Column 7] • % of carryover into next year (column7/column4) [Column 8] (Will show the percentage with the actual number) • Next year’s recommended budget [Column 9] • Changes? Y/N [Column 10] 	2 yr. and 4 yr.
Changes by Line Item	Grantees checking the “Changes” box in the Budget section are able to provide a narrative discussing relevant details on the corresponding line item.	2 yr. and 4 yr.
Budget Narrative	<p>1a. Have all funds that were to be drawn down during this respective performance period been drawn down?</p> <p>Yes___ No___</p> <p>1b. If yes, please provide a description of the funds (i.e. the amount) that have not been drawn down in the GAPS/G5 system, and WHY they haven’t been drawn down. (1,000 word limit)</p> <hr/> <p>2a. Have your project activities had to be modified?</p> <p>Yes___ No___</p> <p>2b. If YES, please describe any significant changes to your budget resulting from modification of project activities. (1,000</p>	2 yr. and 4 yr.

Topic	Description/Question	Type and control of institution (2 year or 4 year)										
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Programs: HBCU [New Questions]		
Project Status Report	<p>Grantees report on the status of their grant objectives (as stated in their original application). Status classifications include:</p> <ul style="list-style-type: none"> ▪ On Schedule = The objective has no specific ending date, or is scheduled to conclude at a date that falls outside of the reporting period. “On Schedule” suggests that substantial progress is being made towards meeting this objective. ▪ Completed = The objective was met on time and in full within the reporting period. ▪ Change in Schedule = The objective was not met for a specified reason(s), and may or may not be met at a later date. This option allows grantees to explain why they were unable to complete an objective. ▪ Change in Objective = The objective was not met, or, will not be met, and a future change to this objective is anticipated. Grantees must have approval by ED for any change of objective prior to this APR. ▪ Unexpected Outcome = Grantees also must document any unexpected outcomes as a result of this activity. 	2 yr. and 4 yr.
Budget	<p>The budget and expenditure table accepts dollar amounts for the following line item categories:</p> <ul style="list-style-type: none"> • Personnel • Fringe Benefits • Travel • Equipment • Supplies • Contractual • Construction • Other • Endowment <p>The budget and expenditure table allows reporting by the above categories for the following seven columns:</p> <ul style="list-style-type: none"> • Carryover Balance from Previous Year • Actual Budget • Expenditures • Non-Federal Expenditures • Carryover Balance 	2 yr. and 4 yr.

Topic	Description/Question	Type and control of institution (2 year or 4 year)
	<ul style="list-style-type: none"> • Next Year's Actual Budget • Changes? Y/N 	
Changes by Line Item	Grantees checking the “Changes” box in the Budget section are able to provide a narrative discussing relevant details on the corresponding line item.	2 yr. and 4 yr.
Summary Budget Narrative	Please explain budget changes, as needed, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to your budget. Provide an explanation if you are NOT expending funds at the expected rate. Describe any significant changes to your budget resulting from modifications of project activities.	2 yr. and 4 yr.
Budget Narrative Questions	<p>1a. Have all funds that were to be drawn down during this respective performance period been drawn down? Yes__ No__</p> <p>1b. If yes, please provide a description of the funds (i.e. the amount) that have not been drawn down in the GAPS/G5 system, and WHY they haven’t been drawn down. (1,000 word limit)</p> <hr/> <p>2a. Have your project activities had to be modified? Yes__ No__</p> <p>2b. If YES, please describe any significant changes to your budget resulting from modification of project activities. (1,000 word limit)</p> <hr/> <p>3a. Did you have any unexpended funds at the end of the performance period? Yes__ No__</p> <p>3b. If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period. (1,000 word limit)</p> <hr/> <p>4a. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).</p>	2 yr. and 4 yr.

Topic	Description/Question	Type and control of institution (2 year or 4 year)																									
	<p style="text-align: center;">Yes__ No__</p> <p>4b. Describe any anticipated changes in your budget for the next budget period (see EDGAR, 34 CFR 74.25 and 80.30, as applicable). (1,000 word limit)</p>																										
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Programs: PPOHA [New Program]		
Project Status Report	<p>Continued funding requires evidence of substantial progress towards meeting your activity objectives. From your application, please list your objectives for each activity carried out this reporting period.</p> <p>Grantees report on the status of their grant objectives (as stated in their original application). Status classifications include:</p> <ul style="list-style-type: none"> ▪ Not on schedule = Work is not on schedule because... ▪ Begun and on schedule = Work has begun and we are on schedule as shown by... ▪ Completed with evidence = Work has been completed 	4 yr.

Topic	Description/Question	Type and control of institution (2 year or 4 year)
	<p>and the evidence of that is...</p> <ul style="list-style-type: none"> ▪ Changed = The date of approval for that change from the OPE officer was... 	
Budget	<p>The budget and expenditure table accepts dollar amounts for the following line item categories:</p> <ul style="list-style-type: none"> • Personnel • Fringe Benefits % • Travel • Equipment • Supplies • Contractual • Construction • Other • Scholarships • Student Stipends <p>The budget and expenditure table allows reporting by the above categories for the following seven columns:</p> <ul style="list-style-type: none"> • Carryover balance from Previous FY • Current FY recommended budget • TOTAL (*columns 2 + 4) • Actual expenditures for current FY • Non Federal Expenditures of current FY • Current FY carryover Balance (column 5 – column 4) • % of carryover into next year (c7/c4) (Will show the percentage with the actual number) • Next year’s recommended budget • Changes? Y/N 	4 yr.
Changes by Line Item	Grantees checking the “Changes” box in the Budget section are able to provide a narrative discussing relevant details on the corresponding line item.	4 yr.
Budget Narrative	<p>1a. Have all funds that were to be drawn down during this respective performance period been drawn down? Yes ___ No___</p> <p>1b. If yes, please provide a description of the funds (i.e. the amount) that have not been drawn down in the GAPS system, and WHY they have not been drawn down.</p> <p>2a. Have your project activities had to be modified? Yes___ No___</p> <p>2b. If YES, please describe any significant changes to your budget resulting from modification of project activities.</p> <p>3a. Did you have any unexpended funds at the end of the performance period? Yes___ No___</p>	4 yr.

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	<p><i>Instructions for Section C – Additional Information For Annual Performance Reports and Cooperative Partnerships Only:</i></p> <p>1a. Is this a cooperative grant?</p> <p>Yes__ No__</p> <p>1b. If yes, describe the type of cooperative partnership you are in.</p> <p>2a. Please complete the table below with information related to any partners that you might be working with on your grant.</p> <table border="1" data-bbox="362 1209 1209 1304"> <thead> <tr> <th>Partner Name (if applicable)</th> <th>Description of Partner's role</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> </tr> </tbody> </table> <p>2b. In the space below, please describe if and how partners have changed or been added during the reporting period. If partners changed, describe whether this impacted your ability to achieve your approved project objectives and/or project activities.</p> <table border="1" data-bbox="362 1524 1209 1745"> <thead> <tr> <th>Partner's name whose role has changed</th> <th>How their role has changed</th> <th>What if any impact this has had on your ability to achieve approved project objectives/activities</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> </tbody> </table> <p>3a. Do you wish to make any changes in the grant's activities for the next budget period?</p> <p>Yes__ No__</p>	Partner Name (if applicable)	Description of Partner's role	1.		Partner's name whose role has changed	How their role has changed	What if any impact this has had on your ability to achieve approved project objectives/activities	1.			
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Section 5: Technology
(TCCU, HBCU, PPOHA [New Program], and HSI STEM [New Program] Only)

Topic	Question/Description	Type and control of institution (2 year or 4 year)
Programs: TCCU and HBCU		
Technology	Grant activity carried out during this reporting period as stated in your grant application: <i>Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.</i>	2 yr. and 4 yr.
Process Measures	Grantees are asked information on accomplishments in the areas of: <ul style="list-style-type: none"> ▪ Access to the Internet ▪ Computer accessibility ▪ Technology training for faculty ▪ Courses in technology ▪ Distance-learning facilities ▪ Distance-learning courses ▪ Other 	2 yr. and 4 yr.
Programs: PPOHA [New Program]		
Process Measures	<p>Was student access to the internet increased?</p> <p>Yes, No or NA If yes: Start # of students _____ End # of students _____ Project objective _____</p> <p>Was faculty access to the internet increased?</p> <p>Yes, No or NA If yes: Start # of faculty _____ End # of faculty _____ Project objective _____</p> <p>Was the number of computers available to students outside of the classroom increased?</p> <p>Yes, No or NA If yes: Start # of computers _____ End # of computers _____ Project objective _____</p> <p>Was the number of computers available to faculty outside of the classroom increased?</p> <p>Yes, No or NA If yes: Start # of computers _____ End # of computers _____ Project objective _____</p> <p>Did the number of faculty trained in technology</p>	4 yr.

Topic	Question/Description	Type and control of institution (2 year or 4 year)
	<p>increase?</p> <p>Yes, No or NA If yes: Start # of faculty _____ End # of faculty _____ Project objective _____</p> <p>Did the number of students taking courses using technology increase?</p> <p>Yes, No or NA If yes: Start # of students _____ End # of students _____ Project objective _____</p> <p>Did the number of courses using technology increase?</p> <p>Yes, No or NA If yes: Start # of courses _____ End # of courses _____ Project objective _____</p> <p>Were distance learning facilities established?</p> <p>Yes, No or NA No standardized data elements (explain standardized data elements used)</p> <p>Did the number of students using the distance learning facilities increase?</p> <p>Yes, No or NA If yes: Start # of students _____ End # of students _____ Project objective _____</p> <p>Did the number of faculty trained in teaching distance learning courses increase?</p> <p>Yes, No or NA If yes: Start # of faculty _____ End # of faculty _____ Project objective _____</p> <p>Did the number of faculty teaching distance learning courses increase?</p> <p>Yes, No or NA If yes: Start # of faculty _____ End # of faculty _____ Project objective _____</p> <p>Did the number of distance learning courses under development increase?</p>	

Topic	Question/Description	Type and control of institution (2 year or 4 year)
	<p>Yes, No or NA If yes: Start # of courses _____ End # of courses _____ Project objective _____</p> <p>Did the number of distance learning courses increase?</p> <p>Yes, No or NA If yes: Start # of courses _____ End # of courses _____ Project objective _____</p> <p>Did the number of students taking distance learning courses increase?</p> <p>Yes or No If yes: Start # of students _____ End # of students _____ Project objective _____</p> <p>Other (specify): (provide definition and description of 'other' in space provided) If yes: Start _____ End _____ Project objective _____</p> <p>Other (specify): (provide definition and description of 'other' in space provided) If yes: Start _____ End _____ Project objective _____</p>	
Technology	<p>1a. Have any funds been used to increase the number of computers at your institution?</p> <p style="text-align: center;">Yes__ No__</p> <p>1b. What populations (i.e. students, administrators, etc) at your institution have been the primary benefactors of the increased number of computers at your institution? (500 word limit)</p> <p>1c. Please describe how improved access to computers have enhanced the academic environment at your institution. (500 word limit)</p> <p>2a. Have any funds been used to increase the distance education capabilities of your institution?</p> <p style="text-align: center;">Yes__ No__</p> <p>2b. What specific aspects of distance education (i.e. online courses, CD-ROMs, telecourses/broadcast courses, etc) were enhanced or created by this grant's funds? (500 word limit)</p>	<p style="text-align: center;">4 yr.</p> <p style="text-align: center;">4 yr.</p>

Topic	Question/Description	Type and control of institution (2 year or 4 year)
	2c. Please describe how improved distance education has enhanced the academic environment of your institution. (500 word limit)	
Programs: HSI STEM [New Program]		
Process Measures	<p>Was student access to the internet increased?</p> <p>Yes, No or NA If yes: Start # of students _____ End # of students _____ Project objective _____</p> <p>Was faculty access to the internet increased?</p> <p>Yes, No or NA If yes: Start # of faculty _____ End # of faculty _____ Project objective _____</p> <p>Was the number of computers available to students outside of the classroom increased?</p> <p>Yes, No or NA If yes: Start # of computers _____ End # of computers _____ Project objective _____</p> <p>Was the number of computers available to faculty outside of the classroom increased?</p> <p>Yes, No or NA If yes: Start # of computers _____ End # of computers _____ Project objective _____</p> <p>Did the number of faculty trained in technology increase?</p> <p>Yes, No or NA If yes: Start # of faculty _____ End # of faculty _____ Project objective _____</p> <p>Did the number of students taking courses using technology increase?</p> <p>Yes, No or NA If yes: Start # of students _____ End # of students _____ Project objective _____</p> <p>Did the number of courses using technology increase?</p> <p>Yes, No or NA If yes: Start # of courses _____</p>	2 yr. and 4 yr.

Topic	Question/Description	Type and control of institution (2 year or 4 year)
	<p>End # of courses _____ Project objective _____</p> <p>Were distance learning facilities established?</p> <p>Yes, No or NA No standardized data elements (explain standardized data elements used)</p> <p>Did the number of students using the distance learning facilities increase?</p> <p>Yes, No or NA If yes: Start # of students _____ End # of students _____ Project objective _____</p> <p>Did the number of faculty trained in teaching distance learning courses increase?</p> <p>Yes, No or NA If yes: Start # of faculty _____ End # of faculty _____ Project objective _____</p> <p>Did the number of faculty teaching distance learning courses increase?</p> <p>Yes, No or NA If yes: Start # of faculty _____ End # of faculty _____ Project objective _____</p> <p>Did the number of distance learning courses under development increase?</p> <p>Yes, No or NA If yes: Start # of courses _____ End # of courses _____ Project objective _____</p> <p>Did the number of distance learning courses increase?</p> <p>Yes, No or NA If yes: Start # of courses _____ End # of courses _____ Project objective _____</p> <p>Did the number of students taking distance learning courses increase?</p> <p>Yes or No If yes: Start # of students _____ End # of students _____</p>	

Topic	Question/Description	Type and control of institution (2 year or 4 year)
	<p>Project objective _____</p> <p>Other (specify): (provide definition and description of 'other' in space provided) If yes: Start _____ End _____ Project objective _____</p> <p>Other (specify): (provide definition and description of 'other' in space provided) If yes: Start _____ End _____ Project objective _____</p>	
Technology	<p>1a. Have any funds been used to increase the number of computers at your institution?</p> <p>Yes__ No__</p> <p>1b. What populations (i.e. students, administrators, etc) at your institution have been the primary benefactors of the increased number of computers at your institution? (500 word limit)</p> <p>1c. Please describe how improved access to computers have enhanced the academic environment at your institution. (500 word limit)</p> <hr/> <p>2a. Have any funds been used to increase the distance education capabilities of your institution?</p> <p>Yes__ No__</p> <p>2b. What specific aspects of distance education (i.e. online courses, CD-ROMs, telecourses/broadcast courses, etc) were enhanced or created by this grant's funds? (500 word limit)</p> <p>2c. Please describe how improved distance education has enhanced the academic environment of your institution. (500 word limit)</p>	2 yr. and 4 yr.

Section 6: Institutionalization
(PPOHA and HSI STEM Only)
[New Programs]

Instructions	Question													
<p>What are your institution’s plans to institutionalize or assume the costs incurred from the projects and activities created from this grant? The desire is for there to be continuity in the work begun by this grant and the work that is done in the future. Detail your plans to accomplish that goal.</p>	<p><i>This matrix will be self-populating and cascading based upon responses.</i></p> <p>1a. Complete the chart below detailing your plans to institutionalize the costs created by the activities of your project. In the three columns below, each activity name from the objectives is to be listed, then an approved line item (i.e. teacher salary), then actual financial cost.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 60%; text-align: center;">Activity Name¹³ Approved line items*</th> <th style="width: 20%; text-align: center;">Financial cost (\$)</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Activity Name</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Institutionalization Plan</td> <td></td> <td></td> </tr> </tbody> </table> <p>1b. In the two columns below, the cost numbers from the columns above will be transferred and automatically populated in this two column chart. Please describe your plan to institutionalize the costs.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 30%; text-align: center;">Cost #</th> <th style="width: 70%; text-align: center;">Institutionalization plan</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> </tr> </tbody> </table> <p>1c. In the space provided below please explain any notable experiences you have had in institutionalizing this project. Please list any considerable challenges, successes, or failures. (500 word limit)</p>	Activity Name ¹³ Approved line items*	Financial cost (\$)		Activity Name			Institutionalization Plan			Cost #	Institutionalization plan		
Activity Name ¹³ Approved line items*	Financial cost (\$)													
Activity Name														
Institutionalization Plan														
Cost #	Institutionalization plan													

¹³ The activity name will be pulled automatically from Section 3 to pre-populate the table.