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Veterans Upward Bound (VUB) Programs
General Instructions for Completing the Annual Performance Report
For Program Year 2014–15

INTRODUCTION

1. What does this package contain?

This package contains the forms and instructions needed to prepare the annual performance report (APR) for the Veterans Upward Bound (VUB) program. The Department of Education uses the information conveyed in the performance report to assess a grantee's progress in meeting its approved goals and objectives and to evaluate a grantee's prior experience in accordance with the program regulations in 34 CFR 645.32. Grantees' annual performance reports also provide information on the outcomes of projects' work and of the VUB programs as a whole. In addition, APR data allows the Department to respond to the reporting requirements of the *Government Performance and Results Act.*

2. What are the legislative and regulatory authorities to collect this information?

- Title IV, Part A, Subpart 2, Chapter 1, Section 402A(c)(2) and Section 402C, of the *Higher Education Act of 1965*, as amended;
- The program regulations in 34 CFR Part 645; and
- Sections 75.590 and 75.720 of the *Education Department General Administrative Regulations* (EDGAR).

3. Who must submit this data report?

All grantees funded under the Veterans Upward Bound program must submit an annual performance report as a condition of the grant award.

4. What period of time is covered in the report? For which participants should the grantee provide data?

The report covers the 12-month project year for which the grant has been made. This information can be found in Block 6 of the Grant Award Notification. A grantee must report on all participants served in project year who met the eligibility criteria in 34 CFR 645.3 and the definition of a veteran in 645.6.

Need for data: As noted at the outset of these instructions, the Department needs grantees' data not only to calculate prior experience (PE) points, but also to meet program-level reporting requirements and to perform other data analyses.

Relevance to PE calculations: Two of the PE objectives in particular—those on postsecondary enrollment and postsecondary completion--affect the number of project years over which grantees are required to report on participants. For these objectives, grantees will be reporting on groups of current *and prior-year* participants. (Please see the "Definitions That Apply" at the end of this document for the exact wording of the objectives; for details on how PE points are calculated for all of the objectives, see the "Policies and Procedures for Prior Experience (PE) Assessments" at http://www2.ed.gov/programs/triovub/report.html.) You will thus continue to include in your data file certain individuals whom you haven't served for some time:

- For the Department to calculate postsecondary enrollment, you must include not only participants in 2014–15, but also those who completed the VUB program in 2013–14.
- For the calculation on postsecondary completion, which involves a period of six years, you must keep on your file prior participants who completed the VUB program in one project year and enrolled in a program of postsecondary education no later than the end of the subsequent project year; grantees must keep such participants on their files for at least six years after that enrollment.

Participants whom you need to include on your data file: As you may be aware from recent experience, an additional overarching principle requires grantees to include in their 2014–15 data file all students in their 2013–14 APR file, some of whom may have enrolled in postsecondary education more than six years prior to the reporting period. To assist you in including all 2013–14 records in your 2014–15 file, in the APR Web application we have provided a file for you to download that contains your final data from 2013–14. Any students in the download file that you do not include in Tier 1 of your 2014–15 APR will appear in the Match to Prior report in Tier 2; you will need to restore these students' records before you can submit the APR.

We are aware that, for many grantees, the accumulated participant records of the project require considerable work to update and maintain. While the Department must be certain that grantees report on all individuals whose records bear on PE calculations for the 2012–17 cycle, or whose records have influence on other measures on which we must report for the VUB program, we have identified approximately 4,650 prior-year participant records whose data is not needed for these purposes—specifically, those participants for whom field #38, Postsecondary Education Enrollment Cohort, was 2222 (Completed VUB program and enrolled in PS education program prior to 2008–09 project year). We have removed these records from this year's download file; if one or more of your records are among those we have deleted, you will not have to report on those specific individuals. **To avoid accidentally deleting any records that you may be required to keep on your file, you should delay any deletions until you have verified which of your records (if any) the Department has removed from the download file that will be available to you in the Web application for 2014–15. All records in the download file must be included in your 2014–15 APR.**

If you wish to keep on your file any participant record that the Department has removed from the download file, you are free to do so; we suggest that you restore the record using the file that we advised you to download once you had submitted your 2013–14 APR in spring 2015.

To the extent possible, you are to "track" the required prior-year participants, i.e., you must try to get updated information about them. We recognize that some prior-year participants may be very hard to track, but it is to your advantage and the advantage of TRIO that you make a good attempt. If you have been unable to obtain information about a given participant for a year, you may stop tracking him or her, but you must leave the participant's record on your data file. For such former participants whom you have been unable to track, you may choose the option "Unknown" wherever appropriate in updating the file.

Note for projects that were awarded a grant under the 2007–12 cycle: In anticipation of the Department's implementation of the requirements of the *Higher Education Opportunity Act of 2008* (HEOA)--particularly the requirements established for the postsecondary completion objective--the Department required grantees who were funded under the prior cycle to maintain on their files all participants with a scheduled completion year of 2007–08 or later. Using this data as reported in the APRs, and using 2012–13 APRs for participants first reported that year, the Department established a postsecondary enrollment cohort year for prior participants who qualified for one. At the start of the 2013–14 data collection, the Department made available to grantees a download file that included data for the postsecondary enrollment cohort years for participants first served prior to the 2013–14 reporting year. As a result of having required projects to maintain these participant records on their APR data file, the Department was able to use 2013–14 APR data to calculate the postsecondary completion objective for members of the 2008 postsecondary education enrollment cohort. The participants in this group who completed their postsecondary program within six years (that is, by September 30, 2014) counted towards the project's success in meeting its postsecondary completion objective. Similarly, the Department will calculate postsecondary completion using 2014–15 and 2015–16 APR data for participants in the 2009 and 2010 cohorts, respectively. (For further information on this process, please see the discussion of field #38.)

5. What years will be used to calculate prior experience points?

The Department will calculate PE points using data submitted in the 2013–14, 2014–15, and 2015–16 APRs.

6. What information must be submitted?

The report consists of two sections, both of which grantees are required to complete:

- Section I requests project-identifying data and information on the way in which the project has addressed the Competitive Preference Priorities announced for the 2012 grant competition.

- Section II contains detailed instructions for preparing a data file of information on individual participants.

7. When must the report be filed?

The annual report is normally submitted electronically within 90 days after the end of each 12-month grant (budget) period. The due date for the 2014–15 APR is February 26, 2016.

8. How may the report be submitted?

All VUB grantees must complete the APR online using our contractor's Web application. The entire report should be submitted via the World Wide Web. After the APR has been successfully submitted, the signatures of the project director and the certifying official for the grantee institution/agency must be obtained on Section I of the printed APR, indicating that the information submitted electronically is accurate, complete, and readily verifiable. Once the form has been signed, it should be scanned so that it can be uploaded using the functionality on the APR site. Only Section I, not the entire report, should be uploaded.

Because the APR requests personal and confidential information on project participants, the secured Web site meets the Department of Education's data security standards for sensitive data, including improved password and site access procedures. Further, to ensure that the data is accessible only to authorized individuals and protected from unauthorized use, a grantee must submit the participant-level data via the Web application; under no circumstances should a grantee transmit the data to the Department or the APR Help Desk via e-mail.

The Web application that VUB grantees must use to submit the annual performance report will be available at http://www2.ed.gov/programs/triovub/performance.html and has the following features:

- A Web form for completing Sections I and II online.
- Functionality to upload a file with the individual participant records (Section II) to the Web application using a CSV or XLS file format.
- Functionality to view, delete, and add participant data online.
- Online data field validations and error checks. In order for a grantee to be able to submit the APR, all sections of the APR must pass the first level of data field validations. Following the initial submission of the participant data, additional data quality checks will be run. If any errors or data inconsistencies are found, the grantee will be informed of corrections that must be made prior to submitting the APR.
- A print button to make a hard copy of the information entered online for Section I.
- Functionality to download an electronic file with the individual participant records (Section II).
- A submit button to send the entire report to the Department.

- An e-mail confirmation that the report has been submitted (a valid e-mail address must be provided in Section I).
- A button to upload a signed copy of Section I only. Do not upload a copy of the entire report.

In a feature new to this grant cycle, the online application will provide on an annual basis a report of PE points awarded once a grantee has successfully submitted an APR for one of the three PE assessments years (2013–14, 2014–15, and 2015–16).

A project will receive confirmation when the report has been successfully submitted. If you do not receive an e-mail confirmation, contact the APR Help Desk. If for any reason, and **prior to the deadline date,** you need to revise your performance report data after it has been submitted, please contact the APR Help Desk.

9. 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. A state listing of program specialists and contact information 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 APR Help Desk at (703) 846-8248 or via e-mail at generaltrio@cbmiweb.com.

GETTING STARTED

Step 1—Access the Web site. To begin completing this report online, from the Department's Web page you will need to click on https://trio.ed.gov/ub, a Web site hosted by our contractor to support submittal of annual performance reports.

Step 2--Registration. Once at the contractor's Web site (entitled "UB/UBMS/VUB Online, Program Year 2014–15"), you will need to register to receive a user ID and temporary password; you may do so well in advance of actual submittal of reports. So as to allow time to resolve any problems that might occur with registration, we ask you to register as early as possible.

To register, click on "**Register Here Each Year**"; you will then enter the project director's first and last names and e-mail address and the project's PR award number (found on the Grant Award Notification). You will also be required to select and answer two security questions (to be used in the event that you need to use the "Forgot Password" function). If the project director's 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, you will be directed to a "Registration Failed" page; if necessary, your program specialist and the Help Desk will be sent an e-mail message requesting verification of data on the project. Verification will occur within 24 hours if the program specialist can readily confirm a change in project director or e-mail address; if the program specialist has no prior knowledge of the change, it may take longer. Once the Help Desk has received verification from the program specialist, you will be notified to continue with registration.

Step 3—Set Password. Once you have your user ID and temporary password, you may enter them on the site in the top box of the left side of the page; click "Log in." You will be guided to select a new password, then to log in again.

After three failed attempts to access the Web site, you will be required to reset your password and will need to contact the Help Desk for further assistance.

Step 4—Complete and Submit. Follow the instructions for completing and submitting the report via the World Wide Web.

Section I

New to the 2012–17 grant cycle, Section I is now divided into Parts 1 and 2. The first part covers, as in past years, the project's identification and characteristics, along with certification and a warning statement. In Part 2, grantees provide information on how they have implemented the competitive preference priorities established for the 2012 grant competition.

► Section I, Part 1

Your PR award number will be automatically inserted into line 1 of Part 1. The system will also pre-populate most of the other data fields in Part 1. Please review the pre-populated fields, including the project director's e-mail address, and update these fields as needed. You may change the data in all fields except for the project's PR award number, the grantee name, and the report period. Please provide information for any fields that are not pre-populated.

Part 1.B, the Certification, allows the grantee institution to certify that the information submitted electronically is accurate, complete, and readily verifiable to the best of your knowledge. Section I, Part 1 must be signed by both the project director and the certifying representative at the grantee institution and scanned so that it can be uploaded using the functionality on the APR site.

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 I, Part 2: Competitive Preference Priorities

The 2012 VUB grant competition established two competitive preference priorities including data-based decision-making and improving productivity. Section I, Part 2, asks projects to indicate whether they addressed the competitive preference priorities and to provide concise information about implementation. Grantees provided the requested information when submitting the 2012–13 APR. This system will pre-populate this information for the 2014–15 APR in a format that cannot be edited. If you wish to provide any updates, please contact your program specialist.

Section II: Record Structure for Participant List:

Rationale for Fields

The Department will use the data that grantees provide in Section II to assess the project's progress in meeting its objectives and to evaluate the grantee's prior experience. The data also allows the Department to respond to reporting requirements of the *Government Performance and Results Act* (GPRA) and to assess the VUB program's performance in light of the performance measures found in the instructions for the 2012 grant competition.

The following fields are new to the APR since the 2007–12 grant cycle and are not connected to PE calculations. These fields were added to respond to specific changes in the HEOA:

#17-19	High Risk Designations
#20	Academic Need
#27	Served by Another Federal Program Similar to VUB, During Reporting Year
#50	Participant's Name Change

Additionally, the APR includes a new field to allow the Department to determine progress towards one of the VUB performance measures:

#42	Postsecondary Remediation

Also new to the APR are four fields (#33–36) asking projects to indicate whether participants received services listed in §645.15 of the program regulations that projects may provide to participants. And finally, to respond to the performance measures that involve attainment of postsecondary credentials by varying periods of time, fields #43–48 provide a breakdown of certificates and degrees and their associated dates of accomplishment.

SECTION II: GENERAL INSTRUCTIONS

FOR THE PARTICIPANT LIST

(1) Who should be included on the annual data file?

Please see pages 1–3 of these instructions for information on participants for whom the grantee should provide data. For the Veterans Upward Bound program, a participant is defined as an individual who enrolled in and participated in the educational programs offered by the project during the project year being reported. Be sure to include each participant—whether new, continuing, reentry, or prior-year—**only once** in the file the project submits for the reporting period.

(2) What are the data fields?

The VUB APR contains 50 data fields of which three are project identifiers. The remaining 47 fields are student data fields and may or may not require updates as noted below.

Project Identifiers (pre-populated)

Field #	**Field Name**
1	PR/Award Number
2	Batch Year
3	Program Type

IMPORTANT: To avoid mismatches between 2014–15 APR data and the VUB system of records, identifying data for each participant in your APR file (except for new students) **must** match the data in your 2013–14 APR, even if you have discovered errors or misspellings in last year's APR. Identifying data includes SSN (Field #4), Last Name (Field #5), First Name (Field #6), and Date of Birth (Field #8). **These and other fields that must not change from reporting year to reporting year** are shown in the following table**.**

Field #	**Field Name**
#4	Social Security Number

Field #	Field Name
#5	Student's Last Name
#6	Student's First Name
#7	Student's Middle Initial
#8	Student's Date of Birth
#16	Eligibility
#17-19	At Risk Fields
#22	Date of First Project Service
#23	Educational Status at Date of First Project Service
#24	Employment Status at Date of First Project Service

For certain date fields and for the Postsecondary Education Enrollment Cohort field (#38), a grantee might initially enter "Not applicable," but in a later reporting period enter a specific date (or cohort code in the case of field #38). The specific data for these fields that has been submitted in one year's APR **must not** change in subsequent years' APRs. These fields are:

Field #	Field Name
#30	Date of Last Project Service (Exceptions Allowed For Reentry Participants)
#31	VUB Educational Program Completion Year
#37	Date of First Postsecondary Enrollment (after leaving VUB)
#38	Postsecondary Education Enrollment Cohort
#44	Date of First Certificate/Diploma
#46	Date of First Associate Degree

Field #	Field Name
#48	Date of First Bachelor's Degree

Fields that need to be reviewed and updated annually, as needed:

Field #	Field Name
#25	Deceased or Incapacitated
#26	Participant Status
#27	Served By Another Federal Program Similar to VUB, During Reporting Year
#28	Called To Active Duty
#29	Academic Improvement on Standardized Test Objective (Numerator)
#32	Reason for Leaving VUB Program
#40	Source of Postsecondary Education Information
#41	College Status At Beginning of Academic Year
#42	Postsecondary Remediation
#43	Certificate/Diploma Completed
#45	Associate Degree Attained
#47	Bachelor's Degree Attained
#49	Length of Active Duty
#50	Participant's Name Change

(3) How should the date fields be formatted (i.e., fields # 8, 22, 30, 37, 44, 46, and 48)?

Please review carefully the Valid Field Content column to ensure that the data submitted is in the correct format. All date fields should be formatted as follows: two digits for month; two digits for day; two digits for century; and two digits for year. **For the student's date of birth (field #8), you are required to provide the full, precise date (month, day, and complete year). Moreover, the Department needs an accurate month and a year for several fields used in establishing cohorts and calculating objectives**: Date of First Project Service (field #22), Date of Last Project Service in VUB (field #30), Date of First Postsecondary Enrollment (field #37), and dates of completing postsecondary credentials (fields #44, 46, and 48). If the day is unknown, use 15. For example, a participant's date of first project service of September 2008 would be formatted as follows: 09/15/2008. To ensure that the date is properly imported, always insert slashes and use the zero before one-digit months and days.

(4) How should "Not Applicable" and "Unknown" be reported?

With the exception of fields #7, 10–15, and 50, leaving a field blank is *not* an option. In general, the format for the data fields uses "0" or a series of "0s" to allow a project to indicate "Unknown"; "9" or a series of "9s" indicates "Not Applicable, prior participants." An "8" or a series of "8s" indicates "Not Applicable, participant has not yet completed the educational program offered by the project." Since some exceptions to this practice were unavoidable, please observe the specific options stated for each field.

(5) Where are the objectives found?

The objectives for the program are found in the "Definitions That Apply" pages at the end of this document. A tab in the Web application will be pre-populated with the target percentages you have set for your project's objectives.

SECTION II: SUPPLEMENTAL INSTRUCTIONS FOR SPECIFIC FIELDS

Project Identifiers

Field #1—PR/Award Number *(pre-populated)*

Once the grantee has successfully logged in to the VUB APR Web application, this field will be pre-populated for each participant record.

Field #2—Batch Year *(pre-populated)*

Use the four-digit year provided on the form. This number will change with each year's submission. The Batch Year designates the fiscal year funding for the project period reported. TRIO grants are forward-funded. Therefore, as an example, fiscal year 2014 funds are used to support project activities in the 2014–15 program year. Thus, the data file for Batch Year 2014 will include information on project participants served or tracked during program year 2014–15.

Participants' Demographic Information

Field #4---Social Security Number (SSN)

SSNs are very important as they allow the Department to match participant lists with the federal financial aid files for purposes of tracking participant outcomes. If a project does not know the SSN for a student, please enter "0s" rather than enter other forms of identification numbers. So as to allow participants' records to match across years, this data must match your 2013–14 APR (except for students new in 2014–15).

Fields #5–#8—Student Identifying Information

Please pay special attention to the required formatting for each field. So as to allow participants' records to match across years, this data must match your 2013–14 APR (except for students new in 2014–15).

Fields #9–#14—Gender, Ethnicity (Hispanic) and Race

On October 19, 2007, ED released revised, Department-wide guidance on how institutions should collect and maintain data on race and ethnicity and on how they should report such data in the aggregate:

http://www.gpo.gov/fdsys/pkg/FR-2007-10-19/pdf/E7-20613.pdf

Because Veterans Upward Bound grantees report individual data, they should not follow the portions of the guidance that cover aggregate reporting; they must, however, collect and maintain data as indicated in the guidance. The Department required the new guidance to be implemented by the fall of 2010 for the 2010–11 school year, though grantees were encouraged to implement earlier, if possible. **(Note that projects may leave the race and ethnicity fields blank for prior year participants who left the project before the project implemented the guidance.)**

Collection procedures in the guidance require grantees to collect data on race and ethnicity on all participants using a two-part question: first, the grantee asks the respondent whether he or she is Hispanic/Latino; second, the grantee asks the respondent to select one or more races from the five racial groups listed. The grantee reports the responses in fields 10–15 of the APR. If, for example, a VUB participant identifies himself or herself as Hispanic, Asian, and White, entries for the fields would appear thus:

Field 10: 1, Yes, participant is identified as Hispanic/Latino

Field 11: 2, No, participant is not identified as American Indian/Alaskan Native

Field 12: 1, Yes, participant is identified as Asian

Field 13: 2, No, participant is not identified as Black or African American

Field 14: 1, Yes, participant is identified as White

Field 15: 2, No, participant is not identified as Native Hawaiian or Other Pacific Islander.

If the participant declines to answer questions about race and ethnicity, the grantee should use observation, as discussed in the guidance. While grantees should make a good effort to collect data on race and ethnicity for all participants, if for some highly unusual reason the race and/or ethnicity of a particular student is unknown, as a last resort the grantee may leave the race and/or ethnicity fields blank. For further details on the guidance for collecting data, please see the full *Federal Register* notice. Grantees are responsible for implementing all relevant aspects of the guidance. Note that the Department encourages institutions to allow all current students to re-identify their race and ethnicity using OMB's 1997 standards (see page 59276 of the notice), but does not require institutions to do so. For definitions of the ethnicity and race categories, refer to the "Definitions That Apply" section of these instructions.

Eligibility Information

Field #16– Eligibility (At Time of Initial Selection)

The statute and regulations governing the Upward Bound 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 "an individual who has a high risk for academic failure." (These terms are defined in the section on "Definitions That Apply.") No less than two-thirds of the project's participants each year must be low-income and potential first-generation college students or low-income, potential first-generation, and at high risk for academic failure; the remaining one-third must be low-income individuals, potential first-generation college students, or individuals who have a high risk for academic failure.

In field #16, please select the appropriate option for the criterion or criteria that apply to each participant. An individual participant might meet one, two, or all three criteria.

Although a participant need only meet one of three criteria (low-income, potential first-generation college student, or at high risk for academic failure) to be eligible, the Department requires projects to assess a new participant's eligibility using all three criteria and to report accordingly. For example, if a participant is low-income and potential first-generation, and if he or she meets at least one of the criteria for high-risk status, the project should select the new option "7" (low income, first generation, and at high risk).

Because the high-risk eligibility status is new to the 2012–17 grant cycle, the Department is aware that information on high risk would not be available for participants first served prior to the 2012–13 project year; further, the Department recognizes that projects may not have collected this information on all new participants first served in the 2012–13 or 2013–14 project years. **Beginning with the 2014–15 project year, however, a project is expected to assess a new participant's eligibility using all three criteria and to report accordingly.**

By adding these new combinations of eligibility, the Department is in no way requiring or expecting projects to serve more participants that are at high risk. As noted above, the statute and regulations require that at least two-thirds of the participants an UB project serves each year be low-income individuals who are potential first-generation college students. Those individuals who have all three characteristics—that is, those who are low income, first generation, and at high risk for academic failure--would of course be counted in the two-thirds.

Fields #17–19—Evidence of High Risk Status for Academic Failure (At Initial Selection)

As indicated above, one criterion for eligibility in the Upward Bound programs is high risk for academic failure. The program regulations define a veteran at such risk as one who, at the time of initial selection, (a) has been out of high school or dropped out of a program of postsecondary

education for five or more years; (b) has scored on standardized tests below the level that demonstrates a likelihood of success in a program of postsecondary education; or (c) meets the definition of an individual with a disability as defined in §645.6(b). Information collected in fields #17–19 will indicate whether a participant is at high risk for academic failure, as so defined, and therefore eligible for services. In fields #17–19, please indicate "Yes," "No," or "Unknown" for each field. An individual participant might meet one, two, or all three criteria.

As explained in the discussion of field #16 (above), as of the 2014–15 project year the Department expects projects to assess all new participants' eligibility based on all three criteria; this will include determining if the participant has been out of school for five years, has low standardized test scores or is disabled, so as to be able to respond to fields #17–19 without extensive use of the "Unknown" option. For any student coded in eligibility field #16 as 4 (high risk), 5 (low income and high risk), 6 (first generation and high risk), or 7 (met all three criteria), the project must indicate that the student was at high risk in at least one of fields #17, 18, or 19. If the project did not collect data on at-risk status for new participants in 2012–13 or 2013–14, the project may continue to use "Unknown" as necessary for those participants in fields #17–19. Since grantees would not have collected data on these at-risk criteria for prior participants served before the 2012–17 cycle, option 9 ("Not applicable, prior or continuing participant served before 2012–17 cycle") is provided in fields #17–18.

Regarding Field #18, also note that proficiency on standardized tests is used for two purposes in the APR: as a criterion for at-risk status here, and as a measure of the academic improvement PE objective in field #29. A project's response for field #29 might change over several reporting periods, but for field #18, the response must not change once it is submitted.

For Field #19 (Disability), disability is defined in section 12102 of the *Americans with Disabilities Act* (42 U.S.C. 12101 *et seq.*) and is one of three criteria used to determine if a participant is "at high risk for academic failure." In the prior APR, a VUB project was required to report on the disability status of a participant for demographic purposes. Therefore, in this new field, report on the disability status of ***all*** **current year and prior-year** participants.

Field #20--Academic Need, At Time of Initial Selection

In accordance with 34 CFR 645.3(c), a project, in selecting individuals to participate in a VUB program, must determine that an individual needs academic support if he or she is to pursue successfully a program of postsecondary education. Field #20 lists criteria (other than those listed in fields #17–19) commonly used by projects to determine an individual's need for services; please choose whichever criterion was primary for the student. If the project has already indicated in fields #17–19 that a participant has academic need sufficient to demonstrate at-risk status for academic failure (as defined in the UB program regulations), the project might or might not choose option 1 (Need established in one or more of the At Risk fields), depending on which criterion in fields #17–20 was primary for the student's need for services.

Fields Concerning Participation in VUB

Field # 21—Recruitment

Please indicate how the participant came to your project.

Field #22 –Date of First Project Service

Do not use the date of *acceptance* into the project unless that is the same as the date of *first service.* Use the original month and year of service at this project even if the participant subsequently left and reentered. If the participant transferred from another VUB project, in this field give the month and year of first service at the project submitting the report.

For continuing and prior participants, use the date entered in the earlier APR, even if it was a date of entry that differed from the date of first service. **Please note that accuracy is particularly important for this field.**

Fields #23–25

Self-explanatory.

Field #26—Participant Status

For each participant, the grantee must review the options available and select or update this field as appropriate. The participant status options, defined in Section II, for 2013–14 include:

New participant

Continuing participant

Reentry participant, previously served by project submitting report

Prior-year participant

Refer to the VUB APR, Section II (Record Structure for Participant List), for definitions of the participant status options, and to the "Definitions That Apply" section of these instructions for participant eligibility requirements (as noted in 34 CFR 645.3) and the definition of a veteran (as noted in § 645.6).

With regard to a reentry participants, please note that **participants who enrolled in postsecondary education after leaving VUB are no longer eligible to reenter VUB**. The Department recognizes that in past years VUB projects may have allowed former participants, who following participation in VUB enrolled in a program of postsecondary education, to reenter VUB. Because some grantees may not have been aware of the Department's policy regarding reentry participants prior to the approval of the new VUB APR in May 2014, a grantee is allowed to report on participants who received services from VUB after having participated in VUB and after having enrolled in a program of postsecondary education during the 2012–13 or 2013–14 project years. **Beginning with the 2014–15 project year, however, a project may not serve these individuals.**

Field#27--Served By Another Federal Program Similar to VUB

Self-explanatory.

Field# 28— Called To Active Duty

Select option 1 for an individual who was called to active duty during the 2014–15 project year as a current participant (that is, a new, continuing, or reentry participant). Select option 2 for prior-year participants who had been called to active duty and who served in the military during project year 2014–15.

Field #29—Academic Improvement on Standardized Test

This field refers to the first performance objective listed in the VUB application package for the 2012 competition: applicants were required to indicate what percentage of participants who would complete their VUB program during each project year would improve their academic skills as measured by a standardized test taken before and after receiving services from the project. For all participants who completed their VUB program during the 2014–15 budget period, select among options 1, 2, or 3. For those who did not complete the program during 2014–15, select option 8 or 9. (Note that 0, "Unknown," is no longer an option for this field.)

For participants coded with option 1 or 2, grantees should keep records of the test each participant took, the dates of administration, and the participant's scores. Grantees should also document their rationale for determining whether a change in scores constituted improvement; such a rationale should presumably be based on the design and content of the test, on background information the test publisher provided about the test, and on the experience of the project with similar students using the test.

Field #30—Date of Last Project Service

If a veteran is still a participant in the VUB project, enter "8s" ("Not applicable, still in the educational program offered by the project"). Report a date of last service only for those participants who the project believes will not return. When reporting a date of last service, please do so regardless of the amount of time the veteran spent in the program. Providing these dates will allow the Department to obtain an accurate measure of the average length of time spent in the program. If a project omitted in last year's report a date of last service for a given participant who subsequently did not participate in the year on which the project is now reporting, please include that participant in this year's report as a prior participant and record a date of last project service for him or her, even if the date occurred in the prior reporting period.

For those VUB participants who dropped out of the program, it would be best to use the date the participant last attended a program activity or received any kind of help from the project. This could include contacting a participant regarding attendance in project activities, providing advice, counseling, etc. If that information is not available, you may use the date the participant was no longer on the project's active list.

For reentry participants, use 88/88/8888 ("Not applicable, participant is still in the program") if the individual did not complete the program during the project year; enter a new date of last service if the student has again left the program or completed it.

Field #31--VUB Educational Program Completion Year

Grantees should follow the instructions in Section II carefully, as this field is used for calculating performance measures and PE points for three objectives (academic improvement on standardized test, education program retention and completion, and postsecondary enrollment). As a reminder, in 2013–14 the APR added two new options and made some revisions in existing options to increase accuracy and precision for this field's role in calculating postsecondary enrollment. The changes were these:

1. Option 3333 refers to reentry participants who had not enrolled in postsecondary education and who are still in the program at the time the APR is submitted.
2. Option 7777 applies to those who left the project before completing it, yet enrolled in a program of postsecondary education. Participants assigned a completion year value of 7777 should be assigned a postsecondary education cohort value of 9999 in field #38.
3. Codes 88 and 99 in the 2012–13 APR became codes 8888 and 9999 in 2013–14. 8888 is identical to the 2012–13 APR's 88, but 9999 gained an additional criterion in 2013–14. In 2012–13, code 99 indicated that a participant had left VUB before completing the program; as of 2013–14, the APR added that a participant coded 9999 also has not yet enrolled in a program of postsecondary education.

Please refer to column one of the "Calculating Postsecondary Enrollment Cohorts" table at the end of these instructions for guidance on selecting the correct completion year for participants served during the reporting year. Projects should determine completion years based on dates of their project years. The majority of projects have September 1–August 31 project years, and for these projects, a participant must have completed the VUB program by August 31, 2015 to be

counted in the 2014–15 completion year. For the projects with October 1 start dates, however, a participant must have completed the program by September 30, 2015 to belong in that completion year.

Note that a project should choose the 2015 completion year 2015–16) for a participant only in situations in which the individual actually completed the program *no earlier* than September 1 or October 1, 2015, depending on the starting date of the project year. The participant's date of last service (field #30) should be no later than the date you submit the APR.

Field #32--Reason for Leaving VUB Program

For any participant for whom you report a VUB completion year in field #31, you should also select option 1, successfully completed program, in field #32. For participants still in the VUB program, select 88. If the participant left VUB without completing the VUB educational program, select one of the other options.

Fields #33–36—Select Project Services

Of the academic instruction and services required or permitted by the authorizing statute and implementing regulations, the APR requests data on four services and activities of special interest to the Department. Complete these fields only for those participants served by the project during the reporting period. If the participant received the service, select 1 = Yes; if not, select 2 = No. If the project did not offer the service, choose "8"; use 9, Not Applicable, for prior participants**.** Please refer to the section on "Definitions That Apply" for definitions of the services and activities.

Field #37 – Date of First Postsecondary School Enrollment

Report the date of first postsecondary enrollment only for those VUB participants who have left the program (either successfully completing VUB or not). **Do not use dates of any postsecondary enrollment prior to participation in VUB**. If the participant has taken one or more non-credit postsecondary courses but is still participating in VUB, the participant should **not** be considered enrolled in postsecondary education. (Note that, as cited in field #26 [Participant Status], participants who enroll in a program of postsecondary education after leaving VUB will no longer be eligible to reenter the VUB program as of project year 2014–15.)

You do not need to provide the exact day; you may use 15 (midpoint of the month). If the exact month or year is uncertain, use 00/00/0000 ("Unknown").

Once the date of first postsecondary enrollment has been submitted in one year's APR, the date must not change in a later reporting year.

Field #38-- Postsecondary Education Enrollment Cohort

This field is used to establish the cohort of participants who will form the denominator for each project's postsecondary completion objective and for relevant performance measures described in the 2012 VUB grant application instructions and listed in "Definitions That Apply." A **postsecondary education enrollment cohort** can be set for a participant only when he or she has

- completed the VUB program in one project year and
- enrolled in a program of postsecondary education no later than the end of the subsequent project year for the first time since completing the VUB program.

Once established, specific cohort years will not be adjusted in later years.

A participant is disqualified from belonging to a cohort year if he or she

- completed the VUB program but did not enroll in a postsecondary education program within the specified timeframe, or
- enrolled in a postsecondary education program without having completed the VUB program...

Please note that *project* years and *cohort* years do not coincide precisely: project years run September 1–August 31 or October 1–September 30, while cohort years run August 1–July 31 to coincide with the most common enrollment patterns. Thus, a participant who completed VUB in project year 2013–14 and enrolled in a postsecondary program in project year 2014–15 will belong in a cohort, but it will be the 2014 cohort if he or she enrolls by July 31, 2015, or the 2015 cohort if enrollment occurs in August or September 2015. (Please see the cohort table at the end of "Definitions That Apply.")

A cohort may be set for a participant only when he or she completed the VUB program in one project year and enrolled in a program of postsecondary education no later than the end of the subsequent project year for the first time since completing the VUB program. Please note that **any participant who completed the program in the 2013–14 project year (field #31, Completion Year = 2013) must enroll in postsecondary education by the end of the 2014–15 project year to be counted as a member of a cohort; otherwise, the participant will not qualify for one.** Therefore, you should be sure to ascertain whether these individuals enrolled in postsecondary education before the end of the 2014–15 project year, and, for those that did enroll, **you must report in field #37 the date of first postsecondary school enrollment in the 2014–15 APR.** Such participants who enrolled within the period August 1, 2014 through July 31, 2015 will be members of the 2014 cohort; those who enrolled within the period August 1, 2015 through September 30, 2015 will be members of the 2015 cohort.

Also note that all participants who qualify for the 2014 postsecondary enrollment cohort must be reported in the 2014–15 APR; this includes any individuals who completed the VUB program in 2014–15 and enrolled in postsecondary by the end of the 2014–15 academic year, i.e., by July 31, 2015. No participants will be added to the 2014 postsecondary enrollment cohort in an APR later than the 2014–15 APR.

In addition to cohort years, field #38 contains the following codes:

8888 refers to participants who have not yet enrolled in a postsecondary program; the rules for establishing cohort years allow these participants to have the potential to belong to a cohort. 8888 is correctly used for:

- Individuals who were participating (or had reentered) in VUB at the end of the project year reported, and had not previously completed the VUB program and enrolled in postsecondary education following participation in VUB;
- Participants who had completed VUB during the project year but have not yet enrolled in a postsecondary education program (they have until the end of the subsequent project year to do so); and
- Participants who left VUB without completing the program and who have not yet enrolled in a postsecondary program.

9999 refers to participants who do not qualify for a cohort. 9999 is correctly used for:

- Participants who completed VUB during one project year, but had not enrolled in a postsecondary program by the end of the subsequent project year
- Participants who enrolled in a program of postsecondary education after leaving, but not completing, VUB.
- Participants who completed VUB during the 2013–14 project year and enrolled in a postsecondary education program on a date within the 2013 cohort (see table at end of these instructions), but whose enrollment date and cohort year were not reported in the 2013–14 APR.

Participants coded as 8888 in one project year may remain coded 8888 in the next project year (if, for example, they are still in the VUB project at the end of the next project year), may become members of a cohort if they complete VUB and enroll in a postsecondary program within the established timeframe, or may be coded 9999 in the next project year if they become disqualified for a cohort.

As noted in the section of these instructions on participants for whom the grantee should provide data (pages 1–3), the Department has removed from this year's download file all individuals with the cohort code 2222, which refers to those who completed the VUB program and enrolled in a postsecondary education program prior to the 2008–09 project year. Since some grantees might wish to restore to this year's file certain participant records that we have deleted, code 2222 remains a valid option.

Establishing cohorts for participants in the 2007–12 cycle and for participants first reported in 2014–15: Grantees that were funded in the 2007–12 grant cycle were directed during that period to maintain indefinitely on their APR file all participants with a scheduled VUB program completion year of 2007–08 or later. (Note: The scheduled completion year field was discontinued in the 2012–17 APR.) Because projects were required to maintain these participant records on the APR, these grantees should thus have reliable records as to when the project first reported that the participants had successfully completed the VUB program and, if

applicable, the year in which the participants enrolled in a program of postsecondary education for the first time since completing the VUB program. Using this data as reported in the APRs, and using 2012–13 and 2013–14 APRs for participants first reported in those years, the Department has established a postsecondary enrollment cohort year for each prior participant who qualifies for one. For example, a participant who completed the VUB program in the 2010–11 project year and enrolled in postsecondary education in the fall 2011 will have a cohort of 2011; a participant who completed the program in 2011–12 and enrolled in spring 2012 will also have a cohort of 2011. In establishing cohorts, the Department used 9999 in the manner described above and also for participants for whom the project provided insufficient information to establish a cohort year; for example, 9999 was established for a participant who completed VUB and appeared to have enrolled in postsecondary education, but for whom the project provided no postsecondary enrollment date.

Because the postsecondary enrollment cohort year codes that the Department established for 2008, 2009, 2010, 2011, 2012, 2013, and 2014 are derived from the data the grantees submitted in prior APRs, the Department will not allow any changes to those codes in the 2014–15 or subsequent years' APRs. We also will not allow changes to code 9999 and to code 2222 for any participant records that the Department deleted (as discussed on pp. 2–3, but that grantees wish to restore.

At the start of the 2014–15 APR data collection, in the APR Web application the Department will make available to grantees a downloadable Excel file that includes data for this field on the postsecondary enrollment cohort years (or a code of 8888 or 9999 as discussed above) for participants first served prior to the 2014–15 reporting year.

Please remember that the cohorts in the download file are based on data in grantees' previous APRs and that the **first** postsecondary enrollment following completion of the VUB program governs the cohort. If, for example, a participant first entered your VUB program in 2008 and then both completed the program and enrolled in postsecondary education in the 2008–09 academic year, his or her cohort will be 2008. If the participant then stopped out and eventually returned to your program, completing it and enrolling in PSE again in 2011, the participant's cohort remains 2008. In such cases, the data you provide in this year's APR reflecting the 2014–15 project year may initially appear to you inconsistent with the downloaded cohort; this is because the cohort is based on your own earlier data. (Remember, as noted in the Participant Status field [#26], as of the 2014–15 project year, participants who enrolled in a PSE program after leaving VUB will no longer be eligible to reenter VUB.)

For the 2014–15 PE assessment year, the Department will be able to calculate the postsecondary completion objective for those participants who have been assigned a PSE cohort year of 2009. The participants in this group who completed their postsecondary program within six years (that is, by August 31, 2015) will count towards the project's success in meeting its postsecondary completion objective.

Fields #39–41

Self-explanatory.

Field #42-- Postsecondary Remediation

This information is needed for reporting on one of the performance measures described in the 2012 VUB grant application instructions and listed in "Definitions That Apply." Please provide data as available at the time the APR is submitted for participants in the 2014 postsecondary education enrollment cohort (see field #38)—that is, those who completed the VUB educational program in project year 2012–13, 2013–14, or 2014–15 and enrolled in a program of postsecondary education in the period August 1, 2014–July 31, 2015 (for more specific information on timeframes, please refer to the cohort table at the end of "Definitions That Apply"). Select option 1 for members of the 2014 cohort who placed into college-level math and English without need for remediation in their first year of postsecondary education in the 2014–15 project year. For a definition of remediation, please see "Definitions That Apply."

Fields #43–48-- Postsecondary Credentials Earned

The information in fields #43–48 will allow the Department to report on participants' attainment of various kinds of credentials over varying lengths of time, as specified in the performance measures described in the 2012 VUB grant application instructions. Each type of credential is to be reported separately, as indicated in the fields.

Please note that, for calculating postsecondary completion, data in **both** of the fields for any credential must support enrollment. That is, a participant will count towards your completion objective only if your data comprises 1 for field #43 (Certificate/Diploma Completed) **and** an acceptable date for field #44 (Date of First Certificate/Diploma); ***or*** the same sort of data in **both** fields for an associate degree; ***or*** the same sort of data in **both** fields for a bachelor's degree.

If a participant has received more than one credential of a particular kind (e.g., more than one certificate), the project should report the date that the *first* certificate was completed. If a participant attained more than one kind of credential (e.g., an associate degree and a bachelor's degree), each one should be shown in the report in the respective field.

In field #47 (Bachelor's Degree Attained), for a student enrolled in a dual degree program (see "Definitions That Apply") who has completed four years of postsecondary instruction, use option 1 ("Yes, attained bachelor's degree") to indicate that the student has accomplished the equivalent of a bachelor's degree, though a degree was not awarded.

Field #49 –Length of Active Duty

This field is designed to gather data on the extent to which participants in the postsecondary enrollment cohort year that is six years prior to the reporting period (e.g., 2009 in field #38 for

the 2014–15 reporting year) were called to active duty, and on the duration of service of participants so called. The Department wishes to know to what extent this data might illuminate patterns of postsecondary completion.

Field #50—Participant's Name Change (Optional)

If the participant changed his or her name, and if the project needs to use this information to help track the student, please enter the participant's changed full name (i.e., first and last name). **Note that the first and last names provided in fields #5 and 6 (VetLastNM and VetFirstNM) remain identifiers that the Department will use to track the student; thus fields #5 and 6 must not change from year to year.**

Names entered in field #50 may be in a variety of formats, e.g., John Doe, John D. Doe, Jane Smith-Doe, Jane Smith Doe, John Doe II, John Doe, Jr. Moreover, you will be able to update this field in subsequent reporting periods.

If the student has not changed his or her name, the project need not complete field #50.

DEFINITIONS THAT APPLY
VETERANS UPWARD BOUND

Veterans Upward Bound Standard Objectives From the 2012 Competition

Academic Improvement on Standardized Test: X% of participants who completed their VUB educational program during the project year will improve their academic performance as measured by a standardized test taken before and after receiving services from the project.

Education Program Retention and Completion: X% of participants served during the project year will complete their VUB educational program by the end of the project year or remain enrolled in the program.

Postsecondary Enrollment: X% of participants who completed their prescribed VUB educational program in the project year (e.g., 2011–12) will enroll in a program of postsecondary education by the end of the next project year (e.g., 2012–13).

Postsecondary Completion: X% of participants who completed the VUB educational program in one project year (e.g., 2012–13) and who enrolled in a program of postsecondary education by the end of the next project year (e.g., 2013–14) will complete a program of postsecondary education within six project years (e.g., by project year 2018–19).

Veterans Upward Bound Performance Measures From the 2012 Competition

The success of the VUB Program is measured by the percentage of VUB participants who enroll in and complete postsecondary education. The following performance measures have been developed to track progress toward achieving program success:

1. The percentage of VUB participants who enrolled in postsecondary education;
2. The percentage of VUB participants who enrolled in a program of postsecondary education and who attained either an associate degree within three years or a bachelor's degree within six years;
3. The percentage of VUB participants who enrolled in a program of postsecondary education and who in the first year of postsecondary education placed into college-level math and English without need for remediation;

4. The percentage of VUB participants who enrolled in a program of postsecondary education and who graduated on time –- within four years for the bachelor's degree and within two years for the associate degree;

5. The cost per successful participant.

Note: To assess the fifth performance measure on efficiency of the program, the Department will track the average cost, in Federal funds, of achieving a successful outcome, where success is defined as enrollment in postsecondary education by a VUB participant no later than one year after program completion.

***Veteran* means a person who—**

1. Served on active duty as a member of the Armed Forces of the United States for a period of more than 180 days and was discharged or released under conditions other than dishonorable;

2. Served on active duty as a member of the Armed Forces of the United States and was discharged or released because of a service connected disability;

3. Was a member of a reserve component of the Armed Forces of the United States and was called to active duty for a period of more than 30 days; or

4. Was a member of a reserve component of the Armed Forces of the United States who served on active duty in support of a contingency operation (as that term is defined in section 101(a) (13) of title 10, United States Code) on or after September 11, 2001.

Ethnicity Category (Field #10)

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

Race Categories (Fields #11–15)

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.

Participant Eligibility (Fields #16–20)

Low-income individual means an individual whose family 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.

First-generation college student means an individual neither of whose natural or adoptive parents received a baccalaureate degree; or a student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.

High risk for academic failure includes veterans who:

1. Have been out of high school or dropped out of a program of postsecondary education for five or more years;
2. Have on standardized tests scored beneath the level that demonstrates a likelihood of success in a program of postsecondary education; or
3. Meet the definition of an individual with a disability as defined in §645.6(b).

Select Project Services (Fields #33–36)

Field #33 (Basic Skills Development): Intensive basic skills development in those academic subjects required for successful completion of a high school equivalency program and for admission to postsecondary education programs.

Field #34 (Short Term Courses): Short-term remedial or refresher courses for veterans who are high school graduates but who have delayed pursuing postsecondary education.

Field #35 (Local Support): Assistance to veterans in securing support services from other locally available resources such as the Veterans Administration, State veterans agencies, veterans associations, and other State and local agencies that serve veterans.

Field #36 (Special Services): Special services that supplement the project's instructional program in mathematics and science to prepare veterans for postsecondary education.

Fields 37-48 (Postsecondary Enrollment and Completion)

Provide postsecondary enrollment information only for those VUB participants who have left the program (either successfully completing VUB or not). **Do not use dates of any postsecondary enrollment (or degree completion) prior to participation in VUB**. If the participant has taken one or more non-credit postsecondary courses but is still participating in VUB (for example, if the student is taking a non-credit postsecondary English course but still completing preparatory work in other content areas in the VUB program), the participant should **not** be considered enrolled in postsecondary education. (Note that, as cited in field #26 [Participant Status], participants who enroll in a program of postsecondary education after leaving VUB will no longer be eligible to reenter the VUB program as of the 2014–15 project year.)

A participant is considered enrolled if he or she has completed registration requirements (excluding payment of tuition and fees) at the institution he or she is attending.

Postsecondary Remediation (Field #42)

For the purpose of APR reporting, remedial education courses in English/writing or mathematics are courses for college-level students lacking those skills necessary to perform college-level work at the level required by the institution.

Bachelor's Degree Attained (Field #47)

A **dual degree program** is a program of study that awards an individual both the bachelor's and a graduate degree upon successful completion of the program of study. For a student enrolled in such a program who has completed four years of postsecondary instruction, in field #47 grantees may use option 1 ("Yes, attained bachelor's degree") to indicate that the student has accomplished the equivalent of a bachelor's degree, though a degree was not yet awarded.

CALCULATING POSTSECONDARY EDUCATION ENROLLMENT COHORTS

If participant completed the VUB program in the 2012 **project** year…	…and enrolled in a PSE program in this **date range**…	…within this **academic** year	…then the participant's PSE enrollment cohort is…
September 1, 2012–August 31, 2013	September 1, 2012–July 31, 2013	August 1, 2012-July 31, 2013	2012 (grantee cannot select this year in 2014–15 APR)
	August 1, 2013–July 31, 2014	Aug 1, 2013–July 31, 2014	2013 (grantee cannot select this year in 2014–15 APR)
	August 1, 2014–September 30, 2014	**August 1, 2014–July 31, 2015**	**2014 (Note: Grantees must report enrollment in 2014–15 APR if a cohort year is to be assigned to these participants.)**
	After September 30, 2014, or not yet enrolled	August 1, 2014–July 31, 2015	9999
October 1, 2012–September 30, 2013	October 1, 2012–July 31, 2013	August 1, 2012-July 31, 2013	2012 (grantee cannot select this year in 2014–15 APR)
	August 1, 2013–July 31, 2014	Aug 1, 2013–July 31, 2014	2013 (grantee cannot select this year in 2014–15 APR)**)**
	August 1, 2014–September 30, 2014	**August 1, 2014–July 31, 2015**	**2014 (Note: Grantees must report enrollment in 2014–15 APR if a cohort year is to be assigned to these participants.)**
	After September 30, 2014, or not yet enrolled	August 1, 2014–July 31, 2015	9999

If participant completed the VUB program in the 2013 **project** year…	…and enrolled in a PSE program in this **date range**…	…within this **academic** year	…then the participant's PSE enrollment cohort is…
September 1, 2013–August 31, 2014	September 1, 2013–July 31, 2014	August 1, 2013-July 31, 2014	2013 (grantee cannot select this year in 2014–15 APR)
	August 1, 2014–July 31, 2015	**Aug 1, 2014–July 31, 2015**	**2014 (Note: Grantees must report enrollment in 2014–15 APR if a cohort year is to be assigned to these participants.)**
	August 1, 2015–September 30, 2015	**August 1, 2015–July 31, 2016**	**2015 (Note: Grantees must report enrollment in 2014–15 APR if a cohort year is to be assigned to these participants.)**
	After September 30, 2015, or not yet enrolled	August 1, 2015–July 31, 2016	9999
October 1, 2013–September 30, 2014	October 1, 2013–July 31, 2014	August 1, 2013-July 31, 2014	2013 (grantee cannot select this year in 2014–15 APR)
	August 1, 2014–July 31, 2015	**Aug 1, 2014–July 31, 2015**	**2014 (Note: Grantees must report enrollment in 2014–15 APR if a cohort year is to be assigned to these participants.)**
	August 1, 2015–September 30, 2015	**August 1, 2015–July 31, 2016**	**2015 (Note: Grantees must report enrollment in 2014–15 APR if a cohort year is to be assigned to these participants.)**
	After September 30, 2015, or not yet enrolled	August 1, 2015–July 31, 2016	9999

If participant completed the VUB program in the 2014 **project** year…	…and enrolled in a PSE program in this **date range**…	…within this **academic** year	…then the participant's PSE enrollment cohort is…
September 1, 2014–August 31, 2015	**September 1, 2014–July 31, 2015**	**August 1, 2014–July 31, 2015**	**2014 (Note: Grantees must report enrollment in 2014–15 APR if a cohort year is to be assigned to these participants.)**
	August 1, 2015–July 31, 2016	Aug 1, 2015–July 31, 2016	2015
	August 1–September 30, 2016	August 1, 2016–July 31, 2017	2016 (grantee cannot select this year in 2014–15 APR)
	After September 30, 2016, or not yet enrolled	August 1, 2016–July 31, 2017	9999
October 1, 2014–September 30, 2015	**October 1, 2014–July 31, 2015**	**August 1, 2014–July 31, 2015**	**2014 (Note: Grantees must report enrollment in 2014–15 APR if a cohort year is to be assigned to these participants.)**
	August 1, 2015–July 31, 2016	Aug 1, 2015–July 31, 2016	2015
	August 1, 2016–September 30, 2016	August 1, 2016–July 31, 2017	2016 (grantee cannot select this year in 2014–15 APR)
	After September 30, 2016, or not yet enrolled	August 1, 2016–July 31, 2017	9999

[This document is dated January 2016.]