

Archived Information

Strengthening Historically Black Colleges and Universities (Title III, Part B) (CFDA No. 84.031B)

I. Legislation

Higher Education Act (HEA) of 1965, Title III, Part B, P.L. 96-374, as amended by P.L. 99-498, P.L. 100-50, and P.L. 102-325 (20 U.S.C. 1060-1063c) (expires September 30, 1997).

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1987	\$51,741,000	1992	\$111,731,000
1988	73,162,000	1993	109,709,000
1989	84,422,000	1994	116,719,000
1990	95,366,000	1995	128,596,000
1991	99,541,000	1996	128,596,000

^{1/} \$4,500,000 was appropriated in FY 1989 for construction of a Health and Human Resources Center at Voorhees College.

III. Analysis of Program Performance

A. Goals and Objectives

To strengthen Historically Black Colleges and Universities (HBCUs) so they may continue their unique role of educating black, educationally disadvantaged, and low-income students.

B. Strategies to Achieve the Goals

Services Supported

The distribution of Part B funds to institutions has remained relatively constant (see Tables 1 and 2).

- Support for HBCUs increased 10 percent from FY 1994 to FY 1995, from \$117 million to \$129 million.

Table 1
Obligations by Institutional Type and Control
FYs 1994, 1995, and 1996

<u>Type</u> <u>and</u> <u>Control</u>	<u>FY 1994</u>			<u>FY 1995</u>			<u>FY 1996</u>		
	Number of Awards	Obligations	% of Total Dollars	Number of Awards	Obligations	% of Total Dollars	Number of Awards	Obligations	% of Total Dollars
4-year private	44	\$38,884,512	33.3%	44	\$41,008,805	31.9%	42	\$39,887,439	31.0%
4-year public	39	\$51,246,356	43.9%	39	\$56,428,265	43.9%	39	\$56,756,609	44.1%
2-year private	6	\$3,000,000	2.6%	6	\$3,000,000	2.3%	5	\$2,500,000	1.9%
2-year public	11	\$7,729,132	6.6%	11	\$8,552,930	6.7%	11	\$9,845,949	7.7%
Graduate	16	\$15,859,000	13.6%	16	\$19,606,000	15.2%	16	\$19,606,000	15.2%
Total	116	\$116,719,000	100.0%	116	\$128,596,000	100.0%	113	\$128,595,997	100.0%

Table 2
Number of Institutions by Size of Award

FY	\$350,000-500,000	\$500,001-1,000,000	\$1,000,000+	Total	Average Award
1987	57	45	1	103	\$502,339
1988	23	67	11	101	724,376
1989	21	68	14	103	776,475
1990	17	58	28	103	925,883
1991	17	51	35	103	966,415
1992	13	46	45	104	1,074,335
1993*	26	30	49	105	1,044,848
1994	34	35	47	116	1,066,198
1995	34	28	54	116	1,108,586
1996	27	26	60	113	1,138,017

*Minimum award increased from \$350,000 to \$500,000 in FY 1993.

- In FY 1992, 13 institutions received \$350,000, the minimum level for awards at that time. Some of these schools have fewer than 200 students, resulting in an award per student in excess of \$1,750. In FY 1993, 26 institutions received the new minimum award level of \$500,000, resulting in awards exceeding \$2,500 per student at some schools.
- Over the 10-year period of funding (1987-'96), there has been an increase in the size of awards received through the program. This is shown by the increase of awards exceeding \$1 million, from 1987 to 1996, when the number of awards over \$1 million increased from 1 to 60.

The Strengthening Historically Black Colleges and Universities Program has two components:

1. Strengthening Historically Black Colleges and Universities is a formula grant program designed to help improve the programs and management of HBCUs and to enhance educational opportunities for students. It is also intended to facilitate a decrease in reliance on government financial support and to encourage reliance on endowments and private sources. Part B funds may be used to establish or strengthen the physical plants, faculty support, academic instruction, student services, funds development, financial management,

academic resources, and endowments of HBCUs. Up to 50 percent of the funds may be used for construction or maintenance.

A Part B eligible institution is any accredited, legally authorized HBCU that was established prior to 1964 with the principal mission of educating of black Americans. A list of HBCUs was published in the Federal Register of July 20, 1993. The appropriation is allotted among HBCUs according to the number of Pell Grant recipients among currently enrolled students (50 percent), number of graduates (25 percent), and percentage of graduates attending graduate or professional school in degree programs in which blacks are underrepresented (25 percent). The statute provides for a \$500,000 minimum allotment for each eligible institution.

2. The Strengthening Historically Black Graduate Institutions Program provides grants to the following five postgraduate institutions: Morehouse School of Medicine, Meharry Medical School, Charles R. Drew Postgraduate Medical School, Atlanta University, and Tuskegee Institute of Veterinary Medicine. All institutions are required to match award amounts in excess of \$500,000, except for Morehouse School of Medicine, which is authorized to receive \$3 million. The Higher Education Amendments of 1992 provide for awards to the five originally funded institutions and authorizes awards to 11 additional historically black graduate and professional institutions should the program appropriations exceed \$12 million. The 11 additional graduate and professional institutions were granted minimum awards of \$500,000 each in FY 1995 and 1996. Graduate institutions may use these grants for the same purposes as undergraduate HBCUs; and, they may establish an endowment or a development office to increase contributions from private sources.

Strategic Initiatives

Technical assistance workshops were held to improve continuing applications and projects. In addition, technical assistance was provided at a national workshop and during monitoring visits.

C. Program Performance—Indicators of Impact and Effectiveness

The program office is currently developing performance indicators that will be used to assess the program's performance. Program staff believe that the most appropriate indicators would be the number and percentage of institutional activities' objectives achieved and subsequently the number and percentage of projects institutionalized. These indicators could focus on attrition rates, transfer rates from four-year college graduates continuing on to graduate school, the development of new curricula, the implementation of improved and effective teaching styles, and improved management capabilities, among others. See also Office-Wide Performance Indicators for the Office of Postsecondary Education displayed in the Overview (OPS) to the postsecondary education programs.

IV. Planned Studies

An evaluation of the Title III programs began in FY 1996. The purpose of the evaluation is to develop a system of performance indicators. The four evaluation goals are to (1) define program goals in measurable terms, (2) determine how federal management activities contribute to

program goals, (3) determine how institutional activities contribute to program goals, and (4) establish an annual progress report.

V. Sources of Information

Program files.

VI. Contacts for Further Information

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