

Frequently Asked Questions: Upward Bound Programs' Annual Performance Report for Budget Period 2008–09

Updated December 18, 2009

ALL UPWARD BOUND PROGRAMS

1. Do grantees need to respond to the fields on race and ethnicity (#10–15) for prior participants?

Response: No. Projects may leave the race and ethnicity fields blank for prior participants. They should respond for new, continuing, and reentry participants.

2. If a student has moved from one Upward Bound project to another, should both projects report on the student's postsecondary work?

Response: To allow TRIO to determine to what extent projects reach their objectives, both projects should report on the postsecondary progress of any participant who transfers from one project to the other. In regular Upward Bound and Upward Bound Math-Science, for purposes of calculating the extent to which a project met its objectives, a student remains in a project's expected high school graduation year cohort (field #23) whether or not the student participates in the project through high school graduation.

3. Is there a section on the APR that allows grantees to explain why they did not meet their objectives?

Response: No, the report comprises just two sections. There is no longer a section for grantees to provide a written narrative.

UPWARD BOUND AND UPWARD BOUND MATH-SCIENCE

DEFINITION OF A PARTICIPANT

4. In regular Upward Bound and Upward Bound Math-Science, must a student be served for a minimum period of time if he or she is to be included in the APR?

Response: Yes. Under Upward Bound regulations (34 CFR 645.6), to meet the definition of a participant, a student must have been allowed to continue for at least 10 days in a summer component if he or she first enrolled in the project's summer component, or 60 days if the individual first enrolled in the project's academic year component. Note that, if a student joined the project too late in the 2008–09 reporting period to meet the definition, he or she could be counted in the next year's APR, assuming the student remains with the project for the period specified in the regulations.

COLLEGE COST REDUCTION AND ACCESS ACT

5. Are there any special considerations in completing the APR for grantees that received funding under the CCRAA, with a project year from December 1–November 30?

Response: For students whose participation under CCRAA grants began in academic year 2008–09, no special instructions are necessary. For students first served after the beginning of the fall 2009 academic year, for field #26 (Grade Level at beginning of academic year being reported [2008–09]), please provide the accurate grade level, even though the student was not served in UB until the following academic year. In field #27, report the student's grade at the beginning of AY 2009–10--his or her first year of service under the project. In field #33 (retention in the project at the beginning of 2009–10), choose 8, "Not applicable, participant served for the first time after the beginning of the 2009–10 academic year."

COHORTS

6. A participant's graduation date has been changed by the school system. Does the project also change the expected high school graduation cohort year?

Response: No, the project should not change the expected high school graduation cohort year on the APR. Cohort years are based on the date the student first received UB or UBMS services and on the grade at time of first service (not date of acceptance unless the two dates happen to coincide). For example, if a student was first served as a ninth-grader in 2005–06, his or her expected high school graduation cohort year would be 2009. Note that, in the case of a participant first served during the summer session, the student needs to have a date of first program service no earlier than June 1 in order to be counted in the correct cohort. Please see instructions for fields #21–23 for further information on establishing cohorts.

Cohort years should not change unless project staff members realize that erroneous data were used in the past or that an error occurred in calculation. Circumstances in a student's life or academic experience following first service in UB or UBMS do not constitute a reason for changing the cohort. In the example above, the student's cohort would remain 2009 even if he or she dropped out in the 10th grade, returned a year later, and will now graduate in 2010 because of time away from school.

RETENTION OBJECTIVE AND PRIOR PARTICIPANTS

7. A project served several students who left UB before reporting year 2008–09; during the reporting period, these students were prior participants enrolled in ninth, 10th, or 11th grades. If the project selects option 9, 10, or 11 in field #26 (grade level at beginning of academic year 2008–09), a data validation error appears if the project selects certain options in field #33 (participant retention in the project from year 2008–09 to 2009–10). What should the project enter for fields #26 and #33?

Response: In the interrelation of fields #26 and #33, the Department inadvertently failed to take into account non-senior prior participants still enrolled in high school. To solve this problem for this year's APR, affected projects should use 0 (Unknown) for fields #26 and 33 for these students. Note that this "work-around" solution for the 2008–09 APR may generate a separate pop-up message regarding fields #26 and #31, which projects may disregard.

For next year's APR, TRIO will revise the data validation so that grantees will be able to report such students' grade levels in field #26. Field #33 will also be revised to reflect more precisely the wording of the objective: options 1 and 2 will read "Ninth-, 10th, or 11th-grade participant **served** in 2009–10 who continued/did not continue to participate in 2010–11 in the project that is reporting," while option 9 will read "Not applicable, was not a ninth-, 10th-, or 11th-grade participant **served** in the 2009–10 academic year"; thus, next year projects will be able to choose option 9.

(Please note that, if a student was served at all during the reporting period, the project will have to choose among options 1, 2, 3, or 0 in field #33, even if the student was a prior participant by the end of the reporting period.)

SUMMER BRIDGE STUDENTS IN PROJECTS WITH JUNE 1 START DATE

8. For projects with June 1 start dates, how should fields #29 and #30 (GPA at beginning and end of academic year 2008–09) be completed for summer bridge students who graduated from high school in May or June 2008?

Response: Please use 0.000. In next year's APR, we will indicate that this option should encompass summer bridge students in projects with June 1 start dates who graduated from high school before the academic year cited in the field name.

VETERANS UPWARD BOUND

9. A project scheduled a completion year of 2009–10 for a participant who ultimately completed her VUB program in spring 2009 and enrolled in postsecondary education in fall 2009. If the project reschedules the participant's completion year to 2008–09, will the Department include her in calculating the enrollment objective for 2008–09?

Response: No, the participant will not be included in the 2008–09 calculation. Changes in the timing of calculating the enrollment objective are limited to those described in the instructions for fields #20–22 and #37; specifically, the Department will *defer* calculating the postsecondary enrollment objective into a subsequent year for a participant under the circumstances cited in the instructions for those fields. The instructions do not allow for changes in the timing of the calculation if a student completes the VUB program early and enrolls in postsecondary education in a year prior to the scheduled completion year.

Please note the wording of the enrollment objective: “X% of participants served during each budget period will enroll in a program of postsecondary education by the fall term following the scheduled completion of their prescribed VUB educational program.” Since calculating the objective is tied to service delivered in a specific budget period, a participant with an original scheduled completion of 2009–10 (for example) who enrolls in postsecondary education in fall 2009 (again for example) will not contribute to this enrollment calculation, since the project would not have served him or her in 2009–10. Note, however, that a grantee should report the postsecondary enrollment of this participant in fields #31–34 of the APR.