

Talent Search (TS) Program Form for Annual Performance Report for Program Year 2016-17

Section I: Project Identification, Certification, and Warning

A. Project Identification

- 1. PR/Award Number *[pre-populated]*: _____
- 2. Name of Grantee *[pre-populated]*: _____
- 3. Address (City, State, Zip) *[pre-populated]*: _____
- 4. Name of Project Director *[pre-populated]*: _____
- 5. Phone Number *[pre-populated]*: _____
Fax Number *[pre-populated]*: _____
E-mail Address *[pre-populated]*: _____
- 6. Report Period *[pre-populated]*: _____
(MM/DD/YYYY) to (MM/DD/YYYY) to _____
- 7. Name of Data Entry Person: _____
Phone Number: _____
E-mail 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. Warning: 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 75.591 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 such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 18 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education General Administrative Regulations, 34 CFR 75.591 and 75.720; program regulations, 34 CFR Part 643 and Title IV, Section 402A and 402B of Higher Education Act of 1965, as amended [Public Law 102-325]). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to regulations.gov during the public comment period for this collection of information. If you have specific questions about the form, instrument or survey, please contact the U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4536.

Section II: Demographic Profile of Project Participants and Listing of Target Schools

	Number
Participants Funded to Serve <i>[pre-populated]</i>	_____
A. Types of Participants Assisted	
1. New participants	_____
2. Continuing participants	_____
3. Total participants	_____
B. Participant Distribution by Eligibility	
1. Low-income and potential first-generation college students	_____
2. Low-income only	_____
3. Potential first-generation college students only	_____
4. Other	_____
5. Total (must equal A3)	_____
C. Participant Distribution by Race and Ethnicity	
1. Hispanic/Latino of any race	_____
2. American Indian or Alaska Native, non-Hispanic/Latino	_____
3. Asian, non-Hispanic/Latino	_____
4. Black or African American, non-Hispanic/Latino	_____
5. White, non-Hispanic/Latino	_____
6. Native Hawaiian or Other Pacific Islander, non-Hispanic/Latino	_____
7. Two or more races, non-Hispanic/Latino	_____
8. Race or Ethnicity Unknown	_____
9. Total (must equal A3)	_____
D. Participant Distribution by Gender	
1. Male	_____
2. Female	_____
3. Total (if address, must equal A3)	_____
E. Participant Distribution by Age (age of participant at time of first service in budget period)	
1. 10 - 13	_____
2. 14 - 18	_____
3. 19 - 27	_____
4. 28 and above	_____
5. Unknown	_____
6. Total (must equal A3)	_____
F. Veterans Served	_____
G. Participants With Limited English Proficiency	_____
H. Participants in Dual Enrollment¹ Programs	_____

¹ Please see APR instructions for the definition of dual enrollment.

J. Participants Enrolled in Rigorous Courses That Are Not Offered at Target Schools

- 1. Participants whose costs of rigorous courses are paid for with TS grant funds (see 34 CFR 643.30(h)) _____
- 2. Participants who attend schools in school districts that provide rigorous courses at no cost to the TS project _____
- 3. Participants in target schools whose partner institutions provide rigorous courses at no cost to the TS project _____
- 4. Participants who receive third-party tuition waivers _____
- 5. Other _____

K. TS Participants Also Served During the Reporting Year by Another Federally Funded Program (see 34 CFR 643.32(c)(5))

- 1. Upward Bound (UB) _____
- 2. Upward Bound Math-Science (UBMS) _____
- 3. Veterans Upward Bound (VUB) _____
- 4. Educational Opportunity Centers (EOC) _____
- 5. GEAR UP _____
- 6. Other _____
- 7. Served by more than one other federally funded program _____

L. FAFSA Completion (see instructions)

- 1. Seniors who completed the FAFSA but did not enroll in postsecondary education _____
- 2. Seniors who completed the FAFSA and also enrolled in postsecondary education _____
- 3. Seniors who did not complete the FAFSA and/ or whose FAFSA completion could not be confirmed _____
- 4. Total (must equal Section III, A5) _____

M. Competitive Preference Priorities

- 1. Participants who received CPP tutoring services only _____
- 2. Participants who received CPP mentoring services only _____
- 3. Participants who received both CPP tutoring and CPP mentoring services _____
- 4. Participants who received neither CPP service _____

N. Target Schools

- 1. Number of participants who did not attend a target school _____

Please list below all the target schools served during this budget period. For each target school, include the school's identification number listed in the Common Core of Data (CCD) of the National Center for Education Statistics (NCES), the name of the school, its city, state, zip code, the number of participants served during the reporting period, and the number of participants enrolled in a dual enrollment program. Please note that we are requesting the number of participants who are enrolled in established dual enrollment programs, not the number of participants who are taking college courses on their own. A Web link to the CCD data will appear on the Web application to assist you in finding the NCES school identification numbers for your target schools. Please include only those students who attended a target school.

Please note that the total number of participants in the dual enrollment program should equal II.H.

This section will be prepopulated with the list of target schools the grantee provided in the previous year's Annual Performance Report (APR). If there are any changes in the target schools, please update or correct the data in the pre-populated list of target schools. Also, please check pre-populated NCES identification numbers for accuracy as identification numbers may change over time.

NCES School ID #	School name	City	State	Zip Code	Number of participants served	School had a dual enrollment program during reporting period (Yes/No)	Number of participants in the dual enrollment program in the reporting period (enter 0, a whole number, or NA)	Number of participants who received college credit from a dual enrollment program during the reporting period (enter 0, a whole number, or N/A)	Number of participants who received an associate degree from a dual enrollment program (enter 0, a whole number, or N/A)

Section III: Educational Status of Talent Search Participants (at the time of first service in the reporting year)

A. Educational Status of Talent Search Participants (at the time of first service in the reporting period)

- 1. Middle school (Grades 6-8) _____
- 2. Freshman in high school or in alternative education organized by grade (Grade 9 only) _____
- 3. Sophomore in high school or in alternative education organized by grade (Grade 10 only) _____
- 4. Junior in high school or in alternative education organized by grade (Grade 11 only) _____
- 5. Senior in high school or in alternative education organized by grade (Grade 12 only) _____
- 6. Student in high school equivalency program, or in alternative education not organized by grade (see instructions) _____
- 7. Students in 4th year of high school in a five-year dual enrollment program _____
- 8. Students in 5th year of high school in a five-year dual enrollment program _____
- 9. Secondary school dropout _____
- 10. Other participants (see instructions and provide explanation below if larger than 10 percent of total participants) _____
- 11. Unknown _____
- 12. Total (should equal Section II, A3) _____

Please explain why the number of "Other participants" is larger than 10 percent of total participants:

Section IV: Educational Status of Talent Search Participants (at the end of the reporting period or the following fall)

In this section, all the standard objectives are listed for your Talent Search project. The percentage for each of these standard objectives will be pre-populated in the online Web application for all grantees. The pre-populated numbers are based on the information provided on the Program Profile sheet submitted with your approved fiscal year (FY) 2016 application. No changes may be made to these percentages on this form. However, if the pre-populated number appears to reflect a data entry error, you must contact your assigned program specialist to resolve the problem. To allow the Department to report aggregated data gathered in a uniform manner, all TS grantees must report outcomes based on the standard objectives identified in the FY 2016 application.

To better facilitate data collection, please enter a positive numeric value in each field. For fields not applicable to your project, please enter zero (0). If more than one response is possible for a given participant, choose the most recent status. Also, please refer to the "Definitions That Apply" section in the APR instructions for additional information on terms used in this APR (e.g., *rigorous program of study, regular high school diploma, graduation within standard number of years*).

A. OBJECTIVE: Secondary School Persistence

____% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.

Educational Status of Middle and Non-Senior High School Participants

	Number
A1. Persisted in school for next academic year at next grade level or graduated high school	_____
A2. Persisted in school for next academic year at same grade level	_____
A3. Dropped out of school	_____
A4. Deceased	_____
A5. Other	_____
A6. Unknown	_____
A7. Total (must equal sum of Section III, A1, A2, A3, A4 and A7)	_____

Calculation Rules for the Secondary School Persistence Objective:

- The **denominator** is the number of participants, at the time of first service in the reporting period, who were middle school students or non-senior high school students (including fourth-year students in a five-year dual enrollment program) (sum of Section III, A1, A2, A3, A4 and A7), minus participants who are deceased (Section IV, A4).
- The **numerator** is the number of participants in the denominator who persisted in school for the next academic year at the next grade level, or who graduated high school (Section IV, A1).

B. OBJECTIVE: Secondary School Graduation

i. Secondary School Graduation (regular secondary school diploma)

____% of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.

ii. Secondary School Graduation (rigorous program of study)

____% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.

Educational Status of High School Seniors (include below only those participants who were high school seniors [or in Grade 12 in an alternative education program] or were students in the fifth year of high school in a dual enrollment program at the time of first service in the reporting year [Section III, A5 and A8]).	Number
B1. Received regular secondary school diploma within standard number of years but did not complete a rigorous program of study	_____
B2. Received regular secondary school diploma within standard number of years and completed a rigorous program of study	_____
B3. Received a regular secondary school diploma but not within the standard number of years	_____
B4. Received an alternative credential (e.g., certificate of attendance or a high school equivalency certificate)	_____
B5. Neither graduated high school nor received an alternative credential	_____
B6. Deceased	_____
B7. Other	_____
B8. Unknown	_____
B9. Total (must equal sum of Section III, A5 + A8)	_____
B10. Secondary school dropouts (III.A9) and relevant "Other" participants (III.A10) who completed secondary education	_____

Calculation Rules for the Secondary School Graduation (Regular Diploma) Objective:

- The **denominator** is the number of participants, at the time of first service in the reporting period, who were seniors (Section III, A5) or students in the fifth year of high school in a dual enrollment program (Section III, A8), minus participants who are deceased (Section IV, B6).
- The **numerator** is the sum of number of participants who graduated high school with a regular secondary school diploma within the standard number of years; plus those who received a regular secondary school diploma and completed a rigorous program of study within the standard number of years (Section IV, B1 and B2). Note: The "standard number of years" includes five years of high school if the student is enrolled in a dual enrollment program that entails a fifth year of high school.

Calculation Rules for the Secondary School Graduation (Rigorous Program of Study) Objective:

- The **denominator** is the number of participants, at the time of first service in the reporting period, who were seniors (Section III, A5) or students in the fifth year of high school in a dual enrollment program (Section III, A8), minus participants who are deceased (Section IV, B6).
- The **numerator** is the number of participants who graduated high school with a regular secondary school diploma and completed a rigorous program of study within the standard number of years (Section IV, B2).

C. OBJECTIVE: Postsecondary Education Enrollment

____% of participants who have graduated with a regular secondary school diploma during the project year will enroll in an institution of higher education by the fall term immediately following high school graduation, or will have received notification, by the fall term immediately following high school, from an institution of higher education of acceptance but deferred enrollment until the next academic term (e.g., spring term).

In line 1, please indicate, by type of high school credential, the number of participants who enrolled in postsecondary education (PSE) by the fall term immediately following high school graduation, or by the next academic term if the institution deferred the participant’s enrollment. Also indicate in line 2 the number of participants who, within the same timeframe, did not enroll (or did not receive notification of deferred enrollment) in PSE, and the number of participants with an unknown status. Listed below the table are the types of credentials to which the columns refer; these mirror certain categories in Section IV.B.

(a) Enrollment status	(b) IV.C1	(c) IV.C2	(d) ST of IV.C1 + C2	(e) IV.C3	(f) IV.C4	(g) IV.C5	(h) ST of IV.C3, C4, and C5	(i) TL of cols. (d) + (h)
1.Enrolled in PSE or notified of deferred enrollment								*
2.No evidence of enrollment or deferred enrollment; or unknown status								
Totals			**				***	
*Total of line 1 should equal grand total of placement table in section IV.D. **Subtotal of col. d should equal IV.B1 + B2. ***Subtotal of col. h should equal IV.B3 + B4 + B5 + B7.								

Postsecondary status of participants who had:

IV.C1: Received regular diploma within standard number of years, and *did not complete* a rigorous program of study

IV.C2: Received regular diploma within standard number of years, and completed a rigorous program of study

IV.C3: Received a regular diploma but not within the standard number of years

IV.C4: Received an alternative credential (e.g., certificate of attendance or high school equivalency certificate)

IV.C5: Neither graduated high school nor received an alternative credential; or was included in IV.B7, "Other."

Calculation Rules for the Postsecondary Enrollment Objective:

- The **denominator** is the number of participants that graduated high school with a regular secondary school diploma within the standard number of years (includes both those who completed, and those who did not complete, a rigorous program of study [Section IV, B1 and B2]).
- The **numerator** is those enrolled in cell 1(d).

D. POSTSECONDARY PLACEMENTS

Please indicate the number of participants enrolled in a program of postsecondary education, as reported in Section IV.C, cell 1(i), by type and control of the postsecondary institution and by the type of high school credential received. **The types of credentials referred to in the columns are found in Section IV.C.** The total number of participants enrolled in all types of postsecondary institutions should equal the sum of those listed as enrolled in Section IV.C, cell 1(i).

(a) Type of institution	(b) IV.C1	(c) IV.C2	(d) ST of IV.C1 + C2	(e) IV.C3	(f) IV.C4	(g) IV.C5	(h) ST of IV.C3, C4, and C5	(i) TL of cols. (d) + (h)
1. Public 2-yr institution								
2. Private 2-yr institution								
3. Public 4-yr institution								
4. Private 4-yr institution								
5. Vocational/trade institution								
6. Proprietary school								
7. Unknown institution								
8. Totals								*

***Grand total should equal the sum of those listed as enrolled in IV.C, cell 1(i)**

E. OBJECTIVE: Postsecondary Attainment

Subsection 1:

Establishing Cohorts of Participants for the Denominator of the Postsecondary Attainment Calculation

____% of participants served during the project year who enrolled in an institution of higher education by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance but deferred enrollment, will complete a program of postsecondary education within six years.

Please indicate which interpretation of the objective's wording was followed when the project established the objective rate for postsecondary attainment. Note that the only distinction between the two choices is 1(f) in the second interpretation. **The interpretation selected cannot be changed for the remainder of the current grant cycle to maintain consistent prior experience (PE) calculations across all PE assessment years.**

- The target population, or denominator, of this objective would include postsecondary enrollees who: (1) received regular high school diplomas *without* completing a rigorous program of study; (2) received regular high school diplomas and completed a rigorous program of study; and (3) received a regular secondary diploma but not within the standard number of years (the sum of the number of students in Section IV.C, cells 1(d) + 1(e); **or**
- The target population, or denominator, of this objective would include postsecondary enrollees who: (1) received regular high school diplomas *without* completing a rigorous program of study; (2) received regular high school diplomas and completed a rigorous program of study; (3) received a regular secondary school diploma but not within the standard number of years; **AND** (4) received an alternative credential (e.g., certificate of attendance or high school equivalency certificate). This second interpretation uses the sum of the number of students in Section IV.C, cells 1(d) + 1(e) + 1(f).

To help projects keep track of students' progression to postsecondary attainment, projects are required to report the first and last names of the students who enrolled in postsecondary education by the fall term immediately following high school graduation in the 2016–17 project year, or by the next academic term (e.g., spring term 2018) as a result of acceptance but deferred enrollment.. Projects may choose to track all students listed or a randomly selected group using the method stated in the appendix of the instructions. The participants that the project identifies as having graduated and either enrolled or deferred by the institution in this timeframe will constitute the project's 2017–18 **postsecondary enrollment cohort**, so named because most of the students in the cohort will be first enrolled in postsecondary education during the 2017–18 academic year.

So that projects need not manually enter the names of each postsecondary enrollee, the online Web application is designed to allow a project to upload an Excel file with the list of postsecondary enrollees. The Excel file must include the first and last name of each enrollee. The spreadsheet must also include a column providing information on the random sample option. Additional requirements for the Excel file are found under "Section IV Upload" in the online APR Web application.

Please indicate below the method your project will be implementing to track the postsecondary attainment status of postsecondary enrollees. **The method selected cannot be changed for the remainder of the current grant cycle to maintain consistent tracking methodology.**

- My project will be tracking the postsecondary attainment status of **ALL** postsecondary enrollees for the entirety of the grant cycle.
- My project will be tracking the postsecondary attainment status of a random sample of postsecondary enrollees using the methodology stated in the APR instructions for the entirety of the grant cycle.

Subsection 2:

Calculating Postsecondary Attainment for the 2011-12 Postsecondary Enrollment Cohort

The point of measurement for the postsecondary attainment objective is six years. Thus, for the first postsecondary enrollment cohort established (2011-12), attainment will be calculated six years later (2017-18). When completing the 2017-18 APR, in this section TS projects will report on the participants who attained at least one postsecondary credential within six years following graduation from high school. In the PDF that projects must download after submitting the 2016-17 APR, the Department will provide APR data, a report on any prior experience points awarded, and a list of participants that the project identified six years ago as members of the 2011-12 cohort. The list will be provided again in the 2017-18 APR. Please see APR instructions under “Calculating Postsecondary Attainment” for full explanation on this objective.

In the 2017-18 APR, this table will appear in the Web application:

	Number
Number of participants in the 2011-12 postsecondary enrollment cohort [pre-populated]	
A. Number of participants by type of postsecondary credential earned by 8/31/2018:	
1. Certificate(s) only	
2. Associate degree(s) only	
3. Bachelor’s degree(s) only	
4. Both an associate degree and a bachelor’s degree	
5. More than one credential (other combinations)	
6. All participants who earned a credential (subtotal of lines 1-5)	
7. Number of participants in 2011-12 cohort who did not earn a postsecondary credential by 8/31/2018, or whose postsecondary attainment status is unknown	
8. Number of participants who are deceased	
9. Total (sum of lines 6, 7, and 8; must equal the number of participants in cohort)	

Calculation Rules for the Postsecondary Attainment Objective:

- The **denominator** is the number of participants in the cohort six years prior to the project year, minus participants who are deceased (Section IV.E6 + E7).
- The **numerator** is the number of participants in the denominator who earned a postsecondary credential by August 31, 2018 (Section IV.E6).