OMB Approval No: 1840-0561
Expiration Date: 10/31/2011

Talent Search (TS) and Educational Opportunity Centers (EOC) Programs Instructions for Completing the Annual Performance Report For Program Year 2008–09

1. WHAT IS THIS PACKAGE?

This package contains the instructions needed to prepare the annual performance report for the Talent Search and Educational Opportunity Centers programs. The Department of Education uses the information provided in the performance report to assess a grantee's progress in meeting its approved goals and objectives and to determine a grantee's prior experience points in accordance with the program regulations (34 CFR 643.22 – Talent Search; and 34 CFR 644.22 – Educational Opportunity Centers). The Department also aggregates grantees' data to report on each program as a whole, in particular to respond to the Government Performance and Results Act.

2. WHAT ARE THE LEGISLATIVE AND REGULATORY AUTHORITIES TO COLLECT THIS INFORMATION?

- Title IV, Section 402B and 402F, of the Higher Education Act of 1965, as amended (Public Law 102-325);
- Program regulations in 34 CFR Part 643 for Talent Search and 34 CFR Part 644 for Educational Opportunity Centers; and
- Sections 75.590 and 75.720 of the Education Department General Administrative Regulations (EDGAR)

3. WHO MUST FILE THIS REPORT?

All grantees funded under the Talent Search and Educational Opportunity Centers programs must submit annual performance reports as a condition of grant award.

4. WHAT PERIOD OF TIME IS COVERED IN THE REPORT?

The report covers the 12-month budget period. This information can be found in Block 6 of the Grant Award Notification.

5. WHAT INFORMATION MUST BE SUBMITTED?

The report consists of four sections. For both programs, Section I requests basic identifying information about the project, while Section II covers

demographic information and target schools. Sections III and IV reflect the standard objectives found on the Program Profile page of the 2006 application packages for TS and EOC; these sections appear in separate versions for the two programs so as to reflect their differing sets of standard objectives. Section III requests the educational status of different groups of participants at time of first service in the budget period; these groups allow grantees to report on sets of participants specified in the objectives. Section IV asks grantees to report on the educational status of participants at the end of the budget period and to show the extent to which the project succeeded in meeting its objectives.

6. WHEN SHOULD THE REPORT BE FILED?

The annual performance report should be submitted electronically via the Web within 90 days after the end of each 12-month budget period.

7. HOW MAY THE REPORT BE SUBMITTED?

The entire report should be submitted via the World Wide Web. In addition, a grantee must submit, via fax (703-832-1360), a signed copy of Section I of the report form that certifies that the information submitted electronically is accurate, complete, and readily verifiable.

The Web application will be available as of November 2, 2009, via link to our contractor's Web site from the following Web addresses:

http://www.ed.gov/programs/triotalent/report.html (for TS)

http://www.ed.gov/programs/trioeoc/report.html (for EOC)

The Web site contains the forms and instructions needed to prepare and **submit online** the annual performance report for the TS and EOC programs. The Web application that TS and EOC grantees will use to submit the annual performance report has the following features:

- Instructions for using the Web site, an introduction to the data collection, and Online Help;
- A Web form for completing all sections online;
- Edit checks to help increase accuracy in reporting;
- A print button to make a hard copy of the information entered;
- A submit button to send the entire report to the Department of Education; and
- An e-mail confirmation that the report has been submitted (if an e-mail address is provided when completing Section I).

8. WHO MAY BE CONTACTED FOR ADDITIONAL INFORMATION CONCERNING THE SUBMISSION OF THE PERFORMANCE REPORT?

Please contact your program specialist directly if you have questions regarding the performance report requirements or if you need to revise the performance report submission. A state listing of program specialists' names, telephone numbers, and e-mail addresses is available at the Web address provided above.

If you have technical problems accessing the Web site or using the Web application, please contact the Help Desk by either telephone (703) 846-8248 or e-mail at TSWEB@cbmiweb.com.

Talent Search (TS) and Educational Opportunity Centers (EOC) Programs
Specific Instructions for Completing the Performance Report

Section I *(for both TS and EOC)*: Project Identification, Certification, and Warning

A. Identification

1. To begin completing this report online, from the Department's Web page you will need to click on https://trio.ed.gov/tseoc, a Web site hosted by our contractor to support submittal of annual performance reports.
2. Once at the contractor's Web site (entitled "Talent Search and EOC Online Annual Performance Report for Program Year 2008–09"), you will need to register to receive a user ID and temporary password. Registration requires entry of the project director's first and last names and e-mail address and the project's PR award number (found in block 5 of the Grant Award Notification). If this information matches the data that the Department currently has on file, a user ID and temporary password will be sent to the e-mail address on file. If discrepancies exist, your program specialist and the Help Desk will be sent an e-mail message requesting verification of data on the project. Please allow 24 hours for this verification to occur. Once the Help Desk has received verification from the program specialist, the grantee will be notified that he or she can continue with registration.
3. Once you have your user ID and temporary password, you may enter those on the site and click "Log in." You will be guided to select a new password, then to log in again.
4. You will be asked to confirm that the PR/Award number and associated grantee name are correct; you will then see the page for Section I. Your PR/Award number will be automatically inserted into line 1 of Section I of the report form.
5. The name of the organization awarded the grant funds will be automatically inserted in line 2.
6. The address of the grantee organization will be automatically inserted in line 3. If changes are needed, please correct the data.
7. The name of the project director will be automatically inserted in line 4. If there has been a change in the project director, please update this field.
8. Provide the current telephone number, fax number, and electronic mailing address for the project director in line 5.
9. The budget period covered by this report will automatically be inserted in line 6. These dates should correspond to the budget period found in block 6 of the Grant Award Notification.
10. The type of report being submitted will be inserted automatically based on the project's PR/Award number in line 7. If you have both a Talent Search and Educational Opportunity Centers project, you must submit separate reports for each project.

11. In line 8, provide the name, telephone number, and electronic mailing address for the data entry person who has completed the online form.

B. Certification

The project director is the person responsible for administering the project in accordance with the terms and conditions of the grant.

The certifying official is the individual (or successor or designee) who signed the grant application on behalf of the institution or agency.

C. Warnings

Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097. Further Federal funds or other benefits may be withheld under these programs unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.590 and 75.720).

Section II: Demographic Profile of Project Participants and Listing of Target Schools *(for both programs)*

Number of Participants Funded to Serve

The Department will pre-populate this field with the number of participants the grant was funded to serve, based on information provided in the project's approved application. Grantees will not be able to make changes to this number on the form. If the pre-populated number reflects a data entry error, the project must contact its assigned program specialist to resolve the problem.

A. Number of Participants Assisted

In completing this section of the report, please keep in mind the following definitions of a project participant provided in the program regulations in 34 CFR 643.7 (Talent Search) and 34 CFR 644.7 (Educational Opportunity Centers).

A **Talent Search** participant means an individual who: (1) is determined to be eligible to participate in the project under section 643.3; and (2) receives project services designed for his or her age or grade.

An **Educational Opportunity Centers** participant means an individual who: (1) is determined to be eligible to participate in the project under section 644.3; and (2) receives project services.

Only those individuals who meet the definitions of participants should be counted in this section of the report. Participants need not have been enrolled in the program at the beginning of the budget period to be counted. Report only on students served in 2008–09; do not provide information on students last served in 2007–08 or any earlier year.

For Talent Search and Educational Opportunity Centers projects that serve participants for more than one year, provide separate counts of the number of new and continuing participants in A1 and A2. Otherwise, just provide the total number of participants in A3. A new participant is one served by the project for the first time during this budget period. A continuing participant is one who was served by the project for the first time in another budget period (this includes a budget period under a previous grant) and who received project services during this budget period.

A3 should be the total of A1 and A2, if applicable, and should be the number of participants served by the project during the budget period.

B. Participant Distribution by Eligibility

The statute and regulations governing the Talent Search and Educational Opportunity Centers programs require that an individual, at the time of initial selection for the project, must be a "low-income individual," a "potential first generation college student," or be in need of project services. (These terms are defined below.) At least two-thirds of project participants each year must be both low-income and potential first-generation college students; the remaining participants can be either low-income individuals, potential first-generation college students, or any individuals in need of services. Students may be counted only once in this breakout. The total reported must agree with the number in A3 above.

Low-income individual means an individual whose family's taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participated in the project. The poverty level amount is determined using criteria of poverty established by the Bureau of the Census of the U.S. Department of Commerce.

Potential first generation college student means (1) an individual neither of whose natural or adoptive parents received a baccalaureate degree; or (2) an individual who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not receive a baccalaureate degree; or (3) an individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or adoptive parent.

In the Other category (B4), count those project participants who are neither low-income nor potential first-generation college students. The total should agree with the number in A3.

C. Participant Distribution by Race and Ethnicity

On October 19, 2007, ED released new, Department-wide guidance on collecting and reporting data on race and ethnicity:

http://www.ed.gov/legislation/FedRegister/other/2007-4/101907c.pdf ; or
http://www.ed.gov/legislation/FedRegister/other/2007-4/101907c.html

The new guidance must be implemented by the fall of 2010 for the 2010–11 school year, but grantees are encouraged to implement earlier, if possible.

While the new guidance is largely consistent with the reporting categories for race and ethnicity that TS and EOC grantees have used in earlier years in APR reporting, the guidance specifies data collection, reporting, and maintenance procedures that grantees

may or may not have followed in the past, but that now are required for full implementation. These procedures, designed to ensure data quality, include these points:

- Grantees need to collect racial and ethnic data on all participants using a two-part question: first, the grantee asks the respondent--typically a parent or guardian if the participant is at the elementary or secondary level, or the participant himself or herself if older--whether the participant is Hispanic/Latino; second, the grantee asks the respondent to select one or more races from the five racial groups listed. (Instead of asking the respondent, grantees may use school records to determine a participant's race and ethnicity, but only if the school has implemented the Department's new guidance.)
- If the respondent identifies the participant as Hispanic/Latino, that is the one category the grantee should use in reporting to the Department on that participant, regardless of other racial information the respondent may provide. Grantees must, however, keep in their files the original responses on race and ethnicity of *all* participants using the two-part question.
- "Unknown" should not appear on forms grantees use to collect data, though grantees may report a participant's race/ethnicity as "Unknown" if necessary.
- Data collection forms should allow a respondent to select *one or more* of the five racial groups, but forms should not include a *category* for "two or more races." If a respondent chooses more than one racial group, the grantee should report the respondent as belonging to two or more races.
- The guidance encourages grantees to have respondents themselves identify the category to which they belong, rather than for the grantee to use observation to select a category.

The points above are highlights only; grantees are responsible for implementing *all* relevant aspects of the guidance.

In II.C, grantees are to report aggregated data on participants' race and ethnicity. As noted above, all students identified as Hispanic or Latino should be included *only* in the count for C4. Non-Hispanic/Latino participants identified as of one race should be shown in lines 1, 2, 3, 5, or 6. Non-Hispanic/Latino participants identified as of two or more races should be counted in C7. Participants for whom race and ethnicity is unknown should be included in the count for C8. The total, C9, should equal the number in IIA3. As indicated above, the original responses that Hispanic/Latino students or their parents (and indeed all participants) provided on their race and ethnicity should be retained in grantees' files.

Definitions of the ethnic and racial categories are these:

Hispanic or Latino - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American - A person having origins in any of the Black racial groups of Africa.

White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii or other Pacific islands such as Samoa and Guam.

Two or more races – A person of a multi-racial background.

D. Participant Distribution by Gender

As noted above, though these data are not mandatory, they are helpful to the Department in reporting on the gender representation of project participants. The total should agree with the number in A3.

E. Participant Distribution by Age

The data requested here represent age ranges most consistent with age groups targeted for services by the Talent Search and Educational Opportunity Centers programs statute and regulations. Given the different age limitations in the two programs as well as the permissible exceptions provided by statute, this information aids the Department in validating the numbers of middle school students, high school students, youth, and adults served by each project. The total should agree with the number in A3. The data reported here should reflect the age of project participants at the **time of first service in the budget period.**

F. Veterans Served

Provide the number of veterans served. The TS regulations in 34 CFR 643.7 and the EOC regulations in 34 CFR 644.7 provide a definition of a veteran.

G. Participants with Limited English Proficiency

TS and EOC projects may adapt project services to meet the needs of students with limited English proficiency. If applicable for your project, please provide the number of project participants with limited English proficiency.

Limited English proficiency, with reference to an individual, means a person whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

H. Target Schools

TS grantees, and all EOC projects that serve target schools, should complete this portion of Section II. TRIO is requesting, for each secondary school served by the project during the budget period, the name of the school; its city, state, and zip code; and its identification number in the Common Core of Data (CCD) of the National Center for Education Statistics. The CCD contains valuable information on individual American schools, such as race and ethnicity and number of students eligible for free or reduced-price meals. For each school you list, please find its identification number in the CCD using the link available in the online version of the APR form. The online version of the form will be pre-populated for schools listed in your previous year's APR; please be sure to check all data for accuracy, including CCD ID numbers. Delete any schools that you no longer serve and add any new schools.

Projects should, however, discuss any changes in target schools with their program specialist before submitting the APR. Projects may not add schools without written approval from the program specialist. The APR is not a vehicle for obtaining approval of new schools; projects should include new schools in the APR only if the program specialist has already provided written approval. Projects should also let their program specialist know about changes in school names so that TRIO can have an accurate record of their activities.

If a project is phasing out a school (i.e., continuing to serve the school but not adding new students), the project should include the schools in the list as they would any others; the list in Section II should include all approved schools that the project served in 2008–09. In whatever year a project no longer serves a school, the project should drop it from the list.

Sections III and IV

Section III requests data on the educational status of participants at the time of first service in the budget period; Section IV requests data for the end of the budget period, and is organized by standard objectives. Sections III and IV each exist in two versions, one for TS and the other for EOC, so as to reflect the programs' different standard objectives. Some points about sections III and IV apply to both programs:

--Given the new objectives, Section III contains some categories of participants that did not appear in the report prior to 2006–07 (for example, in TS: participants not older than 18 enrolled in an alternative education program at an academic level equivalent to that of a high school senior; in EOC: adult participants without high school diploma or equivalency who are not enrolled in a continuing education program).

--Section IV is organized by standard objectives, which in the online version of the APR will be pre-populated with grantees' approved percentages. Section IV does not request information on participants who appeared in Section III but who are not included in the standard objectives.

Section III for Talent Search *only*

Section III requests data on the educational status of participants *at time of first service in the budget period*. For example, if a participant was a secondary school dropout when first served in October 2008, he or she should be counted in Section III as such, even if the participant reenrolled over the course of the budget period.

At the end of Section III, the form indicates that certain categories of participants are considered "college-ready," an important distinction given that three of the program's five standard objectives apply only to "college-ready" participants. These participants are defined on the Program Profile page of the 2006 application package as (1) high school seniors, (2) persons enrolled in an alternative education program whose academic level is equivalent to a high school senior, (3) high school graduates, and (4) persons who have obtained a high school equivalency certificate. Postsecondary dropouts and transfers are considered "college-ready" because they would presumably fall into one of those four categories. The TS "college-ready" categories in Section III are:

A3: high school seniors
A4: participants not older than 18 enrolled in an alternative education program at an academic level equivalent to that of a high school senior
B1: adult without high school diploma or equivalency credentials who has reentered school as a senior or enrolled in an alternative education program at an academic level equivalent to that of a high school senior
B3: high school or high school equivalency graduate not already enrolled in a postsecondary school
B4: postsecondary dropout
B5: potential postsecondary transfer (see definition below)

A. Educational Status of Secondary (Middle and High) School-Age Students

A1. Middle school -- Report in this category the number of participants in grades six, seven, and eight at the time of first service in the budget period.

A2. High school non-senior -- Report in this category the number of participants in grades nine, ten, and eleven at the time of first service in the budget period. Include twelfth graders in line A3.

Note: Some school districts include ninth grade as part of junior high school. For consistent national data collection and reporting, however, please use the definitions provided above.

A3. High school senior (12th grade only) -- Report in this category the number of participants who were high school seniors at the time of first service in the budget period.

Note: If the project served high school seniors older than 18, the project should count them in A3. Individuals enrolled in alternative education programs at the level of a high school senior should be entered in A4 or B1, depending on their age.

A4. Participant not older than 18 years enrolled in an alternative education program at an academic level *equivalent* to that of a high school senior -- At the time of first service in the budget period, projects are to determine whether or not their participants who are in alternative education programs are at an academic level equivalent to that of a high school senior. This determination should not be made on the basis of the student's outcome over the course of the budget period, but on the basis of his or her circumstances at the time of first service in the period. If the determination is not obvious, project staff members should consider
--the grade at which the student left high school and other evidence of his or her academic achievement
--how the alternative education program describes itself
--the level of the student's coursework in the alternative education program--is it comparable to senior level work?
--if the alternative education program is organized around credits, the number of credits the student has received and can be expected to receive over the course of the budget period
--whether it is reasonable to expect that the student will finish the alternative education program by spring or summer with a diploma or equivalency credentials, potentially ready to begin postsecondary education in the fall.

For purposes of the annual performance report, alternative education comprises a variety of programs, generally including those that are not organized by grade or age of the student. GED programs and alternative schools are some examples.

Projects must maintain documentation for the basis of their determination of the status of each student.

A5. Other participants not older than 18 years -- Include here participants that do not belong in any of the first four categories in III.A; examples include (but are not limited to) secondary school dropouts and participants not older than 18 years enrolled in an alternative education program at an academic level *below* that of a high school senior.

A6. Unknown -- Report here the number of secondary school-age participants whose educational status at time of first service in the budget period is either unknown or unconfirmed.

B. Educational Status of Project Participants Aged 19 or Older

B1. Adult without high school diploma or equivalency credentials (19 or older) who has reentered school as a senior or enrolled in an alternative education program at an academic level equivalent to that of a high school senior -- To determine whether a

participant was, at the time of first service in the budget period, enrolled in an alternative education program at the level of a high school senior, please see guidance in A4 above.

B2. Other adults without high school diploma or equivalency credentials -- Report here the number of participants 19 years or older without a diploma or equivalency credentials who, at the time of first service in the budget period, were not reenrolled in high school or in alternative education at the level of a senior.

B3. High school (or GED) graduate not already enrolled in a postsecondary school -- Report in this category the number of participants who, at the time of first service in the budget period, had already obtained a high school diploma or high school equivalency credentials, but who had not already enrolled in a program of postsecondary education.

Note: Also, count any participants *under* the age of 19 who were high school graduates in B3.

B4. Postsecondary dropout -- Report in this category the number of participants who, at the time of first service in the budget period, had been enrolled in a program of postsecondary education but had halted their studies prior to obtaining a certificate or degree.

Note: Also, count any participants *under* the age of 19 who were postsecondary dropouts in B4.

B5. Potential postsecondary transfer -- Report here the number of participants who had already obtained a certificate or two-year degree but who, at the time of first service in the budget period, demonstrated an interest in further postsecondary study (e.g., second associate degree, transfer from two-year to four-year degree program).

Note: Also, count any participants *under* the age of 19 who were potential postsecondary transfers in B5.

B6. Other participants (19 years or older) -- Include here participants that do not belong to any of the first five categories in III.B.

B7. Unknown -- Report here the number of participants aged 19 or older whose educational status at time of first service is either unknown or unconfirmed.

Note: The sum of TS Section III, A7 and B8 should equal the total number of participants reported in Section II, A3.

Section IV for Talent Search *only*

This section of the annual report is your opportunity to report on your project's progress in meeting its approved objectives related to the goals of the programs; these objectives respond to the prior experience criteria contained in the program regulations (34 CFR 643.22). "A" through "E" of Section IV are organized around the five standard objectives. Section IV provides the wording of each of the objectives and shows the percentages you entered on the Program Profile sheet submitted with your approved FY 2006 grant application. Should you discover a data entry error in these percentages, please contact your program specialist.

Note that each objective refers to a certain group of participants that forms the denominator for the percentage of students who met the objective. For the first objective (secondary school promotion), for example, the denominator is participants who were middle school and high school non-senior students (Section III, A1 and A2) at the time of first service in the budget period. **Consider only the students included in the denominator in entering values for each objective in Section IV.** Note that some individuals counted in Section III are not included in any of the new standard objectives (for example, III.A5 and B6). Section IV does not request information on these participants.

Please enter a positive numeric value in each field; for those not applicable to your project, enter zero. If more than one response is possible for a given participant, choose the most recent status.

A. Objective: Secondary School Promotion

The objective:___% of non-senior secondary school participants served during each budget period will be promoted to the next grade level at the end of each academic school year.

For A, consider only those students in Section III, A1 and A2. Secondary school-age students who at the time of first service in the budget period were dropouts are not included in the objective and thus should not appear in IV.A.

A1. Promoted to next grade in middle or high school -- Report the number of participants who at time of first service in the budget period were middle schoolers or non-senior high school students who were promoted to the next grade level at the end of the 2008–09 academic school year.

A2. Not promoted -- Include middle or non-senior high school participants who were retained in grade, who dropped out, or who for some other reason were not promoted to the next grade in middle or high school at the end of the 2008–09 academic school year.

A3. Other -- Report here the number of middle and non-senior high school participants whose known educational status at the end of the budget period does not fall within IV.A1 or A2.

A4. Unknown -- Report here the number of middle and non-senior high school participants whose educational status at the end of the budget period is either unknown or unconfirmed.

A5. Total -- The total should equal the sum of Section III, A1 and A2.

B. Objective: Secondary School Graduation

The objective: ___% of high school seniors (and their equivalents in alternative education programs) will graduate from secondary school or receive a certificate of high school equivalency during each budget period.

For B, consider only those students who at the time of first service in the budget period were high school seniors or equivalents (both secondary school-age and adults) in alternative education programs (Section III, A3, A4, and B1).

B1. Received high school diploma -- Report the number of such participants who graduated from high school during the budget period.

B2. Received high school equivalency credentials -- Report the number of such participants (secondary school-age or adult) who during the budget period obtained high school equivalency credentials.

B3. Did not graduate or receive equivalency credentials -- Report the number of such participants who neither graduated from high school nor received equivalency credentials during the budget period.

B4. Other -- Report here the number of such participants whose known educational status at the end of the budget period does not fall within the first three categories of IV.B.

B5. Unknown -- Report here the number of such participants whose educational status at the end of the budget period is either unknown or unconfirmed.

B6. Total -- The total should equal the sum of Section III, A3, A4, and B1.

Note: Numbers reported for C, D, and E5 (below) cannot exceed the sum of Section III, A3, A4, B1, B3, B4, and B5 (that is, "college-ready" participants); E5 should equal that sum.

C. Objective: Student Financial Aid

The objective: ___% of "college-ready" project participants will apply for financial aid during each budget period.

For C, consider only "college-ready" participants, i.e., those who at the outset of the budget period were high school seniors (III.A3), participants not older than 18 in an alternative education program at the level of a senior (III.A4), adults without diploma or high school equivalency credentials who have reenrolled in high school as seniors or at the level of a senior in an alternative education program (III.B1), high school or GED graduates not already enrolled in postsecondary education (III.B3), postsecondary dropouts (III.B4), and potential postsecondary transfers (III.B5). Provide the number of "college-ready" participants who actually applied for student financial aid during the budget period. Receiving services related to financial aid from the project is insufficient grounds for including a participant in Section IV, C; the individual must have actually applied for the aid. Applications for financial aid include scholarship applications, student loan applications, U.S. Department of Education federal student financial aid forms, and state applications for financial aid.

D. Objective: Postsecondary Education Admissions

The objective: ___% of "college-ready" project participants will apply for postsecondary school admission during each budget period.

For D, also consider only "college-ready" participants (see Section IV, C directly above). Provide the number of "college-ready" participants who actually applied for admission to a program of postsecondary education during the budget period. Do not include applicants to programs in which students take postsecondary courses while still in high school. Receiving assistance from the project in applying for admissions is insufficient grounds for including a participant in Section IV, D; the individual must have actually applied for admission.

E. Objective: Enrollment in Postsecondary Education

The objective: ___% of "college-ready" participants will enroll in a program of postsecondary education during each budget period (or during the next fall term).

For E, again consider only "college-ready" participants (see Section IV, C directly above). The Program Profile page from the 2006 competition defines an enrolled participant as one who has completed the registration requirements (except for the payment of tuition and fees) at the institution that he or she is attending. Grantees may consider a participant who completed the registration requirements to be enrolled even if the project is aware that the student did not subsequently attend class.

E1. Enrolled in postsecondary education (first time enrollment or reentry) -- Report the number of "college-ready" students who enrolled in a program of postsecondary

education either for the first time or as reentry students during the budget period or the fall 2009 term. If the project is aware that a student enrolled and then withdrew, the student should still be counted as enrolled. Taking postsecondary courses while still in high school does not constitute enrollment in a program of postsecondary education.

E2. Not enrolled in postsecondary education -- Report the number of "college-ready" students who did not enroll in postsecondary education during the budget period or the fall 2009 term.

E3. Other -- Report here the number of "college-ready" participants whose known educational status at the end of the budget period does not fall within IV.E1 or 2.

E4. Unknown -- Report the number of "college-ready" participants whose postsecondary enrollment status at the end of the budget period was either unknown or unconfirmed.

E5. Total -- The total should equal the sum of III, A3, A4, B1, B3, B4, and B5.

F. Postsecondary Placements (Types of Institutions)

For participants enrolled in a program of postsecondary education, as reported in Section IV, E above, indicate the number of students by type of postsecondary institution. The total (F8) should equal section IV, E1. For definitions of the types of postsecondary institutions, please see language concerning Title IV programs in sections 101 and 102 of Title I of the 1998 Amendments to the Higher Education Act of 1965 (P.L. 105-244) (http://www.ed.gov/policy/highered/leg/hea98/sec101.html)

Section III for EOC *only*

Section III requests data on the educational status of participants *at the time of first service in the budget period*. For example, if a participant was a postsecondary school dropout when first served in October 2008, he or she should be counted in Section III as such, even if the participant reenrolled over the course of the budget period.

A. Educational Status of Project Participants Aged 19 or Older

A1. Adult without high school diploma or equivalency credentials (19 years or older) and not enrolled in a continuing education program -- Report here the number of participants 19 or older who, at the time of first service in the budget period, had neither a high school diploma nor equivalency credentials, and who had not enrolled in a continuing education program. For purposes of the annual performance report, a **continuing education program** is one that allows students to prepare themselves for postsecondary education via a diploma or equivalent--e.g., reenrollment in high school or enrollment in a GED program. If a student goes from high school dropout status (or equivalent) directly to postsecondary education without an intervening program, for purposes of the annual performance report the postsecondary education program counts as continuing education.

A2. Adult without high school diploma or equivalency credentials (19 years or older) enrolled in a continuing education program at an academic level *equivalent* to a high school senior -- Include here the number of participants 19 or older who, at the time of first service in the budget period, had neither a diploma nor equivalency credentials, and who had enrolled in a continuing education program at the level of a high school senior.

A3. High school graduates or high school equivalency graduates not already enrolled in a postsecondary school -- Report in this category the number of participants who, at the time of first service in the budget period, had already obtained a high school diploma or equivalency credentials, but who had not already enrolled in a program of postsecondary education.

Note: Also, count any participants *under* the age of 19 who were high school graduates in A3 along with participants 19 years or older.

A4. Postsecondary dropout -- Report here the number of participants who, at the time of first service in the budget period, had been enrolled in a program of postsecondary education but had halted their studies prior to obtaining a certificate or degree.

Note: Also, count any participants *under* the age of 19 who were postsecondary dropouts in A4 along with participants 19 years or older.

A5. Postsecondary student -- Report in this category the number of participants enrolled in programs of postsecondary education at the time of first service in the budget period.

Note: Also, count any participants *under* the age of 19 who were postsecondary students in A5 along with participants 19 or older.

A6. Potential postsecondary transfer -- Report here the number of participants who had already obtained a certificate or two-year degree but who, at the time of first service in the budget period, demonstrated an interest in further postsecondary study (e.g., second associate degree, transfer from two-year to four-year degree program).

Note: Also, count any participants *under* the age of 19 who were potential postsecondary transfers in A6 along with participants 19 years or older.

A7. Other participants aged 19 or older -- Report in this category any participants aged 19 or older who, at the time of first service in the budget period, did not belong in any of the first six categories listed in Section III, A.

A8. Unknown -- Report here the number of participants aged 19 or older whose educational status at the time of first service in the budget period is either unknown or unconfirmed.

B. Educational Status of High School-Age Students

B1. High school non-senior -- Report in this category the number of participants in grades nine, ten, and eleven at the time of first service in the budget period. Include 12th-graders in line B2.

B2. High school senior (12th grade only) -- Report here the number of participants who were high school seniors at the time of first service in the budget period.

Note: If the project served high school seniors older than 18, the project should count them in B2. Individuals enrolled in alternative education programs at the level of a high school senior should be entered in A2 or B4, depending on their age.

B3. Secondary school dropout -- Report in this category those participants who, at the time of first service in the budget period, had dropped out of or were officially dismissed from their secondary school before receiving a high school diploma or completing a high school equivalency program. Count in this category only those individuals *not* older than 18. Do not include former dropouts who, at the time of first service in the budget period, had reentered school or enrolled or reenrolled in an alternative or continuing education program.

B4. Participant not older than 18 year enrolled in an alternative education program at an academic level *equivalent* to that of a high school senior -- Please see instructions for Section III for Talent Search, A4.

B5. Other participants not older than 18 years -- Include here participants who do not belong in any of the first four categories in III.B, for example, a participant not older than 18 years enrolled at the time of first service in the budget period in an alternative education program *below* the level of a high school senior.

B6. Unknown -- Report here the number of high school-age participants whose educational status at the time of first service in the budget period is either unknown or unconfirmed.

Note: The sum of EOC Section III, A9 and B7 should equal the total number of participants reported in Section II, A3.

Section IV for EOC *only*

This section of the annual report is your opportunity to report on your project's progress in meeting its approved objectives related to the goals of the programs; these objectives respond to the prior experience criteria contained in the program regulations (34 CFR 644.22). "A" through "D" of Section IV are organized around the four standard objectives. Section IV provides the wording of each of the objectives and shows the percentages you provided on the Program Profile sheet submitted with your approved FY 2006 grant application. Should you discover a data entry error in these percentages, please contact your program specialist.

Note that each objective refers to a certain group of participants that forms the denominator for the percentage of students who met the objective. For the second objective (application for student financial aid), for example, the denominator is participants who at the time of first service in the budget period were high school seniors or equivalent in alternative education programs, high school graduates, recipients of high school equivalency credentials, postsecondary dropouts, or potential postsecondary transfers. **Consider only the students included in the denominator in entering values for each objective in Section IV.** Note that some individuals counted in Section III are not included in any of the new standard objectives (for example, III.A5 [postsecondary students] and B5 [other participants not older than 18 years]). Section IV does not request information on these participants.

Please enter a positive numeric value in each field; for those not applicable to your project, enter zero. If more than one response is possible for a given participant, choose the most recent status.

A. Objective: Enrollment in a Continuing Education Program

The objective: ___% of participants not already enrolled in a continuing education program who have not obtained a high school diploma or high school equivalency certificate will enroll in a continuing education program during each budget period.

For A, consider only those participants who at the outset of the budget period were without a high school diploma or equivalency credentials and not enrolled in a continuing education program (III.A1 and B3). For a definition of continuing education programs for purposes of the APR, please see III.A1.

A1. Enrolled in a continuing education program -- For those participants who at the time of first service in the budget period lacked a high school diploma or equivalency credentials and were not enrolled in a continuing education program, report here the number who enrolled in continuing education during the budget period.

A2. Not enrolled in a continuing education program -- For those participants who at the time of first service in the budget period lacked a high school diploma or equivalency

credentials and were not enrolled in a continuing education program, report here the number who remained not enrolled during the budget period.

A3. Other -- For those participants who at the time of first service in the budget period lacked a high school diploma or equivalency credentials and were not enrolled in a continuing education program, report here the number whose known educational status at the end of the period does not fall within IV.A1 or A2.

A4. Unknown -- For those participants who at the time of first service in the budget period lacked a high school diploma or equivalency credentials and were not enrolled in a continuing education program, report here the number whose educational status at the end of the period is either unknown or unconfirmed.

A5. Total -- The total should equal III.A1 and B3.

Note: Numbers reported for B, C, and D5 (below) cannot exceed the sum of Section III, A2, A3, A4, A6, B2, and B4; D5 should equal that sum.

For objectives B, C, and D, the denominator includes participants who were not already enrolled in a postsecondary school and who were in one of the following categories: high school seniors or equivalents in alternative education programs (III.B2, B4, and A2); high school graduates or recipients of equivalency credentials (III.A3); postsecondary dropouts (III.A4); or potential postsecondary transfers (III.A6). The last two categories of participants were included because they would presumably also fall into one of the other four categories as well. A participant is considered *enrolled* if he or she has completed the registration process, except for payment of tuition and fees.

B. Objective: Application for Student Financial Aid

The objective: ___% of participants not already enrolled in a postsecondary school at time of first service in the budget period who were high school seniors or equivalent in alternative education programs, high school graduates, recipients of high school equivalency credentials, postsecondary dropouts, or potential postsecondary transfers will apply for financial aid during each budget period.

Of the participants in the denominator for objectives B, C, and D, provide the number of those who actually applied for student financial aid during the budget period. Receiving services related to financial aid from the project is insufficient grounds for including a participant in Section IV, B; the individual must have actually applied for the aid. Applications for financial aid include scholarship applications, student loan applications, U.S. Department of Education federal student financial aid forms, and state applications for financial aid.

C. Objective: Application for Postsecondary Education Admissions

The objective: ___% of participants not already enrolled in a postsecondary school at time of first service in the budget period who were high school seniors or equivalent in alternative education programs, high school graduates, recipients of high school equivalency credentials, postsecondary dropouts, or potential postsecondary transfers will apply for postsecondary school admission during each budget period.

Of the participants in the denominator for objectives B, C, and D, provide the number who, during the budget period, actually applied for admission to postsecondary education. Do not include applicants to programs in which students take postsecondary courses while still in high school. Receiving assistance from the project in applying for admission is insufficient grounds for including a participant in Section IV, C; the individual must have actually applied for admission to a postsecondary school.

D. Objective: Postsecondary Education Enrollment

The objective: ___% of participants not already enrolled in a postsecondary school at time of first service in the budget period who were high school seniors or equivalent in alternative education programs, high school graduates, recipients of high school equivalency credentials, postsecondary dropouts, or potential postsecondary transfers will enroll in a program of postsecondary education during each budget period (or during the next fall term).

For D, again consider only those participants included in the denominator for objectives B, C, and D. A participant is considered *enrolled* if he or she has completed the registration process, except for payment of tuition and fees. Grantees may consider a participant who completed the registration process to be enrolled, even if the project is aware that the student did not subsequently attend class.

D1. Enrolled in postsecondary education (first time enrollment or reentry) -- Report the number of participants under consideration who enrolled in postsecondary education either for the first time or as reentry students during the budget period or the fall 2009 term. If the project is aware that a participant enrolled and then withdrew, the participant should still be counted as enrolled. Taking postsecondary courses while still in high school does not constitute enrollment in a program of postsecondary education.

D2. Not enrolled in postsecondary education -- Report the number of students under consideration who did not enroll in postsecondary education during the budget period or the fall 2009 term.

D3. Other -- Report here the number of participants under consideration whose known educational status at the end of the budget period does not fall within IV.D1 or D2.

D4. Unknown -- Report here the number of participants under consideration whose educational status at the end of the budget period is either unknown or unconfirmed.

D5. Total -- The total should equal the sum of III, A2, A3, A4, A6, B2, and B4.

E. Postsecondary Placements (Types of Institutions)

For participants enrolled in a program of postsecondary education, as reported in Section IV, D above, indicate the number of participants by type of postsecondary institution. The total (E8) should equal section IV, D1. For definitions of the types of postsecondary institutions, please see language concerning Title IV programs in sections 101 and 102 of Title I of the 1998 Amendments to the Higher Education Act of 1965 (P.L. 105-244) (http://www.ed.gov/policy/highered/leg/hea98/sec101.html).