STUDENT SUPPORT SERVICES PROGRAM

ANNUAL PERFORMANCE REPORT FORM

PROGRAM YEAR 2005-2006

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Student Support Services
Summary of Public Comments on
Proposed Changes to the Annual Performance Report Form (2006-2007)

Burden Hours -- Services/Activities

Forty (40) commenters expressed concern regarding the increase in the time required for recording services/activities for each participant. Some of these (eight) also indicated that they do not have the funds to update databases to add the new fields in Section III of the annual performance report form (APR) for reporting.

Fourteen (14) commenters indicated that the fields designed to report services received by each participant, concentrated too much on counting contact hours. While some suggested modifications on reporting contact hours and combining a number of the choices/options, others recommended that the Department not add any fields requiring grantees to report on individualized services in Section III.

Nearly all of the comments on this topic included a request/suggestion that any changes regarding the collection of services/activities be implemented in 2006-07 so that grantees have sufficient time to setup their systems.

Because of the concerns raised, we have decided to delete all fields pertaining to services/activities.

Section II – Prior Experience

We received 49 comments on the proposed changes to the prior experience summary sheet. None of the commenters opposed the format for collecting the data. However, several offered recommendations/suggestions on changing the definition of cohort, while others recommended extending the measurement period relative to graduation and transfer.

For the purpose of reporting outcomes (persistence and graduation/transfer), cohort is defined as:

> The group of students who started being served by the project in a given project year. An individual student is a member of the same cohort for reporting purposes even if that student leaves the project and returns. Further, a student remains in the same cohort group for each successive year.

Two of the commenters indicated that as proposed, the definition contains too many variables to provide meaningful results (full-time, part-time, freshmen, sophomores, juniors, seniors). Commenters advocate that SSS projects should follow the example of institutions and calculate graduation rates based on their first-time, full-time only freshmen (not part-time students or students who enter beyond the freshmen year).

We acknowledge that institutions collect data differently and hence, the baseline data presented in the "Need" section of the application may not be compatible. However, the goal relative to prior experience is for projects to measure outcomes for all participants and not subsets.

One commenter suggested that we change the time span for measuring graduation and transfer noting that the three-year measurement period for two-year institutions and six-year measurement for four-year institutions is too ambitious.

The time span for measuring graduation and transfer were established in the application package for grants funded under the fiscal year 2005 competition. Therefore, we believe that the point of measurement for the purposes of prior experience should remain as established. The success of projects in graduating students in the out years will be reported in profile reports on the SSS program.

Section III – Record Structure for Participant List

Thirty-one commenters submitted 99 comments on the different fields in Section III, Record Structure for Participants List. We have accepted many of the editorial suggestions for clarifying the instructions and providing additional guidance so that grantees are clear about what they are being asked to report. In addition, we agreed with commenters' suggestions to more clearly define program success as the attainment of the bachelor's degree (projects at four-year institutions) or the associate's degree and/or transfer to four-year institutions (projects at two-year institutions). This change has reduced the reporting burden for grantees since once the undergraduate degree and/or transfer has been reported on the APR, the participant record can be dropped from subsequent APRs. Further, as indicated earlier, the fields (29-57) that proposed gathering information on the activities/services provided to each participant have been eliminated.

SSS APR Summary Log-08/03/06

Number Of Commenters	Name of Commenters
1	Kathleen Greene, Director, ESS/McNair Scholars Program 201 Holton Hall, Kansas State University Manhattan, Kansas 66506 (785) 532-5642, Fax: (785) 532-6457
2	Jennifer Martinez, Secretary Senior, TRIO SSS Pierce College Ft. Steilacoom 253-912-3644
3	Diane Munson, Asst. Dean, Undergraduate Studies/SSS Director Academic Success Center, Kent State University PO Box 5190, Kent, OH 44242-0001 330-672-3190, FAX: 330-672-2073
4	Kelly Ketcham, M.A., Director of TRiO/Student Support Services Blue Mountain Community College, 2411 NW Carden Ave Pendleton, OR 97801 541-278-5852, 541-278-5975 fax
5	Rogenna Provenzano, Program Director TRiO Student Support Services/ASPIRE, University of Texas-Brownsville Phone: 956.882.7119, Fax: 956.882.7967
6	Meredyth L. Goodwin, Director Student Support Services, Tutoring and Academic Assistance Programs University of Idaho, 312 Idaho Commons 875 Line Street, P.O. Box 442537, Moscow, ID 83844-2537 phone:208-885-6307, fax: 208-885-9404, goodwin@uidaho.edu
7	Fraleigh, Marion [mailto:marion.fraleigh@marquette.edu]
8	Magda Martinez-Baca, Program Manager, Student Support Services Central New Mexico Community College, (Formerly Albuquerque TVI) TRIO Department- South Building 120, 525 Buena Vista SE Albuquerque, NM 87106
9	Arnold. L. Mitchem, President, Council for Opportunity in Education
10	Deborah Binkley-Jackson, Director Project Threshold (Student Support Services), University of Oklahoma 601 Elm Avenue, Rm. 517, Norman, Oklahoma 73019-3104 Phone: (405) 325-6261, Fax: (405) 325-7772
11	Cindy Nutter, Director of TRIO Programs, Anoka-Ramsey Community College Coon Rapids, MN 55433 New Phone Number 763-433-1148

12	Susan Hupp, Director, Student Support Services, Unit 9510 Black Hills State University, Spearfish, SD 57799-9510, (605) 642-6824
13	Holly Moore McKee, Director of Support Services, Kellogg Community College 450 North Avenue, Battle Creek, MI 49017-3397 269.965.4150, fax: 269.965.8850, mckeeh@kellogg.edu
14	Ginna Bearden, Director of TRIO Programs, Fresno City College 1101 E. University Avenue, Fresno, CA 93741 (559) 442-4600 x8145
15	Kay Landrum, Director, Student Support Services, Weatherford College 225 College Park Dr., Weatherford, TX 76086 (817) 598-6499
16	Diana G. Fisher, Program Director, Student Support Services (SSS) 119 Sisson Hall, SUNY Potsdam, Potsdam, NY 13676-2204 Phone: (315) 267-2745, Fax: (315) 267-3265, URL: http://www.potsdam.edu/SSS/
17	Kathryn Felker, Student Support Services Director, University of Utah 1901 E South Campus Drive Room 2075, Salt Lake City, Utah 84112 (801) 581-7188; kfelker@sa.utah.edu **and** Barbara Burkart, Student Support Services Director, Salt Lake Community College, 4600 S Redwood Road, Box 30808 Salt Lake City, Utah 54123, (801) 957-4334; Barbara.burkart@slcc.edu
18	Sherry A. Warren, Director, SAGE TRIO, Laramie County Community College 1400 East College Drive, Cheyenne, WY 82007 307/778-4314 – voice, 307/778-1344 - fax
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19	Carla Peters, Transfer Advisor, Student Support Services McLennan Community College, 254-299-8451
20	Meredith L. Funkhouser, Administrative Support Specialist TRIO Student Support Services Program, Lord Fairfax Community College (540) 868-7085, (540)868-7100 (Fax), mfunkhouser@lfcc.edu
21	Sara Skiles du Toit, Counseling Specialist III, SOAR ~ Student Support Services UT Arlington, (817) 272-3684
22	Valerie Wallingford, MBA, Director, TRIO Programs Student Support Services/Upward Bound
23	Thomas E. Tie, Director of TRIO - Student Support Services Ridgewater College, PO Box 1097, Room B162 2101 15th Ave NW, Willmar, MN 56201
24	Susan M. Martin, Director, TRIO Student Support Services Program Lord Fairfax Community College, 172 Skirmisher Lane, Middletown, VA 22645 540.868.7085, smartin@lfcc.edu
25	Greg Reigstad, Student Support Services, St. Cloud Technical College 320-308-0977, greigstad@sctc.edu

26	Joanne Martin, Director, TRIO Student Support Services Green River Community College, 12401 SE 320th Street Auburn, WA 98092
27	Yolie Kernes, Dakota Wesleyan University, Mitchell, SD
28	Rita S Escher [mailto:escher@unr.edu]
29	Lisa M. Ely, Program Officer, Data Analysis & Systems Management University of Nevada, Reno, TRIO & McNair Scholars Programs Thompson Building, Suite #101M, MS 075, Reno, NV 89557 775.784.6044 Phone, 775.784.1353 Fax
30	Bidya Ranjeet, Ph.D., Director, Student Support Services 368 Fairfield Rd., Unit 2170, University of Connecticut, Storrs, CT 06269-2170 Phone: 860-486-4040, Fax: 860-486-4024
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32	Tracy Lyons, Director, TRIO Academic Services, The University of Alabama at Birmingham, 1530 3rd Avenue South, HUC 540 Birmingham, AL 35294-1150 Phone: 205.934.2729, Fax: 205.975.0369, Email: tlyons@uab.edu
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36	E. Joyce Schulte, Director, Student Support Services, Southwestern Community College, Iowa
37	Michele Carpentier, SUNY Plattsburgh, 101 Broad Street Plattsburgh, NY 12901, 518-564-2810
38	Tom Huber, Director, TRIO - Student Support Services, Paul Smith's College P.O. Box 265, Paul Smiths, NY 12970 (518) 327-6330 (phone) - (518) 327-6350 (fax)
39	Jonathan Morrell [mailto:morrell@dixie.edu]
40	Bomani Spell, Director of Student Support Services Shawnee Community College, 8364 Shawnee College Rd., Ullin, Illinois 62959 (618) 634-3236 -direct line
41	Nancy Wyatt, McLennan Community College, SC 302 254-299-8485
42	Linda Taylor, Director, Student Support Services, Murray State College One Murray Campus, Tishomingo, OK 73460 580-371-2371 ext. 202, fax: 580-371-3472

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44	Jill Emigh, Director Student Support Services/TRIO Walla Walla Community College, Walla Walla, WA 99362 509-524-5191
45	Alan Glotzer, Director of TRIO Programs, Keene State College Keene, NH 03435-2609, Phone: 603 358-2322, Fax: 603 358-2458
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47	Sherie Etges, Director, Tech Opportunities Program Oregon Institute of Technology, 3201 Campus Drive, Klamath Falls, OR 97601 541.885.1129, Sherie.Etges@oit.edu
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49	Jean Beringer, OSF, Director of Student Support Services, Briar Cliff University Sioux City, IA
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53	Rita Escher, SSS APR Task Force Chair & Lydia Perez, WESTOP President
54	AIR
55	Susan M. Mospens, Director, Northern Kentucky University
56	Jan Halsne, Director, Luther College, Iowa
57	Joan Jorde, Assist. Dir, Univer.of North Dakota
58	Susan Boissoneault, Assist. Dir, Bristol Community College, Fall River, MA

October 2006

Dear Student Support Services Project Director:

This letter is to remind you that you must complete and submit your annual performance report (APR) for program year 2005–06 via the Web by **November 30, 2006**. For most projects funded under the Student Support Services (SSS) program, 2005-06 is the beginning of a new four-year grant cycle, and as such, the Federal TRIO Programs decided to modify the APR to address data collection and analysis issues, address overall design and formatting issues, and standardize project objectives so that the APR data can be used to calculate prior experience points. Following two public comment periods, the Office of Management and Budget (OMB) approved the revised annual performance report (APR) for the SSS Program on _____.

You will <u>not</u> receive a hard copy of the report form and instructions because these documents can be downloaded from our Web site at: http://www.ed.gov/programs/triostudsupp/report.html. All SSS projects must use the new form in reporting on project year 2005-06. Please review the new instructions carefully; the participant data file you submit for 2005-06 must conform to the specifications of the new record structure (Section III of the APR). <u>Participant data files using the previous record structure will not be accepted.</u>

You must use your PR Award Number and assigned password to access the SSS online performance report application. Included in this letter is the temporary password assigned to you. Please keep this letter in a safe place, as you will need the password to log into the Web application.

Submission via the Web: We expect all SSS projects to use the Web reporting feature to submit the 2005–06 performance report. The instructions for submitting the performance report and the links to the secured Web site will be available on October 23, 2006, at the following Web address:

> http://www.ed.gov/programs/triostudsupp/report.html.

From the link provided above:

1. Click on the following URL: https://webprod.cbmiweb.com/sss/
2. In the top box on the right side of the page entitled "SSS Online Annual Performance Report for Project Year 2005–2006," enter the last six digits of your PR number (PR#). Then enter your temporary password in the space provided and click the Login button.

3. Your PR# and temporary password are:

> PR#: (To be inserted)

> Note: The PR# is the last six digits of your PR Award Number for the 2005-06 project year.

> Password: (To be inserted)

Be sure to type your PR# and password exactly as shown above. Immediately upon login, you will be required to change your password and log in again using your new password. Your new password must be at least eight characters, but no longer than 12 characters, and include any combination of the following:

- English uppercase (A-Z)
- English lowercase (a-z)

- Arabic numerals (0-9)

- Non-alphanumeric special characters (!, @, #, $, &, *)

After three failed attempts to access the Web site, you will be locked out and must call the Help Desk to obtain access. If you forget your password, a "forgot password" link is available or you may call or e-mail the Help Desk for assistance (see telephone number and e-mail address for Help Desk below).

4. Follow the instructions for completing and submitting the report via the World Wide Web.

We have pre-populated most of the data fields in Section I of the report to reduce your reporting burden. Please review the pre-populated fields, including the project director's e-mail address, and revise 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.

Faxing Section I: You <u>must</u> submit, via fax, a signed copy of Section I of the report form that certifies that the information submitted electronically is readily verifiable and the information reported is accurate and complete. After completing the entire report on the Web, you will be able to print a copy of the completed form. Section I of the printed report form will include signature lines for the project director and the certifying official for the grantee institution. Once the form has been signed, <u>please fax a signed copy of Section I only</u> of the report form to the following fax number: (703) 995-4493. <u>Please do not fax a copy of the entire report</u>.

Help Desk: If you encounter technical problems accessing the Web site, downloading the SSS Tool, or using the Web application, please contact the Help Desk by either telephone (703) 846-8248 or e-mail at SSSWEB@cbmiweb.com. Please note that the Help Desk will try to contact projects within 24 hours of receiving the telephone call or e-mail. The Help Desk will be available to respond to your questions from October 23 through November 30, 2006. During peak times, from November 20-30, 2006, it may take longer for you to receive a response. Thus, I encourage you to prepare and submit your performance report as soon as you have collected complete data. If for any reason you need to revise your performance report data after it has been submitted, please do not fax the corrections. You should contact the Help Desk for assistance in re-submitting your APR electronically.

Thank you for the time and effort you dedicate to performance reporting each year and your commitment to providing complete and accurate data. Please retain the source documents in a readily accessible form so that they can be verified during an on-site visit. If you have questions regarding the performance report requirements, please contact your program specialist directly. For your convenience, we have included a state listing with the program specialists' names, telephone numbers, and e-mail addresses.

Sincerely,

Linda Byrd-Johnson, Ph.D.
Team Leader
College and University Support Team

Federal TRIO Programs

Enclosure -- State Listing of Program Specialists

Authorizing Statute

Title IV, Part A, Subpart 2 of the Higher Education Act of 1965, as amended

CHAPTER 1—FEDERAL TRIO PROGRAMS SEC. 402A.
20 U.S.C. 1070a–11

PROGRAM AUTHORITY; AUTHORIZATION OF APPROPRIATIONS.

(a) GRANTS AND CONTRACTS AUTHORIZED.—The Secretary shall, in accordance with the provisions of this chapter, carry out a program of making grants and contracts designed to identify qualified individuals from disadvantaged backgrounds, to prepare them for a program of postsecondary education, to provide support services for such students who are pursuing programs of postsecondary education, to motivate and prepare students for doctoral programs, and to train individuals serving or preparing for service in programs and projects so designed.

(b) RECIPIENTS, DURATION, AND SIZE. —

 (1) RECIPIENTS.—For the purposes described in subsection(a), the Secretary is authorized, without regard to section 3709of the Revised Statutes (41 U.S.C. 5), to make grants to, and contracts with, institutions of higher education, public and private agencies and organizations, combinations of such institutions, agencies and organizations, and in exceptional circumstances, secondary schools, for planning, developing, or carrying out one or more of the services assisted under this chapter.

 (2) DURATION.—Grants or contracts made under this chapter shall be awarded for a period of 4 years, except that—(A) the Secretary shall award such grants or contracts for 5 years to applicants whose peer review scores were in the highest 10 percent of scores of all applicants receiving grants or contracts in each program competition for the same award year;(B) grants made under section 402G shall be awarded for a period of 2 years; and(C) grants under section 402H shall be awarded for a period determined by the Secretary.

 (3) MINIMUM GRANTS.—Unless the institution or agency requests a smaller amount, individual grants under this chapter shall be no less than—

  (A) $170,000 for programs authorized by sections 402D and 402G;
  (B) $180,000 for programs authorized by sections 402B and 402F; and
  (C) $190,000 for programs authorized by sections 402C and 402E

(c) PROCEDURES FOR AWARDING GRANTS AND CONTRACTS.—

(1) APPLICATION REQUIREMENTS.—An eligible entity that desires to receive a grant or contract under this chapter shall submit an application to the Secretary in such manner and form, and containing such information and assurances, as the Secretary may reasonably require.

(2) PRIOR EXPERIENCE.—In making grants under this chapter, the Secretary shall consider each applicant's prior experience of service delivery under the particular program for which funds are sought. The level of consideration given the factor of prior experience shall not vary from the level of consideration given such factor during fiscal years 1994 through 1997, except that grants made under section 402H shall not be given prior experience consideration.

(3) ORDER OF AWARDS; PROGRAM FRAUD.—
   (A) Except with respect to grants made under sections 402G and 402H and as provided in subparagraph the Secretary shall award grants and contracts under this chapter in the order of the scores received by the application for such grant or contract in the peer review process required under paragraph (4) and adjusted for prior experience in accordance with paragraph (2) of this subsection.

   (B) The Secretary is not required to provide assistance to a program otherwise eligible for assistance under this chapter, if the Secretary has determined that such program has involved the fraudulent use of funds under this chapter.

(4) PEER REVIEW PROCESS.—
   (A) The Secretary shall ensure that, to the extent practicable, members of groups underrepresented in higher education, including African Americans, Hispanics, Native Americans, Alaska Natives, Asian Americans, and Native American Pacific Islanders (including Native Hawaiians), are represented as readers of applications submitted under this chapter. The Secretary shall also ensure that persons from urban and rural backgrounds are represented as readers.
   (B) The Secretary shall ensure that each application submitted under this chapter is read by at least three readers who are not employees of the Federal Government (other than as readers of applications)

(5) NUMBER OF APPLICATIONS FOR GRANTS AND CONTRACTS.—The Secretary shall not limit the number of applications submitted by an entity under any program authorized under this chapter if the additional applications describe programs serving different populations or campuses.

(6) COORDINATION WITH OTHER PROGRAMS FOR DISADVANTAGED STUDENTS.—

The Secretary shall encourage coordination of programs assisted under this chapter with other programs for disadvantaged students operated by the sponsoring institution or agency, regardless of the funding source of such programs. The Secretary shall not limit an entity's eligibility to receive funds under this chapter because such entity sponsors a program similar to the program to be assisted under this chapter, regardless of the funding source of such program. The Secretary shall permit the Director of a program receiving funds under this chapter to administer one or more additional programs for disadvantaged students operated by the sponsoring institution or agency, regardless of the funding sources of such programs.

(7) APPLICATION STATUS.—The Secretary shall inform each entity operating programs under this chapter regarding the status of their application for continued funding at least 8months prior to the expiration of the grant

or contract. The Secretary, in the case of an entity that is continuing to operate a successful program under this chapter, shall ensure that the startup date for a new grant or contract for such program immediately follows the termination of the preceding grant or contract so that no interruption of funding occurs for such successful re-applicants. The Secretary shall inform each entity requesting assistance under this chapter for a new program regarding the status of their application at least 8 months prior to the proposed startup date of such program.

(d) OUTREACH.—

(1) IN GENERAL.— The Secretary shall conduct outreach activities to ensure that entities eligible for assistance under this chapter submit applications proposing programs that serve geographic areas and eligible populations which have been underserved by the programs assisted under this chapter.

(2) NOTICE.—In carrying out the provisions of paragraph(1), the Secretary shall notify the entities described in subsection(b) of the availability of assistance under this subsection not less than 120 days prior to the deadline for submission of applications under this chapter and shall consult national, State, and regional organizations about candidates for notification.

(3) TECHNICAL ASSISTANCE.—The Secretary shall provide technical training to applicants for projects and programs authorized under this chapter. The Secretary shall give priority to serving programs and projects that serve geographic areas and eligible populations which have been underserved by the programs assisted under this chapter. Technical training activities shall include the provision of information on authorizing legislation, goals and objectives of the program, required activities, eligibility requirements, the application process and application deadlines, and assistance in the development of program proposals and the completion of program applications. Such training shall be furnished at conferences, seminars, and workshops to be conducted at not less than 10 sites throughout the United States to ensure that all areas of the United States with large concentrations of eligible participants are served.

(4) SPECIAL RULE.—The Secretary may contract with eligible entities to conduct the outreach activities described in this subsection.

(e)DOCUMENTATION OF STATUS AS A LOWINCOME INDIVIDUAL.—

(1) Except in the case of an independent student, as defined in section 480(d), documentation of an individual's status pursuant to subsection (g)
(2) shall be made by providing the Secretary with—
    (A) A signed statement from the individual's parent or legal guardian;
    (B) Verification from another governmental source;
    (C) A signed financial aid application; or
    (D) A signed United States or Puerto Rico income tax return.

(2) In the case of an independent student, as defined in section 480(d), documentation of an individual's status pursuant to subsection(g)(2) shall be made by providing the Secretary with—

    (A) A signed statement from the individual;
    (B) Verification from another governmental source;
    (C) A signed financial aid application; or
    (D) A signed United States or Puerto Rico income tax return.

(e) AUTHORIZATION OF APPROPRIATIONS.—For the purpose of making grants and contracts under this chapter, there are authorized to be appropriated $700,000,000 for fiscal year 1999, and such sums as may be necessary for each of the 4 succeeding fiscal years. Of the amount appropriated under this chapter, the Secretary may use no more than one half of 1 percent of such amount to obtain additional qualified readers and additional staff to review applications, to increase the level of oversight monitoring, to support impact studies, program assessments and reviews, and to provide technical assistance to potential applicants and current grantees. In expending these funds, the Secretary shall give priority to the additional administrative requirements provided in the Higher Education Amendments of 1992, to outreach activities, and to obtaining additional readers. The Secretary shall report to Congress by October1, 1994, on the use of these funds.

(f) DEFINITIONS.—For the purpose of this chapter:

> (1) FIRST GENERATION COLLEGE STUDENT.—The term ''first-generation college student'' means—
>> (A) An individual both of whose parents did not complete a baccalaureate degree;
>>> or
>> (B) In the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree.

> (2) LOW-INCOME INDIVIDUAL.—The term ''low-income individual'' means an individual from a family whose taxable income for the preceding year did not exceed 150 percent of an amount equal to the poverty level determined by using criteria of poverty established by the Bureau of the Census.

> (3) VETERAN ELIGIBILITY.—No veteran shall be deemed ineligible to participate in any program under this chapter by reason of such individual's age who—
>> (A) served on active duty for a period of more than 180days, any part of which occurred after January 31, 1955,and was discharged or released there from under conditions other than dishonorable; or
>> (B) served on active duty after January 31, 1955, and was discharged or released there from because of a service connected disability.

> (4) WAIVER.—The Secretary may waive the service requirements in subparagraph (A) or (B) of paragraph (3) if the Secretary determines the application of the service requirements to a veteran will defeat the purpose of a program under this chapter.

Sec. 402D HIGHER EDUCATION ACT OF 1965 SEC. 402D. 20 U.S.C. 1070a–14 STUDENT SUPPORT SERVICES.

(a) PROGRAM AUTHORITY.—The Secretary shall carry out a program to be known as student support services which shall be designed—
> (1) To increase college retention and graduation rates for eligible students;

> (2) To increase the transfer rates of eligible students from2year to 4year institutions; and

> (3) To foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities.

(b) PERMISSIBLE SERVICES.—A student support services project assisted under this chapter may provide services such as—

   (1) Instruction in reading, writing, study skills, mathematics, and other subjects necessary for success beyond secondary school;

   (2) Personal counseling;

   (3) Academic advice and assistance in course selection;

   (4) Tutorial services and counseling and peer counseling;

   5) Exposure to cultural events and academic programs not usually available to disadvantaged students;

   (6) Activities designed to acquaint students participating in the project with the range of career options available to them;

   (7) Activities designed to assist students participating in the project in securing admission and financial assistance for enrollment in graduate and professional programs;

   (8) Activities designed to assist students currently enrolled in 2year institutions in securing admission and financial assistance for enrollment in a four-year program of postsecondary education;

   (9) Mentoring programs involving faculty or upper class students, or a combination thereof; and

   (10) Programs and activities as described in paragraphs (1)through (9) which are specially designed for students of limited English proficiency.

(c) SPECIAL RULE.—

   (1) USE FOR STUDENT AID.—A recipient of a grant that undertakes any of the permissible services identified in subsection

      (b) may, in addition, use such funds to provide grant aid to students. A grant provided under this paragraph shall not exceed the maximum appropriated Pell Grant or, be less than the minimum appropriated Pell Grant, for the current academic year. In making grants to students under this subsection, an institution shall ensure that adequate consultation takes place between the student support service program office and the institution's financial aid office.

   (2) ELIGIBLE STUDENTS.—For purposes of receiving grant aid under this subsection, eligible students shall be current participants in the student support services program offered by the institution and be—

      (A) students who are in their first 2 years of postsecondary education and who are receiving Federal Pell Grants under subpart 1; or

      (B) students who have completed their first 2 years of postsecondary education and who are receiving Federal Pell Grants under subpart 1 if the institution demonstrates to the satisfaction of the Secretary that—

         (i) these students are at high risk of dropping out; and

         (ii) it will first meet the needs of all its eligible first- and second-year students for services under this paragraph.

   (3) DETERMINATION OF NEED.—A grant provided to a student under paragraph (1) shall not be considered in determining that student's need for grant or work assistance under this title, except that in no case shall the total amount of student financial assistance awarded to a student under this title exceed that student's cost of attendance, as defined in section 472.

   (4) MATCHING REQUIRED.—A recipient of a grant who uses such funds for the purpose described in paragraph (1) shall match the funds used for such purpose, in cash, from non-Federal funds, in an amount that is not less than 33 percent of the total amount of funds used for

that purpose. This paragraph shall not apply to any grant recipient that is an institution of higher education eligible to receive funds under part A or B of title III or title V.

(5) RESERVATION.—In no event may a recipient use more than 20 percent of the funds received under this section for grant aid.

(6) SUPPLEMENT, NOT SUPPLANT.—Funds received by a grant recipient that are used under this subsection shall be used to supplement, and not supplant, non-Federal funds expended for student support services programs.

(c) REQUIREMENTS FOR APPROVAL OF APPLICATIONS.—In approving applications for student support services projects under this chapter for any fiscal year, the Secretary shall—

(1) Require an assurance that not less than two-thirds of the persons participating in the project proposed to be carried out under any application—

(A) be individuals with disabilities; or

(B) be low-income individuals who are first generation college students;

(2) Require an assurance that the remaining students participating in the project proposed to be carried out under any application be low-income individuals, first generation college students, or individuals with disabilities;

(3) Require an assurance that not less than one-third of the individuals with disabilities participating in the project be low-income individuals;

(4) Require that there be a determination by the institution, with respect to each participant in such project, that the participant has a need for academic support in order to pursue successfully a program of education beyond secondary school;

(5) Require that such participants be enrolled or accepted for enrollment at the institution which is the recipient of the grant or contract; and

(6) Consider, in addition to such other criteria as the Secretary may prescribe, the institution's effort, and where applicable past history, in—

(A) Providing sufficient financial assistance to meet the full financial need of each student in the project; and

(B) Maintaining the loan burden of each such student at a manageable level.

Student Support Services Program Regulations

[Code of Federal Regulations]
[Title 34, Volume 3]
[Revised as of July 1, 2003]
From the U.S. Government Printing Office via GPO Access
[CITE: 34 CFR 646]

TITLE 34--EDUCATION

DEPARTMENT OF EDUCATION

PART 646--STUDENT SUPPORT SERVICES PROGRAM

Subpart A--General

Subpart B--How Does One Apply for an Award?

Subpart C--How Does the Secretary Make a Grant?

Subpart D--What Conditions Must Be Met by a Grantee?

646.31 What are unallowable costs?
646.32 What other requirements must a grantee meet?

Authority: 20 U.S.C. 1070a-11 and 1070a-14, unless otherwise noted.

Source: 61 FR 38537, July 24, 1996, unless otherwise noted.

Subpart A--General

Sec. 646.1 What is the Student Support Services Program?

The Student Support Services Program provides grants for projects
designed to--
   (a) Increase the retention and graduation rates of eligible students;
   (b) Increase the transfer rate of eligible students from two-year to four-year institutions; and
   (c) Foster an institutional climate supportive of the success of low-income and first generation college
students and individuals with disabilities through services such as those described in Sec. 646.4.

(Authority: 20 U.S.C. 1070a-11 and 1070a-14)

Sec. 646.2 Who is eligible to receive a grant?

An institution of higher education or a combination of institutions of higher education is eligible to
receive a grant to carry out a Student Support Services project.

(Authority: 20 U.S.C. 1070a-14)

Sec. 646.3 Who is eligible to participate in a Student Support Services project?

A student is eligible to participate in a Student Support Services
project if the student meets all of the following requirements:
   (a) Is a citizen or national of the United States or meets the residency requirements for Federal student
financial assistance.
   (b) Is enrolled at the grantee institution or accepted for enrollment in the next academic term at that
institution.
   (c) Has a need for academic support, as determined by the grantee, in order to pursue successfully a
postsecondary educational program.
   (d) Is--
   (1) A low-income individual;
   (2) A first generation college student; or
   (3) An individual with disabilities.

(Authority: 20 U.S.C. 1070a-14)

Sec. 646.4 What activities and services may a project provide?

A Student Support Services project may provide services such as:

(a) Instruction in reading, writing, study skills, mathematics, and other subjects necessary for success beyond secondary school.

(b) Personal counseling.

(c) Academic advice and assistance in course selection.

(d) Tutorial services and counseling and peer counseling.

(e) Exposure to cultural events and academic programs not usually available to disadvantaged students.

(f) Activities designed to acquaint students participating in the project with the range of career options available.

(g) Activities designed to secure admission and financial assistance for enrollment in graduate and professional programs.

(h) Activities designed to assist students currently enrolled in two-year institutions in securing admission and financial assistance for enrollment in a four-year program of postsecondary education.

(i) Mentoring programs involving faculty or upper class students, or any combination of faculty members and upper class students.

(j) Programs and activities as described in paragraphs (a) through (i) of this section that are specifically designed for students of limited English proficiency.

(k) Other activities designed to meet the purposes of the Student Support Services Program stated in Sec. 646.1.

(Authority: 20 U.S.C. 1070a-14)

Sec. 646.5 How long is a project period?

(a) Except as provided in paragraph (b) of this section, a project period under the Student Support Services Program is four years.

(b) The Secretary approves a project period of five years for applicants that score in the highest ten percent of all applicants approved for new grants under the criteria in Sec. 646.21.

(Authority: 20 U.S.C. 1070a-11)

Sec. 646.6 What regulations apply?

The following regulations apply to the Student Support Services Program:

(a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 82, 85 and 86.

(b) The regulations in this part 646.

(Authority: 20 U.S.C. 1070a-11 and 1070a-14)

Sec. 646.7 What definitions apply?

(a) *Definitions in the Act*. The following terms used in this part are defined in sections 402(A)(g), 481, or 1201(a) of the Higher Education Act (HEA) of 1965, as amended:

First generation college student
Institution of higher education
Low-income individual

(b) *Definitions in EDGAR*. The following terms used in this part are defined in 34 CFR 77.1:

Applicant
Application
Award
Budget
Budget Period
Department
EDGAR
Equipment
Facilities
Fiscal year
Grant
Grant Period
Grantee
Project
Project period
Public
Secretary
Supplies

(c) *Other definitions*. The following definitions also apply to this part:

Academic need with reference to a student means a student whom the grantee determines needs one or more of the services stated under Sec. 646.4 to succeed in a postsecondary educational program.

Combination of institutions of higher education means two or more institutions of higher education that have entered into a cooperative agreement for the purpose of carrying out a common objective, or an entity designated or created by a group of institutions of higher education for the purpose of carrying out a common objective on their behalf.

Different Campus means an institutional site that is geographically apart from and independent of the main campus of the institution. The Secretary considers a location of an institution to be independent of the main campus if the location--

(1) Is permanent in nature;

(2) Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential;

(3) Has its own faculty and administrative or supervisory organization; and

(4) Has its own budgetary and hiring authority.

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Different population of participants means a group of--

(1) Low-income, first-generation college students; or

(2) Disabled students.

Individual with disabilities means a person who has a diagnosed physical or mental impairment that substantially limits that person's ability to participate in the educational experiences and opportunities offered by the grantee institution.

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.

Participant means an individual who--

(1) Is determined to be eligible to participate in the project under Sec. 646.3; and

(2) Receives project services that the grantee has determined to be sufficient to increase the individual's chances for success in a postsecondary educational program.

Sufficient financial assistance means the amount of financial aid offered a Student Support Services student, inclusive of Federal, State, local, private, and institutional aid which, together with parent or student contributions, is equal to the cost of attendance as determined by a financial aid officer at the institution.

(Authority: 20 U.S.C. 1070a-11 and 1070a-14)

Subpart B--How Does One Apply for an Award?

Sec. 646.10 How many applications for a Student Support Services award may an eligible applicant submit?

The Secretary accepts more than one application from an eligible applicant so long as each additional application describes a project that serves a different campus, or a different population of participants who cannot readily be served by a single project.

(Authority: 20 U.S.C. 1070a-11 and 1070a-14)

Sec. 646.11 What assurances must an applicant include in an application?

An applicant shall assure in its application that--

(a) At least two-thirds of the students it will serve in its Student Support Services project will be--

(1) Low-income individuals who are first generation college students; or

(2) Individuals with disabilities;

(b) The remaining students it will serve will be low-income individuals, first generation college students, or individuals with disabilities;

(c) Not less than one-third of the individuals with disabilities will be low-- income individuals; and

(d) Each student participating in the project will be offered sufficient financial assistance to meet that student's full financial need.

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(Authority: 20 U.S.C. 1070a-14)

Subpart C--How Does the Secretary Make a Grant?

Sec. 646.20 How does the Secretary decide which new grants to make?

(a) The Secretary evaluates an application for a new grant as follows:

(1)(i) The Secretary evaluates the application on the basis of the selection criteria in Sec. 646.21.

(ii) The maximum score for all the criteria in Sec. 646.21 is 100 points. The maximum score for each criterion is indicated in parentheses with the criterion.

(2)(i) If an application for a new grant proposes to continue to serve substantially the same population or campus that the applicant is serving under an expiring grant, the Secretary evaluates the applicant's prior experience in delivering services under the expiring grant on the basis of the criteria in Sec. 646.22.

(ii) The maximum score for all the criteria in Sec. 646.22 is 15 points. The maximum score for each criterion is indicated in parentheses with the criterion.

(b) The Secretary makes new grants in rank order on the basis of the applications' total scores under paragraphs (a)(1) and (a)(2) of this section.

(c) If the total scores of two or more applications are the same and there is insufficient money available to fully fund them both after funding the higher-ranked applications, the Secretary chooses among the tied applications so as to serve geographic areas that have been underserved by the Student Support Services Program.

(d) The Secretary does not make grants to applicants that carried out a Federal TRIO program project that involved the fraudulent use of funds.

(Authority: 20 U.S.C. 1070a-11 and 1070a-14)

Sec. 646.21 What selection criteria does the Secretary use to evaluate an application?

The Secretary uses the following criteria to evaluate an application for a new grant:

(a) *Need for the project* (24 points). The Secretary evaluates the need for a Student Support Services project proposed at the applicant institution on the basis of the extent to which the application contains clear evidence of--

(1) (8 points) A high number or percentage, or both, of students enrolled or accepted for enrollment at the applicant institution who meet the eligibility requirements of Sec. 646.3;

(2) (8 points) The academic and other problems that eligible students encounter at the applicant institution; and

(3) (8 points) The differences between eligible Student Support Services students compared to an appropriate group, based on the following indicators:

(i) Retention and graduation rates.

(ii) Grade point averages.

(iii) Graduate and professional school enrollment rates (four-year colleges only).

(iv) Transfer rates from two-year to four-year institutions (two-year colleges only).

(b) *Objectives* (8 points). The Secretary evaluates the quality of the applicant's proposed project objectives on the basis of the extent to which they--

(1) (2 points) Include performance, process and outcome objectives relating to each of the purposes of the Student Support Services Program stated in Sec. 646.1;

(2) (2 points) Address the identified needs of the proposed participants;

(3) (2 points) Are clearly described, specific, and measurable; and

(4) (2 points) Are ambitious but attainable within each budget period and the project period given the project budget and other resources.

(c) *Plan of operation* (30 points). The Secretary evaluates the quality of the applicant's plan of operation on the basis of the following:

(1) (3 points) The plan to inform the institutional community (students, faculty, and staff) of the goals, objectives, and services of the project and the eligibility requirements for participation in the project.

(2) (3 points) The plan to identify, select, and retain project participants with academic need.

(3) (4 points) The plan for assessing each individual participant's need for specific services and monitoring his or her academic progress at the institution to ensure satisfactory academic progress.

(4) (10 points) The plan to provide services that address the goals and objectives of the project.

(5) (10 points) The applicant's plan to ensure proper and efficient administration of the project, including the organizational placement of the project; the time commitment of key project staff; the specific plans for financial management, student records management, and personnel management; and, where appropriate, its plan for coordination with other programs for disadvantaged students.

(d) *Institutional commitment* (16 points). The Secretary evaluates the institutional commitment to the proposed project on the basis of the extent to which the applicant has--

(1) (6 points) Committed facilities, equipment, supplies, personnel, and other resources to supplement the grant and enhance project services;

(2) (6 points) Established administrative and academic policies that enhance participants' retention at the institution and improve their chances of graduating from the institution;

(3) (2 points) Demonstrated a commitment to minimize the dependence on student loans in developing financial aid packages for project participants by committing institutional resources to the extent possible; and

(4) (2 points) Assured the full cooperation and support of the Admissions, Student Aid, Registrar and data collection and analysis components of the institution.

(e) *Quality of personnel* (9 points). To determine the quality of personnel the applicant plans to use, the Secretary looks for information that shows--

(1) (3 points) The qualifications required of the project director, including formal education and training in fields related to the objectives of the project, and experience in designing, managing, or implementing Student Support Services or similar projects;

(2) (3 points) The qualifications required of other personnel to be used in the project, including formal education, training, and work experience in fields related to the objectives of the project; and

(3) (3 points) The quality of the applicant's plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project's target population.

(f) *Budget* (5 points). The Secretary evaluates the extent to which the project budget is reasonable, cost-effective, and adequate to support the project.

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(g) *Evaluation plan* (8 points). The Secretary evaluates the quality of the evaluation plan for the project on the basis of the extent to which--

(1) The applicant's methods for evaluation--

(i) (2 points) Are appropriate to the project and include both quantitative and qualitative evaluation measures; and

(ii) (2 points) Examine in specific and measurable ways, using appropriate baseline data, the success of the project in improving academic achievement, retention and graduation of project participants; and

(2) (4 points) The applicant intends to use the results of an evaluation to make programmatic changes based upon the results of project evaluation.

(Approved by the Office of Management and Budget under control number 1840-0017)

(Authority: 20 U.S.C. 1070a-14)

Sec. 646.22 How does the Secretary evaluate prior experience?

(a) In the case of an application described in Sec. 646.20(a)(2)(i), the Secretary reviews information relating to an applicant's performance under its expiring Student Support Services project. This information may come from performance reports, site visit reports, project evaluation reports, and any other verifiable information submitted by the applicant.

(b) The Secretary evaluates the applicant's prior experience in achieving the goals of the Student Support Services Program on the basis of the following criteria:

(1) (4 points) The extent to which project participants persisted toward completion of the academic programs in which they were enrolled.

(2) (4 points) The extent to which project participants met academic performance levels required to stay in good academic standing at the grantee institution.

(3) (4 points) (i) For four-year institutions, the extent to which project participants graduated; and

(ii) For two-year institutions, the extent to which project participants either graduated or transferred to four-year institutions.

(4) (3 points) The extent to which the applicant has met the administrative requirements--including recordkeeping, reporting, and financial accountability--under the terms of the previously funded award.

(Approved by the Office of Management and Budget under control number
1840-0017)

(Authority: 20 U.S.C. 1070a-11 and 1070a-14)

Sec. 646.23 How does the Secretary set the amount of a grant?

(a) The Secretary sets the amount of a grant on the basis of--

(1) 34 CFR 75.232 and 75.233, for new grants; and

(2) 34 CFR 75.253, for the second and subsequent years of a project period.

(b) If the circumstances described in section 402A(b)(3) of the HEA exist, the Secretary uses the available funds to set the amount of the grant at the lesser of--
    (1) $170,000; or
    (2) The amount requested by the applicant.

(Authority: 20 U.S.C. 1070a-11)

Subpart D--What Conditions Must Be Met by a Grantee?

Sec. 646.30 What are allowable costs?

The cost principles that apply to the Student Support Services Program are in 34 CFR part 74, subpart Q. Allowable costs include the following if they are reasonably related to the objectives of the project:
    (a) Cost of remedial and special classes if--
    (1) These classes are not otherwise available at the grantee institution;
    (2) Are limited to eligible project participants; and
    (3) Project participants are not charged tuition for classes paid for by the project.
    (b) Courses in English language instruction for students of limited English proficiency if these classes are limited to eligible project participants and not otherwise available at the grantee institution.
    (c) In-service training of project staff.
    (d) Activities of an academic or cultural nature, such as field trips, special lectures, and symposiums, that have as their purpose the improvement of the participants' academic progress and personal development.
    (e) Transportation of participants and staff to and from approved educational and cultural activities sponsored by the project.
    (f) Purchase of computer hardware, computer software, or other equipment to be used for student development, student records and project administration if the applicant demonstrates to the Secretary's satisfaction that the equipment is required to meet the objectives of the project more economically or efficiently.
    (g) Professional development travel for staff if directly related to the project's overall purpose and activities, except that these costs may not exceed four percent of total project salaries. The Secretary may adjust this percentage if the applicant demonstrates to the Secretary's satisfaction that a higher percentage is necessary and reasonable.
    (h) Project evaluation that is directly related to assessing the project's impact on student achievement and improving the delivery of services.

(Authority: 20 U.S.C. 1070a-14)

Sec. 646.31 What are unallowable costs?

Costs that may not be charged against a grant under the Student Support Services Program include, but are not limited to, the following:
    (a) Costs involved in recruiting students for enrollment at the institution.
    (b) Tuition, fees, stipends, and other forms of direct financial support for staff or participants.

(c) Research not directly related to the evaluation or improvement of the project.

(d) Construction, renovation, or remodeling of any facilities.

(Authority: 20 U.S.C. 1070a-14)

Sec. 646.32 What other requirements must a grantee meet?

(a) *Eligibility of participants*. (1) A grantee shall determine the eligibility of each participant in the project when the individual is selected to participate. The grantee does not have to revalidate a participant's eligibility after the participant's initial selection.

(2) A grantee shall determine the low-income status of an individual on the basis of the documentation described in section 402A(e) of the Higher Education Act.

(3) A grantee may not serve any individual who is receiving the same services from another Federal TRIO program.

(b) *Recordkeeping.* A grantee shall maintain participant records that show--

(1) The basis for the grantee's determination that each participant is eligible to participate in the project under Sec. 646.3;

(2) The grantee's basis for determining the academic need for each participant;

(3) The services that are provided to each participant; and

(4) The performance and progress of each participant by cohort for the duration of the participant's attendance at the grantee institution.

(c) *Project director*. (1) A grantee shall employ a full-time project director unless paragraph (c)(3) of this section applies.

(2) The grantee shall give the project director sufficient authority to administer the project effectively.

(3) The Secretary waives the requirement in paragraph (c)(1) of this section if the applicant demonstrates that the requirement will hinder coordination--

(i) Among the Federal TRIO programs; or

(ii) Between the programs funded under sections 404A through 410 of the Higher Education Act and similar programs funded through other sources.

(d) *Project coordination*. (1) The Secretary encourages grantees to coordinate project services with other programs for disadvantaged students operated by the grantee institution provided the Student Support Services grant funds are not used to support activities reasonably available to the general student population

.   (2) To the extent practical, the grantee may share staff with programs serving similar populations provided the grantee maintains appropriate records of staff time and effort and does not commingle grant funds.

(3) Costs for special classes and events that would benefit Student Support Services students and participants in other programs for disadvantaged students must be proportionately divided among the benefiting projects.

(Approved by the Office of Management and Budget under control number
1840-0017)

(Authority: 20 U.S.C. 1070a-11 and 1070a)

Student Support Services Program
Annual Performance Report
2005–2006

1. WHAT IS THIS PACKAGE?

This package contains the instructions needed to prepare the annual performance report for the Student Support Services (SSS) Program**.** The Department of Education (Department) 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 SSS program regulations (34 CFR Part 646).

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

Title IV, Section 402D, of the Higher Education Act of 1965, as amended; the program regulations in 34 CFR Part 646; and 34 CFR 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 SSS Program must submit an annual performance report as a condition of the grant award.

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

The report covers the 12-month budget period – the period for which the grant was awarded. 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. All grantees must complete Section I (Project Identification, Certification and Warning information) and submit individual participant data in accordance with Section III -Record Structure for Participants. In addition, a grantee must complete either Section II or Section IV related to the grantee's Prior Experience Objectives.

6. WHEN MUST THE REPORT BE FILED?

The annual performance report (APR) must be submitted via the Web within 90 days after the end of each 12-month budget period. For the 2005–2006 project year, the due date for submitting the report has been extended to (Insert Due Date) to provide grantees sufficient time to respond to the revised APR approved by OMB on _____.

7. **HOW MAY THE REPORT BE SUBMITTED?**

All SSS grantees must complete the APR online using the new Web application. In addition, a grantee must fax a signed copy of Section I of the report form that certifies that the information submitted electronically is accurate, complete, and readily verifiable.

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 uses, 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 new Web application and instructions for completing and submitting the report online will be available by_____2006, at the following web address:

> http://www.ed.gov/programs/triostudsupp/report.html

The new Web application that SSS grantees must use to submit the annual performance report has the following features:

- A Web form for completing Sections I, II, and IV online.
- Access to the grantee's previous year's APR data. A grantee may choose to download from the secured Web site its prior year's APR data as a comma-delimited file (CSV) or as an Excel (XLS) spreadsheet.
- Functionality to upload a file with the individual participant records (Section III) to the Web application using a CSV or XLS file format.
- Functionality to view/delete/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 needed corrections and the due date for resubmitting the Section III data.
- A print button to make a hard copy of the information entered online for Sections I, II, and/or IV.
- Functionality to download an electronic file with the individual participant records (Section III).
- A submit button to send the entire report to the Department of Education.
- An e-mail confirmation that the report has been submitted (an e-mail address must be provided in Section I).

A project will receive confirmation that the report has been successfully submitted, if the person entering the performance report data provided an e-mail address in Section I. After the report has been submitted, a confirmation will be automatically e-mailed to the

e-mail address provided. If you do not receive an e-mail confirmation, contact the APR Help Desk.

If for any reason, and <u>prior to the deadline date,</u> you need to revise your performance report data after it has been submitted, please contact the APR Help Desk.

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. 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: sssweb@cbmiweb.com

GETTING STARTED

1. To begin completing this report on-line, from the Department's Web page click on this URL: https://webprod.cbmiweb.com/sss/.

2. The index/welcome page will be titled "Student Support Services Online Annual Performance Report for Project Year 2005–2006." Prior to obtaining the username and temporary password for the application, grantees will be required to register online. You must have your PR/Award number (this number can be found in Block 5 of the Grant Award Notification) and the director's first and last name.

3. Click on "First time user? Register here." The online registration process will verify the project information you entered against the information on file and upon successful verification, login instructions will be sent to the director's email on file. If you do not have your project's information, or have problems with the registration process, instructions will be provided on the Web site. You can also contact the Help Desk at 703-846-8248 or via email at: sssweb@cbmiweb.com. Please note: written email requests are required to obtain login information.

4. On the left side of the page, enter the issued username and temporary password you received when you registered online. Click Login. You will be guided to select a new password, then to log in again using the newly created password.

5. Upon accessing the Web site, you will be asked to confirm that the PR/Award number is correct, and that the grantee's name is correct. Section I will appear and your PR/Award number will be automatically inserted into line 1 of Section I of the report form.

Student Support Services Program
Specific Instructions for Completing the Performance Report
For 2005-06

SECTION I -- PROJECT IDENTIFICATION, CERTIFICATION, AND WARNING

A. **Identification**

1. Many of the data fields in this Section are pre-filled. Please review these fields, including the project director's e-mail address, and update them as needed. You may change the data in all fields except for the project's PR/Award Number, the Grantee Name, and the Project Year.

2. Please provide information for any fields that are not filled-in.

B. **Certification**

You must fax a signed copy of Section I of the report form that certifies that the information submitted electronically is accurate, complete, and readily verifiable to the best of your knowledge. Section I must be signed by both the project director and the certifying representative at the grantee institution and faxed to_____

With the exception of Section I of the report, do <u>not</u> fax a paper copy of the performance report.

C. **Warnings**

<u>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.</u>

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 – VERIFICATION OF NUMBER FUNDED TO SERVE AND PRIOR EXPERIENCE STANDARD OBJECTIVES

For the 2005-06 reporting year, this section must be completed by all SSS projects that began their new grant/project period in 2005. Grantees whose 2005-06 budget year is part of a grant/project period that began prior to 2005 do not need to complete this section for 2005-06.

<u>Please note that all SSS projects whose 2005-06-budget year is part of a grant/project period that began prior to 2005 must complete Section IV of the APR.</u>

The information on this form has been pre-populated with the approved number of participants to be served and the percentages for each of the prior experience objectives as stated in your approved application and/or revised and approved by your program specialist. Please note that all grantees that are two-year institutions must complete item #2 (graduation/transfer rate) and all four-year institutions except as noted below must complete # 4 (graduation rate). Four-year institutions may complete item #5 (graduation rate for four-year institutions with two-year degree programs) **only** if the following conditions are met: (1) the four-year institution includes a two-year degree college; (2) the SSS project serves students enrolled in two-year degree and/or transfer programs, and four-year degree programs; and (3) the approved application submitted under the FY 2005 competition for new grants includes project objectives for both two-year degree and/or transfer rates for students in the two-year college, and four-year degree graduation rates for students in four-year programs. If your approved application does not contain both types of objectives, you must complete item #4 only.

Please carefully review the pre-populated information and verify if the pre-populated information is correct by checking either the "yes" or "no" box. If you check any of the "no" boxes, please enter the revised number/rate in the space provided. Your program specialist will review and approve the proposed changes. If additional information is needed regarding any of your proposed changes, your program specialist will contact you.

SECTION III: RECORD STRUCTURE FOR PARTICIPANTS

General Instructions for the Participant List

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

Each grantee is required to submit **annually** detailed information on each student served by the project during the project year (PY) being reported and provide updated information on prior-year participants still enrolled at the grantee institution who have not attained the bachelor's degree (four-year institutions) or who have not attained the associate's degree and/or transferred to a four-year institution (two-year institutions). Once the undergraduate degree and/or transfer has been reported on the APR (fields 27, 28, and 23, as applicable), the participant record may be dropped from subsequent APRs. A grantee is not expected to report on the academic progress of prior-year participants pursuing a second and/or advanced degree at the grantee institution.

A project should use the SSS Program's regulatory definition of a project participant in 34 CFR 646.7(c) to determine which *current-year project participants* should be included on the data file.

Participant means an individual who –
    (1) Is determined to be eligible to participate in the project under 34 CFR 646.3; and
    (2) Received project services the grantee has determined to be sufficient to increase the individual's chances for success in a postsecondary educational program.

Since the Department of Education needs to be able to track the academic progress of Student Support Services (SSS) participants from one academic year to the next, this performance report needs to follow the 12-month academic year of the grantee institution instead of the 12-month budget/project year for the grant. For example, the 2005-2006 academic year is generally August/September 2005 through August 2006 while the budget/project year for SSS grants is

September 1, 2005, through August 31, 2006. As such, three possible scenarios are described below:

Scenario #1: The grantee institution's fall term begins in August/September 2006 and the new participants for the 2006-07 academic year were enrolled during the summer of 2006, but significant project services began at the beginning of the fall term 2006. These SSS participants should not be included on the 2005-06 APR; they should be reported as "new" participants on the 2006-07 APR.

Scenario #2: The SSS student was enrolled at the grantee institution for the first time during the 2006 summer term and/or participated in a formal summer academic program offered by the SSS project for new SSS participants. These individuals should be included on the 2005-06 APR and reported as a "new participant (summer only)". Refer to the instructions below for field #16 (student cohort year) and field #15 (participant status).

Scenario #3: The SSS student was accepted for enrollment at the grantee institution and received significant pre-enrollment services (i.e., academic advising, assistance with class selection and registration, orientation workshops, financial aid advising) from the project during the summer prior to enrolling at the institution. This may include transfer students. These individuals should be included on the 2005-06 APR and reported as "New Participant (for summer session only)"; these students are part of the subsequent year's cohort (i.e., 2006-07).

A project must track the progress of prior-year participants who have not yet attained the an undergraduate degree as noted above for as long as they are enrolled at the grantee-institution, even though they may no longer be enrolled in the SSS project. To ensure that the data collected on prior-year participants is accurate and complete, there are two categories of prior-year participants:

- Prior-year participants still enrolled at the grantee institution; and
- Prior-year participants not enrolled at the grantee institution.

Definitions for prior-year participants are included in the section "Definitions that Apply."

For the prior-year participants not enrolled, the grantee should provide updated information on these prior-year participants for one reporting year after a participant's last enrollment at the grantee institution. Specifically, the grantee must update the following data fields (#14 – Date of Last Project Service; #17 – Enrollment Status at the end of the reporting period; #22 – Reason for Withdrawal; #27 – Undergraduate Degree/Certificate Completed; and #28 – Date of Degree). In field #15 – Participant Status, select option #4.

For the next reporting year, the grantee should drop from the data file all participants previously reported as a "prior year participant not enrolled at grantee institution" (field #15, option 4), unless the participant has re-enrolled at the grantee institution. For individuals who re-enroll at the grantee institution in a subsequent reporting year, the individual would be added to the data file as either a continuing participant (field #15, option 2) or as a prior-year participant still enrolled at grantee institution (field #15, option 3).

(2) What are the data fields?

The SSS APR contains 32 data fields. Two of the fields are file identifiers; the remaining fields are of two types: those data fields that, except in unusual situations, will not need to be updated annually; and those data fields that must be reviewed annually and updated, as needed. They are:

File Identifiers:

#1	PR/Award Number
#2	Batch Year

Fields that do not need to be updated annually

#3	Social Security Number
#4	Student's Last Name
#5	Student's First Name
#6	Student's Middle Initial
#7	Student's Date of Birth
#8	Gender
#9	Race/Ethnicity
#10	Eligibility
#11	First Enrollment Date (at grantee institution)
#12	Date of First Service
#13	Academic Need (at initial selection)
#16	Student Cohort Year
#18	College Grade Level (entry into project)
#24	GPA Scale

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

The asterisk (*) indicates fields for which a grantee may select the default (Not applicable) for the prior-year participant records

#14	Date of Last Project Service
#15	Participant Status
#17	Enrollment Status (at end of reporting year) *
#19	College Grade Level (Current at end of the current reporting year)
#20	Persistence/Graduation Status (at end of reporting year)
#21	Persistence Status (at the beginning of the 2006-07 academic year)
#22	Reasons for Withdrawal
#23	Transfers
#25	Cumulative GPA *
#26	Academic Standing *
#27	Undergraduate Degree/Certificate Completed
#28	Date of Degree
#29	Amount of Financial Aid Needed *
#30	Amount of Financial Aid Package *
#31	Amount of SSS Grant Aid Awarded *

#32   Summer Bridge (new participants only) *

Further, to ensure consistency in the data reporting, for each of the following fields, the information provided should be <u>as of the end of the academic year being reported</u> (i.e., as of the end of the summer term 2006 for the 2005-06 academic year).

#19   College grade level (Current at end of the current reporting year)
#20   Persistence/graduation status (at end of reporting year)
#22   Reasons for withdrawal
#23   Transfers
#25   Cumulative GPA
#26   Academic standing
#27   Undergraduate Degree/Certificate Completed
#28   Date of Degree

(3) How should the Date Fields be Formatted (Fields #7, #11, #12, #14 and 28)?

Please review carefully the <u>Valid Field Content</u> column to ensure that the data submitted is in the correct format. All date fields should be formatted as follows: 2 digits for month; 2 digits for day; 2 digits for century; and 2 digits for year. Also, please include slashes between the month, day and year. For example, a participant's birth date of January 1, 1982, would be formatted as follows: 01/01/1982. To ensure that the date is properly imported, always use the zero before one-digit months and days and insert slashes.

Specific Instructions for Participant List

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

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

Field #2   Batch Year (pre-populated)

The four-digit year will be pre-populated. The Batch Year designates the budget period that is the subject of this report. The Batch Year changes with each annual submission of individual participant records. The Department designates the Batch Year as the beginning year of the 12-month budget period. This may or may not be the same as the school year or academic year designations for some institutions.   The Batch Year was chosen because TRIO projects are current-year funded, (*e.g.,* Federal Fiscal Year 2005 funds were used to support PY 2005-2006). Thus, the data file for Batch Year 2005 would include information on both project participants served and prior participants tracked during PY 2005-2006.

Field # 3-9   Student Identifying Information

These fields are self-explanatory. For definitions of the race/ethnicity categories, refer to the "Definitions that Apply" section of these instructions. Please pay special attention to the required formatting for each field.

Field #10   Eligibility

The authorizing statute and regulations governing the SSS Program require that an individual, at the time of initial selection in the project, must be a "low-income individual," a "first-generation college student," or "an individual with disabilities." (These terms are defined in the section on "Definitions that Apply".) Two-thirds of each year's project participants must be both low-income and first-generation, or be individuals with disabilities; the remaining one-third can be either low-income, first-generation, or individuals with disabilities, or a combination of these. At least one-third of the individuals with disabilities must also be low-income individuals. Students must be counted only once in this breakdown.

Field #11   First Enrollment Date (at grantee institution)

Provide the date the individual first enrolled at the grantee institution. The enrollment date is the date when the participant has completed the registration requirements (except for the payment of tuition and fees) at the grantee institution. If you do not know the exact date, use 15 for the day and use your best estimate for the month.

Since a student accepted for enrollment at the grantee institution may receive services from the SSS project, the school enrollment date may be after the project entry date and/or the date of first service.

Field #12   Date of First Service (previously Project Entry Date)

Beginning with students served for the first time in 2005-06 (new participants only), the grantee should provide the date of first service, instead of the project entry date. For continuing and prior-year participants, the grantee does not need to change the date previously reported (i.e., project entry date).

If you do not know the exact date, use 15 for the day and use your best estimate for the month.

Field #13   Academic Need (at initial selection)

In accordance with 34 CFR 646.3 (c), a project, in selecting individuals to participate in a SSS project, must determine the individual's need for academic support in order to pursue successfully a postsecondary educational program. This field contains a list of criteria commonly used by projects to determine an individual's need for services. For each participant on the data file, you must select, from the list, the academic need type that best describes the participant's need for academic support at the time of initial selection into the project. Do not update this field in subsequent reporting years. To reduce the need to use the "Other" category, additional criteria have been added to this field. Options "2", "3", and "4" in the previous version of the APR have been consolidated into one option called "low admission test scores" and is now option 2. If you used options 3 and 4 in previous APRs, you should select option 2. To ensure that these data are reported correctly, options 3 and 4 will no longer be used. Although many students may qualify for project services based on more than one of the listed categories, please select from the list the main category used to determine the individual's need for academic support.

Field #14   Date of Last Project Service

Provide the date of last project service for all prior-year participants no longer served by the SSS project and for current year participants who have graduated or withdrawn from the institution**. It would be best to use the date the participant last attended a SSS activity or received a service from the project. If the date is not available, you may use the date the project dropped the student from its list of active participants. For those students who stay in the program until graduation, the date of last project service would be the college graduation date. For prior year participants, please use the date reported in the previous APR (i.e., reporting year 2004-05) unless the date reported previously was incorrect.**

Insert "88/88/8888" (Not applicable) in this field for an individual still participating in the SSS project at the end of the reporting year (or the beginning of the next academic year).

Field #15   Participant Status

Please note that for the 2005-06 reporting year, three new options have been added to the four options previously available for this field. In addition, the definitions for prior-year participant still enrolled and prior-year participant not enrolled have been revised (refer to the section on "Definitions that Apply" for definitions of all seven participant status options).

For each participant record, the grantee must review the options available and select or update this field as appropriate. The participant status options include:

- New participant
- Continuing participant
- Prior-year participant still enrolled at grantee institution
- Prior-year participant not enrolled at grantee institution
- New participant (for summer session only)
- Hurricane participant (officially enrolled at grantee institution during the 2005-06 academic year)
- Hurricane participant (attended classes at grantee institution during 2005-06 academic year but not officially enrolled)

The first new category (option "5", new participant –summer session only) has been added to the APR for an individual served by the SSS project for the first time during the summer session preceding the participant's first academic year at the grantee institution (i.e., served during summer 2006 prior to the 2006-07 academic year). A participant who is a "new participant—summer session only" (option "5") on the 2005-06 APR should be coded as a "new participant" (option "1") on the 2006-07 APR. Also, for field #16 (student cohort year), the grantee should select option "8" (2006-07) on both the 2005-06 and 2006-07 APRs.

The two categories for "hurricane" participants are applicable only to the 2005-06 reporting year. "Hurricane" participants enrolled at the grantee institution during the 2005-06-academic year (option "6") should be included on APR for 2006-07 reporting year and their status updated as appropriate (i.e., continuing, prior-year still enrolled, or prior-year not enrolled). "Hurricane" participants that were not enrolled at the grantee institution in 2005-06 (option "7") should be dropped from the APR for the 2006-07 reporting year unless the student enrolled at the grantee institution for the 2006-07. These students, if served by the project in 2006-07 would be reported as "new" participants (option #1) on the APR for 2006-07.

Field # 16   Student Cohort Year

Select, from the list provided, the cohort year that coincides with the academic year the student entered the SSS project. This is a new field that was added to the student record structure to replace the data previously collected in Section II: Demographic Profile of Project Participants of the previous version of the APR.

Beginning with the 2005-06 APR, a "new" participant served only during the 2006 summer session and not previously enrolled in postsecondary education would be in the 2006-07-cohort (option "8"). Option "8" should only be used for an individual served by the project for the first time in the 2006 summer session preceding the participant's first academic year (i.e., 2006-07) at the grantee institution.

A student enrolled at the grantee institution prior to the summer 2006 but who received services from the SSS project for the first time during the summer 2006 would be in the 2005-06 cohort (option "7").

All other new participants served for the first time in the 2005-06 reporting period would be in the 2005-06 cohort (option "7"). Options "9-11" will be used in future APRs. You should not use these options for the 2005-06 APR.

Field #17   Enrollment Status (at end of the reporting year)

This field provides information on a participant's annual progress toward graduation and can also be used to identify groups of full-time and less than full-time students. ED has revised how to report the enrollment status of participants. Instead of calculating and reporting enrollment status based on the participant's enrollment status for each term, a grantee should now report the enrollment status equivalent for the academic year based on credits or clock hours enrolled in for the full academic year (fall through summer terms). For example, a student would be classified as a full-time student if he/she enrolled in 24 semester credits during the academic year being reported even if the student did not earn 12 credits each semester. This change eliminates the need for a "varied enrollment status" option and more accurately reflects the academic progress of the participants.

To determine a participant's enrollment status, use the sum of the credit or clock hours a student was enrolled in at the end of each academic term during the reporting year (i.e., sum of credits or clock hours enrolled in at the end of the fall, spring, and summer terms). Do not count the credit or clock hours dropped during any of the terms in the calculation of enrollment status.

Three examples follow:

Scenario 1: A student is enrolled for 9 credit hours (three-quarter time) for 3 semesters (fall, spring, and summer) accumulating a total of 27 credit hours for the academic year. Since full-time status is 24 credits for the academic year, the student would be reported as a full-time student.

Scenario 2: A student is enrolled for 9 credit hours in the fall semester and 15 credits in the spring semester accumulating a total of 24 credits. Since full-time status is 24 credits for the academic year, the student would be reported as a full-time student.

Scenario 3: A student is enrolled for 9 credits in both the fall and spring semesters accumulating a total of 18 credits. Since 18 credits equals three-quarters of the full-time equivalent, the student would be reported as a three-quarter time students for the reporting year.

If you do not know the enrollment status of a current-year participant, use "0-Unknown/No response." If the individual is a prior-year participant, use "9" for "Not applicable."

Field # 18   College Grade Level (Entry into project)

In determining the student's postsecondary grade level, use the criteria of the grantee institution regarding grade level classifications and academic standing. Most postsecondary institutions use credits earned and grade point average to determine the college grade level. Use codes 3, 4, 5, and 6 only for students who have the required number of credits and GPA to be classified at the institution as sophomore, junior, senior, and other undergraduate, respectively. For students who have earned college credits during high school or through placement testing but have not previously been enrolled in college, use 1 for 1st year, never attended. However, in determining these students college grade level at the end of the reporting year (field #19), count the earned credits in determining the end of the reporting year grade level.

Field #19   College Grade Level (Current at the end of the current reporting year)

For the Current College Grade Level (Field #19**),** provide information on the individual's grade level at the end of the 2005-2006 academic year for all new, continuing, and prior-year participants still enrolled at the grantee institution. For prior-year participants not enrolled at the institution during 2005-2006 use "99" for "Not Enrolled"

To ensure uniformity in reporting, two-year institutions should use first-year (freshman) and second-year (sophomores) to designate the college grade levels of their participants in fields #18 and #19.

Field #20   Persistence/Graduation Status (at end of the reporting year)

Please provide the participant's enrollment status as of the end of the 2005-2006 reporting year. Select "received certificate/diploma" only for students who enrolled in a certificate/diploma program and left after completing the program. For students who received a certificate/diploma but continued to enroll in a degree program, please select "still enrolled at grantee institution."

Field #21   Persistence Status (at the beginning of the 2006-07 academic year)

Field #21 provides the data needed to determine, on an annual basis, the extent to which the grantee has met its approved persistence objective for the reporting period. Since the persistence objective measures the persistence of SSS participants from one academic year to the next at the grantee institution, it is necessary to know whether participants served in the current reporting year (i.e., 2005-06) enrolled at the grantee institution for the first term in the next academic year (i.e., fall 2006). The addition of field #21 to the student record structure may require grantees to collect data on the enrollment status of project participants after the end of the budget period (i.e., August 31, 2006) but before the due date for submitting the APR (i.e., November 2006).

Field #22   Reason for Withdrawal

Please use the code that best describes the reason the participant withdrew from the grantee institution. Provide the requested information for all participants who withdrew during or at the end of the academic year being reported (i.e., 2005-06).. Use "8" for participants still enrolled, completed certificate/diploma program, graduated or transferred.

Field # 23   Transfers

Select the appropriate option for participants who have transferred to another institution. Use option "8" (Not applicable – still enrolled or graduated) if the participant is still enrolled at the grantee-institution, completed certificate program, or graduated with an associate's or bachelor's degree, use option "9" (Not applicable – not enrolled at grantee institution) if the participant withdrew, was called for military service or is deceased.

Field # 24   GPA Scale

Please indicate the scale used by the grantee institution to calculate grade point average. For institutions that do not use a numeric scale, please use "3" for "Other."

Field # 25   Cumulative GPA

In Field #25, please provide information on the cumulative grade point average of all current year SSS participants at the end of the 2005–2006 academic year. Use "9.9999" (Not applicable) for prior-year participants.

For students who participated in a summer bridge program and where no GPA was calculated, leave this field blank.

Field #26   Academic Standing

Use your institution's criteria for determining good academic standing. Provide information on the academic standing of all current year SSS participants at the end of the 2005-2006 academic year. Select "9" (Not applicable) for prior-year participants.

Field #27   Undergraduate Degree/Certificate Completed

For Field #27, indicate the degree completed during the 2005-2006 academic year.
For students still enrolled at the grantee institution but who have not yet completed their undergraduate program of study, use option "8". For a student enrolled in a dual degree program who has completed four-years of instruction, use option"10" to indicate the student has obtained the equivalent of a bachelor's degree, even though a bachelor's degree was not awarded. Use option "9" for current or prior-year participants who withdrew from grantee institution prior to obtaining degree/certificate; use option "0" No response/Unknown only for those students for which the degree status is unknown.

Once the undergraduate degree and degree date has been reported on the APR (fields #27 and #28), the participant record may be dropped from subsequent APRs. A grantee is not expected to report on the academic progress of prior-year participants pursuing a second and/or advanced degree at the grantee institution.

The participant record for a student who has received a certificate or diploma from a program that is less than two years should not be dropped if the participant continues to be enrolled in a degree program at the grantee institution.

Field # 28   Date of Degree

For current and prior-year participants who obtained a certificate or degree during the reporting period, provide the date the certificate or degree was awarded.   If you do not know the exact date, use 15 for the day and use your best estimate for the month.

Once the undergraduate degree and degree date has been reported on the APR (fields #27 and #28), the participant record may be dropped from subsequent APRs. A grantee is not expected to report on the academic progress of prior-year participants pursuing a second and/or advanced degree at the grantee institution.

The participant record for a participant that has received a certificate or diploma from a program that is less than two years should not be dropped if the participant continues to be enrolled in a degree program at the grantee institution.

Fields #29-31   Financial Aid and Grant Aid Awarded

Complete these fields only for those project participants who were new or continuing participants during PY 2005-2006. Leave these fields blank for prior-year participants. Please do not enter a range of values or negative values.

In field #29, enter the amount of financial aid needed as determined by the financial aid office. Do not include the amount of the expected family contribution.

In field #30, indicate the amount of the financial aid package offered to the SSS participant inclusive of Federal, state, local, private, institutional aid. Do not include the amount of SSS grant aid in this field, as you will be asked to provide this information in field #31.

In field #31, provide the amount of SSS grand aid awarded for the PY 2005-2006. (This term is defined in the section on "Definitions that Apply".)

Note: By subtracting the sum of fields #30 and #31 from the amount of financial aid needed in field #29, the amount of unmet need can/will be calculated.

Field #32   Summer Bridge Program

Consistent with research findings regarding the benefits of summer bridge programs for students transitioning from high school to postsecondary education, many SSS projects offer a structured summer academic and enrichment program for entering students. These programs may be funded with the SSS grant funds, with non-federal funds, or a combination of both.
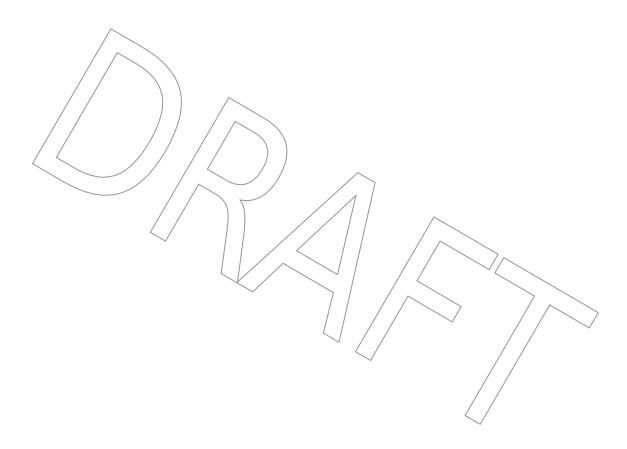
If your project offered a summer bridge program, for all new participants served in 2005-06 indicate whether or not the student participated in the summer bridge program (select "1" for participated; select option "2" for activity offered but student did not participate). Select option "7" for activity not offered by the project; option "8" for continuing participant; and option "9" for prior-year participant.

SECTION IV: PROJECT PERFORMANCE OUTCOMES

Only those SSS projects whose 2005-06-budget year is part of a grant/project period that began prior to 2005 must complete Section IV of the APR. All other SSS grantees must complete Section II. This section is similar to the previous version of the SSS APR and will only be used by SSS grantees until they begin their new grant/funding period either in 2006-07 or 2007-08.

This form has been pre-populated with the approved number of participants to be served. Please carefully review the pre-populated information and verify if the pre-populated information is correct by checking either the "yes" or "no" box. If you check any of the "no" boxes, you must enter the approved number in the space provided.

This section of the APR is your opportunity to respond to each of the prior experience criteria. Provide your approved objectives (proposed percent and proposed number of participants) for persistence, good academic standing, graduation, and, if applicable, transfer. Then report your actual achievement level (percent and number). For the prior experience criterion for Administration, TRIO staff will use the student-level data from Section III of the APR to determine if your project met its approved funded to serve number and the requirement that at least two-thirds of the students served during the reporting year were low-income and first-generation college students and/or individuals with disabilities. The denominator for calculating whether the grantee met the two-thirds requirement is the greater of the approved number of participants to be served or the actual number served.

DEFINITIONS THAT APPLY

Race/Ethnicity categories (field #9)

American Indian or Alaska Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.

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, China, India, Japan, Korea, and the Philippine Islands.

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

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

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.

More than one race reported – A person of a multi-racial background.

Participant Eligibility (field #10)

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 29-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.

Individual with disabilities means a person who has a diagnosed physical or mental impairment that substantially limits that person's ability to participate in the educational experiences and opportunities offered by the grantee institution.

Academic Need (field #13)

Predictive indicator is a composite variable for estimating the potential success of a student in college using a variety of factors that may include indicators such as high school GPA, SAT or ACT test scores, high school preparedness, etc.

Diagnostic tests include tests used for clinical purposes such as to determine learning disabilities as well as placement tests and study skills inventories.

Participant Status (field #15)

A **new participant** is an individual who was served by the SSS project for the **first time** in this reporting period (PY 2005-2006) and meets the definition of participant in 34 CFR 646.7(c) of the SSS program regulations.

A new participant--summer session only **is an individual served by the SSS project for the first time during the summer session preceding the participant's first academic year at the grantee institution (i.e., served during summer 2006 prior to the 2006-07 academic year). This student is thus part of the subsequent year's cohort (i.e., 2006-07-option "8", field #16). This definition does not include a student enrolled at the grantee institution prior to the summer session but who received services from the SSS project for the first time during the summer 2006. This individual would meet the definition of "new participant" (field #15, option "1", and would be in the 2005-06 cohort (field #16, option "7").**

Note: A participant who is a "new participant—summer session only" (option "5") on the 2005-06 APR should be coded as a "new participant" (option "1") on the 2006-07 APR.

A continuing participant **is an individual who was served by the SSS project in a prior reporting period and also received services in the 2005-06 reporting period.**

Note: The sum of the number of new, new summer session only, and continuing participants should equal the total number of participants the project served during the 2005-2006 reporting period. "Hurricane" participants served with supplemental grant funds are not included in the count for the number of participants the project was funded to serve and thus are not included when comparing the total number of participants the project served to the number of participants that project was funded to serve.

A prior-year participant still enrolled at grantee institution is an individual served by the SSS project in a prior reporting period that was enrolled at the grantee institution during the current reporting period but did not receive project services on a continual basis during the reporting period. This definition include a prior-year participant who received a certificate/diploma from a program that is less than two years and is pursuing an associate's degree at the grantee institution. However, a prior-year participant that is pursuing a second or graduate degree at the grantee institution after attaining the first bachelor's degree (grantees who are four-year institutions) or attained the associate's degree and/or transferred to four-year institution (grantees who are two-year institutions) are not included in this definition.

A prior-year participant not enrolled at the grantee institution is an individual served by the SSS project in a prior reporting period who was enrolled at the grantee institution during the previous reporting period (2004-2005) but who was not enrolled at the grantee institution during current reporting period (2005-2006).

A hurricane participant enrolled at grantee institution during the 2005-06 academic year is an individual who was served by the SSS project in the 2005-06 reporting period because the individual was not able to enroll at one of the institutions of higher education impacted by Hurricanes Katrina and Rita. This definition includes only an individual displaced by Hurricanes Katrina and Rita who was admitted and enrolled at the grantee institution during the 2005-06 academic year and who does not plan to return to one of the institutions impacted by the hurricanes.

A hurricane participant not accepted but enrolled at grantee institution during the 2005-06 academic year is an individual who was served by the SSS project in the 2005-06 reporting period because the individual was not able to take classes at one of the institutions of higher education impacted by Hurricanes Katrina and Rita. This definition includes only those individuals who were served by the SSS project during the 2005-06 academic year and who were not formally enrolled at the grantee institutions.

The two categories for "hurricane" participants are applicable only to the 2005-06 reporting year. "Hurricane" participants enrolled at the grantee institution during the 2005-06-academic year (option "6") should be included on APR for 2006-07 reporting year and their status updated as appropriate (i.e., continuing, prior-year still enrolled, or prior-year not enrolled). "Hurricane" participants that were not enrolled at the grantee institution in 2005-06 (option "7") should be dropped from the APR for the 2006-07 reporting year unless the student enrolled at the grantee institution for the 2006-07. These students, if served by the project in 2006-07 would be reported as "new" participants (option #1) on the APR for 2006-07.

Student Cohort Year (field #16)

For this field, the cohort is a group of students who started in the same project year. Please use the 12-month academic year as a guide for determining a participant's cohort. An individual student is a member of the same cohort for reporting purposes even if that student leaves the program and returns. Further, a student remains in the same cohort group for each successive year

College Grade Level (at end of reporting year) (field #19)

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.

Undergraduate Degree/Certificate (field #27)

Equivalent of bachelor's degree is to be used only for SSS participants enrolled in dual degree program that have completed four years of undergraduate study.

SSS Grant Aid (field #31)

SSS grant aid is financial grant aid that a SSS project may award to current year participants in the project who are in their first two years of postsecondary education and who are receiving Federal Pell Grants. Grant aid may be awarded to students who have completed their first two years of postsecondary education and are receiving Federal Pell Grants, if the institution demonstrates that these students are at high-risk of dropping out and the financial needs of all its eligible first and second-year students have been met. The amount of grant aid awarded to a student may not exceed the maximum appropriated Pell Grant or be less than the minimum appropriated Pell Grant for the academic year being reported.

Student Support Services Program
Annual Performance Report – Project Year (PY) 2005-2006

Section I -- Project Identification, Certification and Warning

A.   **Identification**

1.   PR/Award Number: [will be pre-populated]_____

2.   Name of Grantee Institution: [will be pre-populated]_____

3.   Address: _____

4.   Name of Project Director: [will be pre-populated]_____

5.   Telephone Number: _____

   6.   Fax and E-mail: _____

   7.   Report Period: [will be pre-populated]

   8.   Project Characteristics
        a.   Has a Summer Bridge Program
             _____Yes   _____No
        b.   Uses Federal Grant Funds to Provide Grant Aid
             _____Yes   _____No
        c.   Receives institutional or other non-federal funds
             _____Yes   _____No

             If yes, indicate the dollar amount for reporting period: _____

   9.   Name of Data Entry Person: _____

10.   Phone Number: _____   Email Address: _____

B.   **Certification:** We certify that the performance report information reported and submitted
electronically on _____ is readily verifiable. The information reported is accurate and
complete to the best of our knowledge.

_____   _____
Name of Project Director (Print)   Name of Certifying Official (Print)

_____   _____
Signature and Date   Signature and Date

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 this program 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).

Authority: Public Law 102-325, as amended.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0525. The time required to complete this information collection is estimated to average 6 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. If **you have comments or concerns regarding the status of your individual submission of the form, write directly to:** Federal TRIO Programs, U.S. Department of Education, 1990 K Street, NW, Suite 7000, Washington, D.C. 20006-8510.

PR Award Number: P042A0_____[will be pre-populated]
Institution Name: [will be pre-populated]

SECTION II: Verification of Number Funded to Serve and Prior Experience Standard Objectives

TO BE COMPLETED <u>ONLY</u> BY THOSE SSS PROJECTS THAT BEGAN THEIR NEW GRANT PROJECT PERIOD IN 2005-06

In this section, the approved number of participants to be served and the approved percentage for each of the project objectives are provided. This information was provided in the objective section of your approved application, and this section is pre-populated with the data by the program office. For each of the objectives below, you are required to verify if the pre-populated information is correct by either indicating "Yes" or "No". In addition, if you answered "No" to an objective below, you must enter the approved objective number/rate in the space provided.

Number Funded to Serve: In 2005-06, this project is funded to serve _____ participants.
Please indicate if this number is correct: O Yes   O No
If you answered "No", enter your approved participant number. _____

Sector of Grantee Institution: _____ (pre-populated with either 2-year public or private or 4-year public or private)
Please indicate if this sector type is correct: O Yes   O No

<u>Prior Experience Objective(s)</u>

1. **2005-06 Persistence Rate**: ____% of all participants served by the SSS project will persist from the 2005-06 to the 2006-07 academic year or graduate and/or transfer from a 2-year to a 4-year institution during the 2005-06 academic year.
    Please indicate if this percent is correct: O Yes   O No

    If you answered "No", enter your approved 2005-06 persistence rate. _____

2. **2005-06 Good Academic Standing Rate:** ____% of all participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.
    Please indicate if this percent is correct: O Yes   O No

    If you answered "No", enter your approved 2005-06 good academic standing rate. _____

3. **Graduation/Transfer Rate** (2-year institutions only): ____% of 2003-04 New participants **only** will graduate with associate's degree or transfer to a four-year institution by 2005-06.
    Please indicate if this percent is correct: O Yes   O No

    If you answered "No", enter your approved 2005-06 graduation/transfer rate. _____

4. **Graduation Rate** (4-year institutions only): ____% of 2000-01 New participants **only** will graduate by 2005-06.
    Please indicate if this percent is correct: O Yes   O No

If you answered "No", enter your approved 2005-06 graduation rate. _____

5. **Graduation and/or transfer rates** for four-year institutions that have approved objectives for both a 4-year program as well as a 2-year program.

    • **2-year program graduation/transfer rate**: ____% of 2003-04 New participants **only** will graduate with associate's degree or transfer to a four-year institution by 2005-06.
       Please indicate if this percent is correct: O Yes   O No

       If you answered "No", enter your approved 2005-06 graduation/transfer rate. _____

    • **4-year program graduation rate**: ____% of 2000-01 New participants **only** will graduate by 2005-06.
       Please indicate if this percent is correct: O Yes   O No

       If you answered "No", enter your approved 2005-06 graduation/transfer rate. _____

STUDENT SUPPORT SERVICES PROGRAM
2005-06 ANNUAL PERFORMANCE REPORT
SECTION III -- RECORD STRUCTURE FOR PARTICIPANT LIST

FieldNo	Field Name	Database Column Name	Valid Field Content
1	PR/Award Number	PR	The eleven digit PR/Award Number can be found in Block 5 of the project's Grant Award Notification for the reporting year.
2	Batch Year	BatchAY	2005 for Project Year 2005-2006
3	Social Security Number	SSN	001010001 to 999999999 Blank = No response **NOTE**: Please format the SSN in nine digits greater than 0 without using any characters (letters, dashes) in the number (e.g., 123456789)
4	Student's Last Name	LastNM	0 to 9 Uppercase A to Z . (period) ' (apostrophe) - (dash) Blank = No response If non-blank, will be justified with an uppercase A-Z in first position.
5	Student's First Name	FirstNM	0 to 9 Uppercase A to Z

FieldNo	Field Name	Database Column Name	Valid Field Content
			. (period)
			' (apostrophe)
			- (dash)
			Blank = No response
			If non-blank, will be justified with an uppercase A-Z in first position.
6	Student's Middle Initial	MI	Uppercase A to Z
			Blank = No response
7	Student's Date of Birth	DOB	Format is MM/DD/CCYY
			MM = 01– 12
			DD = 01 – 31
			CC = 19 – 20
			YY = 00 – 99
			00/00/0000 = No response/Unknown
8	Gender	GenderCD	1 = Male
			2 = Female
			0 = No response/Unknown
9	Race/Ethnicity	EthnicityCD	1 = American Indian or Alaska Native
			2 = Asian
			3 = Black or African-American
			4 = Hispanic or Latino
			5 = White
			6 = Native Hawaiian or other Pacific Islander
			7 = More than one race reported
			0 = No response/Unknown
			NOTE: The race/ethnicity categories used here are the only categories officially approved by OMB for this data collection. For those students where more than one race has been reported, you may use "7".
10	Eligibility	EligibilityCD	1 = Low-Income and First-Generation
			2 = Low Income only

FieldNo	Field Name	Database Column Name	Valid Field Content
			3 = First-Generation only 4 = Disabled 5 = Disabled & Low Income 0 = No response/Unknown
11	First Enrollment Date (at grantee institution)	FirstEnrollDT	Format is MM/DD/CCYY MM = 01– 12 DD = 01 – 31 CC = 19 – 20 YY = 00 – 99 00/00/0000= No response/Unknown
12	Date of First Service	First ServiceDT	Format is MM/DD/CCYY MM = 01– 12 DD = 01 – 31 CC = 19 – 20 YY = 00 – 99 00/00/0000= No response/Unknown
13	Academic Need (at initial selection)	NeedCD	1 = Low high school grades 2 = Low admission test scores 3 = No longer used 4 = No longer used 5 = Predictive indicator 6 = Diagnostic tests 7 = Low college grades 8 = High school equivalency 9 = Failing grades 10 = Out of the academic pipeline for 5 or more years 11 = Other

FieldNo	Field Name	Database Column Name	Valid Field Content
			12 = Limited English proficiency 13 = Lack of educational and/or career goals 14 = Lack of academic preparedness for college level course work 15 = Need for academic support to raise grade(s) in required course(s)/academic major 0 = No response/Unknown **NOTES**: Beginning with the 2005-06, select from the options provided the one that best describes the participant's academic need. Since many students may qualify for project services based on more than one category, please select from the list provided only the main category used to determine the individual's need for project services. Please use the "other" category sparingly. **Predictive indicator** is a composite variable for estimating the potential success of a student in college using a variety of factors that may include indicators such as high school GPA, SAT or ACT test scores, high school preparedness, etc. **<u>Diagnostic tests</u>** include tests used for clinical purposes such as to determine learning disabilities as well as placement tests and study skills inventories.
14	Date of Last Project Service	LastSerDT	Format is MM/DD/CCYY MM = 01– 12 DD = 01 – 31 CC = 19 – 20 YY = 00 – 99 **88/88/8888 = Not applicable, still enrolled in project** 00/00/0000 = No response/Unknown

FieldNo	Field Name	Database Column Name	Valid Field Content
			NOTE: Please use 88/88/8888 for participants still enrolled in the project.
15	Participant Status	PartCD	1 = New participant (for this reporting period is part of 2005-06 cohort) 2 = Continuing participant 3 = Prior-year participant (still enrolled but not receiving SSS services) 4 = Prior-year participant (no longer enrolled at grantee institution) 5 = New participant (2006 summer session only; part of 2006-07 cohort) 6 = Hurricane participant (enrolled at grantee institution during 2005-06 academic year) 7 = Hurricane participant (not accepted but enrolled at grantee institution during the 2005-06 academic year) 0 = No response/Unknown A **new participant** is an individual who was served by the SSS project for the **first time** in this reporting period (PY 2005-2006) and meets the definition of participant in 34 CFR 646.7(c) of the SSS program regulations. **A** new participant--summer session only **is an individual served by the SSS project for the first time during the summer session preceding the participant's first academic year at the grantee institution (i.e., served during summer 2006 prior to the 2006-07 academic year). This student is thus part of the subsequent year's cohort (i.e., 2006-07-option "8", field #16). This definition does not include a student enrolled at the grantee institution prior to the summer session but who received services from the SSS project for the first time during the summer 2006. This individual would meet the definition of "new participant" (option "1", field #15 and would be in the 2005-06 cohort (option "7", field #16).** **Note: A participant who is a "new participant—summer session only" (option "5") on the 2005-06 APR should be coded as a "new participant" (option "1") on the 2006-07 APR.** **A** continuing participant **is an individual who was served by the SSS project for the first time in a prior reporting period and also received services in the 2005-06 reporting**

FieldNo	Field Name	Database Column Name	Valid Field Content
			period. **Note:** The sum of the number of new, new summer session only, and continuing participants should equal the total number of participants the project served during the 2005-2006 reporting period. "Hurricane" participants served with supplemental grant funds are not included in the count of the number of participants the project was funded to serve and thus are not included when comparing the total number of participants the project served to the number of participants that project was funded to serve. **A prior-year participant still enrolled at grantee institution** is an individual served by the SSS project in a prior reporting period that was enrolled at the grantee institution during the current reporting period but did not receive project services on a continual basis during the reporting period. This definition includes a prior-year participant who received a certificate/diploma from a program that is less than two years and is pursuing an associate's degree at the grantee institution. However, a prior-year participant that is pursuing a second or graduate degree at the grantee institution after attaining the first bachelor's degree (grantees who are four-year institutions) or attained the associate's degree and/or transferred to four-year institution (grantees who are two-year institutions) is not included in this definition. **A prior-year participant not enrolled at the grantee institution** is an individual served by the SSS project in a prior reporting period who was enrolled at the grantee institution during the previous reporting period (2004-2005) but who was not enrolled at the grantee institution during current reporting period (2005-2006).

FieldNo	Field Name	Database Column Name	Valid Field Content
			A hurricane participant enrolled at grantee institution during the 2005-06 academic year is an individual who was served by the SSS project in the 2005-06 reporting period because the individual was not able to enroll at one of the institutions of higher education impacted by Hurricanes Katrina and Rita. This definition includes only an individual displaced by Hurricanes Katrina and Rita who was admitted and enrolled at the grantee institution during the 2005-06 academic year and who does not plan to return to one of the institutions impacted by the hurricanes. **A hurricane participant not accepted but enrolled at grantee institution during the 2005-06 academic year** is an individual who was served by the SSS project in the 2005-06 reporting period because the individual was not able to take classes at one of the institutions of higher education impacted by Hurricanes Katrina and Rita. This definition includes only those individuals who were served by the SSS project during the 2005-06 academic year and who were not formally enrolled at the grantee institutions. The two categories for "hurricane" participants are applicable only to the 2005-06 reporting year. "Hurricane" participants enrolled at the grantee institution during the 2005-06-academic year (option "6") should be included on the APR for 2006-07 reporting year and their status updated as appropriate (i.e., continuing, prior-year still enrolled, or prior-year not enrolled). "Hurricane" participants that were not enrolled at the grantee institution in 2005-06 (option "7") should be dropped from the APR for the 2006-07 reporting year unless the student enrolled at the grantee institution for the 2006-07. These students, if served by the project in 2006-07 would be reported as "new" participants (option #1) on the APR for 2006-07.
16	Student Cohort Year	StuCohortYR	Student Cohort Year **1 = Other (prior to 2000-01)**

FieldNo	Field Name	Database Column Name	Valid Field Content
			2 = 2000-01 3 = 2001-02 4 = 2002-03 5 = 2003-04 6 = 2004-05 7 = 2005-06 8 = 2006-07 9 = 2007-08 10 = 2008-09 11 = 2009-10 0 = No response/Unknown **Note:** New participants served only during the 2006 summer session would be in the 2006-07 cohort (option "8"). All other new participants served for the first time in the 2005-06 reporting period would be in the 2005-06 cohort (option "7").
17	Enrollment Status (at end of the reporting year)	EnrollCD	1 = Full-time (at least 24 credit hours or 36 clock hours in an academic year). 2 = 3/4 time (at least 18 credits hours or 27 clock hours in an academic year) 3 = 1/2 time (at least 12 credit hours or 18 clock hours in an academic year) 4 = Less than 1/2 time (fewer than 12 credit hours or less than 18 clock hours in an academic term) 5 = No longer used 6 = No longer used 9 = Not applicable (prior year participant) 0 = No response/Unknown

FieldNo	Field Name	Database Column Name	Valid Field Content
			NOTES: If you do not know the enrollment status of a current-year participant, use "0 = No response/Unknown." **Use "9", Not applicable for prior-year participants** To determine a participant's enrollment status, use the **total** number of credit or clock hours a student was enrolled in at the end of the academic year. For example, a student who carried 12 credits hours in the first semester/term, 6 credit hours in the second semester/term, and 6 credit hours in the summer term would be considered full-time.
18	College Grade Level (Entry into project)	EnterGradeLV	1 = 1st yr., never attended 2 = 1st yr., attended before 3 = 2nd yr./sophomore 4 = 3rd yr./junior 5 = 4th yr./senior 6 = 5th yr./other undergraduate 0 = No response/Unknown **NOTE:** Use codes 3, 4, 5, and 6 **only for students who have the required number of credits and GPA** to be classified at the institution as sophomore, junior, senior, and other undergraduate respectively.
19	College Grade Level (Current – at the end of the current reporting year)	CurrentGradeLV	1 = No longer used 2 = 1st yr. 3 = 2nd yr./sophomore 4 = 3rd yr./junior 5 = 4th yr./senior 6 = 5th yr./other undergraduate 7 –12 = No longer used 13 = Continuing graduate/professional student 14 = Dual degree program

FieldNo	Field Name	Database Column Name	Valid Field Content
			15 = Graduated or transferred 0 = No response/Unknown Use grade level codes 3, 4, 5, and 6 **only for students who have the required number of credits and GPA** to be classified by the participant's postsecondary institution as a sophomore, junior, senior, and other undergraduate respectively**.** Use "13" for a student that graduated with a bachelor's and then entered graduate/professional school during the reporting year. **Use "14" for an individual enrolled in a program that awards both the bachelor's and a graduate degree upon successful completion of the program of study.**
20	Persistence/ Graduation Status (end of the reporting year)	PersGradStatus	1 = Received certificate/diploma from a program that is less than 2 years 2 = Graduated with a associate's (without transferring to a 4-year institution) or a bachelor's degree) 3 = Graduated with an associate's degree and transferred to a four-year institution 4 = Transferred to another institution 5 = Withdrew 6 = Deceased 7 = Called to military service 8 = Still enrolled at grantee institution 9 = Completed program requirements but did not receive certificate, diploma, or degree 0 = No response/Unknown **NOTE:** Use option "1" (received certificate or diploma) only for students

FieldNo	Field Name	Database Column Name	Valid Field Content
			who enrolled in a certificate/diploma program and left after completing the program. Students who completed a certificate/diploma program but continued to enroll in a degree program should be reported as "1" (still enrolled at grantee institution) Use option "3" for students who graduated with an associate degree from a two-year institution and transferred to a four-year institution. For all other transfers, use option "5". Report the type of institution transferred to in field #23 and report the type of degree completed in field #27.
21	Persistence Status (at the beginning of the 2006-07 academic year)	CurEnrlStat	1 = Enrolled at grantee institution 2 = Not enrolled at grantee institution 0 = No response/Unknown

FieldNo	Field Name	Database Column Name	Valid Field Content
22	Reasons for Withdrawal	ReaforWith	1 = Academic dismissal 2 = Dismissal for non-academic reasons 3 = Withdrew for financial reasons 4 = Withdrew for health reasons 5 = Withdrew for academic reasons 6 = Withdrew for personal reasons 7 = Not applicable (called for military service or deceased) **8 = Not applicable (student still enrolled, completed certificate program, graduated or transferred)** 0 = No response/Unknown
23	Transfers	Transfers	1 = Transferred from a 2-year institution to another 2-year institution 2 = Transferred from a 2-year institution to a 4-year institution 3 = Transferred from a 4-year institution to another 4-year institution 4 = Transferred from a 4-year institution to a 2-year institution **8 = Not applicable – still enrolled or graduated (participant is still enrolled at the**

			grantee-institution, completed certificate/diploma program, or graduated with an associate's or bachelor's degree) 9 = Not applicable -- not enrolled at grantee institution (participant withdrew, was called for military service or is deceased). 0 = No response/Unknown
24	GPA Scale	GPAScale	1 = 4 point scale 2 = 5 point scale 3 = Other 0 = No response/Unknown **NOTE:** Valid one digit grade point average scale code. Complete for all new, continuing, and prior year participants still enrolled at grantee institution.
25	Cumulative GPA	CumGPA	0.000 to 5.000 9.999 = Not applicable (prior-year participant) Blank = No response/Unknown **NOTES:** Complete for all new and continuing, participants. Use "9.9999" Not applicable for prior-year participants. For students who participated in a summer bridge program and where no GPA was calculated, leave this field blank.
26	Academic Standing	AcamStandCD	1 = Good standing 2 = Not in good standing 9 = Not applicable (prior-year participant) 0 = No response/Unknown **NOTE**: Use your institution's definition of good academic standing. Complete for all new and continuing participants. Use "9", Not applicable for prior-year participants.

27	Undergraduate Degree/Certificate Completed	DegreeCD	1 = Certificate/diploma for occupational, educational program (less than two-year program) 2 = Certificate/diploma for occupational technical, or educational program (at least two-year program) 3 = Associate's degree (two years) 4 = Bachelor's degree 8 = Still enrolled at grantee institution 9 = Withdrew from grantee institution prior to obtaining degree/certificate 10 = Equivalent of Bachelor's Degree 0 = No response/Unknown **NOTES**: For students still enrolled at grantee institution but who have not yet completed their undergraduate program of study, use "8". For a student enrolled in a dual degree program who has completed four-years of instruction, use "10" to indicate the student has obtained the equivalent of a bachelor's degree, even though a bachelor's degree was not awarded. Once the undergraduate degree and degree date has been reported on the APR (fields #27 and #28), the participant record may be dropped from subsequent APRs. A grantee is not expected to report on the academic progress of prior-year participants pursuing a second and/or advanced degree at the grantee institution. The participant record for a participant that has received a certificate or diploma from a program that is less than two years should not be dropped if the participant continues to be enrolled in a degree program at the grantee institution.
28	Date of degree	DOHD	Format is MM/DD/CCYY, e.g., 05/23/2002 MM = 01- 12 DD = 01 - 31 CC = 20

			YY = 00 - 99 (e.g., 00 = 2000) 88/88/8888 = No degree earned yet 00/00/0000 = No response/Unknown **NOTE**: This date must be the date of the degree noted in field #27. If you do not know the exact date, use 15 for the day and use your best estimate for the month. Once the undergraduate degree and degree date has been reported on the APR (fields 27 and 28), the participant record may be dropped from subsequent APRs. A grantee is not expected to report on the academic progress of prior-year participants pursuing a second and/or advanced degree at the grantee institution. The participant record for a participant that has received a certificate or diploma from a program, that is less than two years should not be dropped if the participant continues to be enrolled in a degree program at the grantee institution.
29	Amount of Financial Aid Needed	FinAidReqAMT	00000 to 99999 (e.g. 05000 for $5,000) Blank = No response/Unknown Leave this field blank for prior-year participants. **NOTE**: Provide the dollar amount (whole dollars only) of the financial need of each participant as determined by the financial aid office. Do not include the amount of the expected family contribution.
30	Amount of Financial Aid Package	FinAidOfferAMT	00000 to 99999 (e.g. 05000 for $5,000) Blank = No response/Unknown Leave this field blank for prior-year participants. **NOTE**: Provide the dollar amount of aid (whole dollars only) offered each participant inclusive of Federal, State, local, private, and institutional aid.

31	Amount of SSS Grant Aid Awarded	SSSGrantAid	00000 to 99999 (e.g. 05000 for $5,000) Blank = No response/Unknown Leave this field blank for prior-year participants. **NOTE**: Provide the amount of SSS grand aid awarded (whole dollars only) for the academic year.
32	Summer Bridge (new participants only)	SumBridge	1 = Participated in summer bridge program offered by the project 2 = Activity offered by the project but student did not participate 7 = Activity not offered by the project 8 = Not applicable (continuing participant) 9 = Not applicable (prior-year participant) 0 = No response/Unknown **NOTE:** Select "8" for continuing participant and "9" for prior-year participant.

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PR Award Number: P042A0_____[will be pre-populated]
Institution Name: [will be pre-populated]

SECTION IV: Project Performance Outcomes

Only those SSS projects whose 2005-06-budget year is part of a grant/project period that began prior to 2005 must complete Section IV of the APR.

In this section, the approved number of participants to be served is provided. You are required to verify if the pre-populated information is correct by either indicating "Yes" or "No". If you answered "No", you must enter the correct number in the space provided.

This section of the APR is your opportunity to respond to each of the prior experience criteria. Insert in the form your approved objectives (proposed percent and proposed number of participants) for persistence, good academic standing, graduation, and, if applicable, transfer. Then report your actual achievement level (percent and number). Each of these objectives responds to the prior experience criteria contained in the SSS program regulations (34 CFR 646.22) and appears on your approved Partnership Agreement or as described in your approved application.

For the prior experience criterion for Administration, TRIO staff will use the student-level data from Section III of the APR to determine if your project met its approved funded to serve number and the requirement that at least 2/3rds of the students served during the reporting year were low-income and first-generation college students and/or individuals with disabilities. The denominator for calculating whether the grantee has met the 2/3rds requirement is the greater of the approved number of participants to be served or the actual number served.

Number Funded to Serve: In 2005-06, this project is funded to serve _____ participants.
Please indicate if this number is correct: Yes   No
If you answered "No", enter your approved participant number._____

Sector of Grantee Institution: _____ (pre-populated with either 2-year public or private or 4-year public or private)
Please indicate if this sector type is correct: Yes   No

CRITERIA	PROPOSED PERCENT	PROPOSED NUMBER	ACTUAL PERCENT	ACTUAL NUMBER	OBJECTIVES
Persistence					of eligible participants will persist toward completion of the academic programs in which they were enrolled.
Good Academic					of eligible participants met academic performance levels

Standing					required to stay in good academic standing at the grantee institution.
Graduation					of eligible participants will graduate each year.
Transfer					of eligible participants will transfer each year

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