OMB Approval No.: 1840-0831

Expiration Date: XX/XX/XXXX

Upward Bound (UB) and Upward Bound Math-Science (UBMS)

Annual Performance Report

Program Year 2021-22

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.  The valid OMB control number for this information collection is 1840-0831.  Public reporting burden for this collection of information is estimated to average 17 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 (Title IV, Sections 402A and 402C of the *Higher Education Act of 1965*, as amended; the program regulations in 34 CFR 645; and the Education Department General Administrative Regulations (EDGAR) in 34 CFR 74.51, 75.720, and 75.732). If you have comments or concerns regarding the status of your individual submission of this form*,* please contact Federal TRIO Programs, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202 directly. [Note: Please do not return the completedformto this address.]

# SECTION I, Part 1 – PROJECT IDENTIFICATION, CERTIFICATION, AND WARNING

## Identification (all fields with an asterisk [\*] are mandatory):

1. PR/Award Number: [will be prepopulated]

2. Name of Grantee Institution/Agency: [will be prepopulated]

3. Address: Campus: [address will be prepopulated]

Street:\* City:\*

State:\* [dropdown box] Zip:\*

1. Name of Project Director: [section 4 will be prepopulated]

Prefix: [dropdown box allowing choice among Mr., Mrs., Ms., Dr., Sister, Father]

First Name:\* MI: Last Name:\*

1. Telephone Number:\* ext.: [section 5 will be prepopulated]

Fax Number: ext.:

E-mail Address:\*

6. Report Period: [will be prepopulated]

7. Type of Project: [will be prepopulated]

1. \*For UBMS projects *only*, please indicate whether project is
* regional (i.e., serves at least two states) or
* non-regional (i.e., operates within a state or a locality).
1. \*Project Characteristics
	1. Summer residential program (select one below)

\_\_\_\_ Yes \_\_\_\_ No

\_\_\_\_ Some participants are residential, others commute

* 1. Number of weeks of summer program (insert #) \_\_\_\_\_\_
	2. Summer bridge program \_\_Yes \_\_No
	3. Frequency of academic year contacts between project staff and participants (select only one)

\_\_\_\_Weekly

\_\_\_\_Twice a month

\_\_\_\_Once a month

\_\_\_\_Quarterly

\_\_\_\_No face-to-face contact

\_\_\_\_Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Data Entry Person:

First Name:\* MI: Last Name:\*

Telephone Number:\* ext.:

If you would like to receive an e-mail confirmation upon receipt of your Annual Performance Report, please enter your e-mail address:

## Certification

The Project Director and Certifying Official are required to sign and date Section I, Part 1 of the 2021-22 Annual Performance Report form to certify the accuracy and completeness of the information submitted electronically; please use the Print button provided on the Submit page. Once the form has been signed, it should be scanned so that it can be uploaded using the functionality of the APR site. Only Section I, Part 1 should be uploaded—not any other portion of the report.

Please review the information in Section I, Part 1 for accuracy and make needed changes before proceeding to the next section of the report form.

 I have verified the information in this section.

#  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 these programs unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.590 and 75.720).

# SECTION I, Part 2 – Competitive Preference Priority (If Applicable)

The 2017 UB and UBMS grant competitions established a competitive preference priority to encourage applicants to propose for their projects activities that were supported by moderate evidence of effectiveness—particularly activities that would increase the likelihood that students would complete high school, enroll in a program of postsecondary education, and complete that program. The priority as it appeared in the application was this:

**Moderate Evidence of Effectiveness.** Applications supported by evidence of effectiveness that meets the conditions set out in the definition of “moderate evidence of effectiveness” in 34 CFR 77.1 (c).

Below, please indicate whether your project addressed this competitive preference priority in your grant application; if your project did so, please complete the text boxes with concise information about implementation.

A. Not applicable □

B. Yes □

Citation of study used: In the box below, please cite the study that your project used; for example, “Abelman, R., & Molina, A. (2001). Style over substance revisited: A longitudinal analysis of intrusive intervention. NACADA Journal, 21(1–2), 32–39.”

[Not to exceed 45 words]

Implementation: Please discuss briefly how your project has implemented the activities from the outset of your grant to the present. Please cover:

* any staff training taken prior to, or during, the intervention;
* the plan used for implementation, including current stage; and
* the number of students participating in the intervention.

Please also include observations, findings, and/or outcomes to date, and explain why the project will or will not continue to use the intervention.

**SECTION I, PART 3 – STEM SUPPLEMENTAL FUNDING**

In June 2018, the Department invited UB and UBMS grantees holding 2018 continuation awards under existing UB or UBMS program grants to apply for supplemental STEM awards to carry out activities consistent with one or more of three elements of the Secretary’s Supplemental Priorities, as published in the *Federal Register* on March 2, 2018. These three elements were aimed at supporting students’ learning and proficiency in STEM fields. For full text of the invitation and elements, please see the Department’s June 21, 2018 letter to UB and UBMS project directors at the UB and UBMS “report” pages, <https://www2.ed.gov/programs/trioupbound/report.html> or

<https://www2.ed.gov/programs/triomathsci/report.html>.

**Background concerning the 2018-19 through 2020-21 APRs:** As activities supported by these supplemental awards were originally intended to take place during the period June 1, 2018 through August 31, 2019, the Department collected in the 2018-19 APR all available information on how projects implemented the supplemental awards. In some cases, the Department formally approved some projects to carry funds over to the 2019-20 reporting period to continue conducting approved STEM activities. These projects therefore were required to provide information on their activities in the 2019-20 APR. Due largely to the COVID pandemic, however, some projects were not able to complete work planned for that performance year. With approval from the Department, some grantees continued on with this work into 2020-21, and in some cases into 2021-22—all with the intent of improving students’ growth in STEM fields, consistent with the Secretary’s Supplemental Priorities.

***Reporting in the 2021-22 APR***

**➢ If your project attempted to deliver services in 2021-22 with approved “carried over” supplemental funding from the Department,**  please check the first box directly below. Then, please indicate to which of the elements you responded by checking one or more of the boxes under “Elements of the Secretary’s Supplemental Priorities for STEM Education.” Projects may have undertaken work in one, two, or all three of the elements. Please also indicate the number of students served for each element; a student may be included in the count for more than one element. In addition, provide a brief summary (up to 100 words per element) of the activities your project undertook with funding from the supplemental STEM award; do not report on activities unsupported by the award. To the extent possible, include observations, any outcomes to date, and any “lessons learned”; also, please discuss any lasting benefit that the STEM funding might have had for your students and for your project’s future work.

❏ The project delivered services in 2021-22 with “carried over” supplemental funding from the Department.

➢ **If your project reported fully in the 2018-19, 2019-20, and/or 2020-21 APR(s), but you wish to provide follow-up information**, please check the box below, and report your information in the boxes that follow.

❏ The project reported on the supplemental STEM funding in the 2018-19, 2019-20, and/or 2020-21 APRs, but wishes to provide further information.

**➢ If neither of the checkboxes above apply to your project, go directly to Section I, Part 4 (Target Schools).**

***Elements of the Secretary’s Supplemental Priorities for STEM Education:***

❑ The project responded to the element aimed at developing students’ mastery of key prerequisites to ensure success in all STEM fields; at encouraging such skills as critical thinking and problem-solving, gained through hands-on, inquiry-based learning; or at supporting proficiency in the use of computer applications, leading to students’ involvement in developing computer technologies.

Number of participants served under this element: \_\_\_

Summary of activities undertaken under this element:

[Do not exceed 100 words.]

❑ The project responded to the element aimed at creating or expanding partnerships to give students access to internships, apprenticeships, or other learning experiences in STEM fields, including computer science.

Number of participants served under this element: \_\_\_

Summary of activities undertaken under this element

[Do not exceed 100 words.]

❑ The project responded to the element that sought to increase access to STEM coursework and hands-on learning opportunities, including innovative delivery mechanisms.

Number of participants served under this element: \_\_\_

Summary of activities undertaken under this element:

[Do not exceed 100 words.]

# SECTION I, Part 4 – Information on Target Schools

The Upward Bound regulations define target schools as **those designated by the grantee as a focus of project services.**  So as to have more readily useable data on these schools on an annual basis, TRIO requires the data below. Please include only those schools that meet the regulatory definition above. Other than actions approved as part of your grant award, a school may be added or deleted **only with the approval of your program specialist**. If a public target school does not have a NCES identification number, use 555555555555. For private and parochial target schools, in the NCES ID column please use 666666666666 and 777777777777, respectively. To enter data in the table below, click on “Modify Target Schools.” If you were unable to serve any students at one or more of the schools, enter 0 for the school(s) by clicking “Modify Target Schools.” Do not leave any blank spaces in the column “Number of participants served in reporting period.”

|  |
| --- |
| Target Schools Served by the Project During the Reporting Period |
| Name of school | State | NCES ID | Was school listed in your 2017 grant application? (Y/N) | Number of participants served in reporting period  |
|  |  |  |  |  |
| [Final line] Total of participants served in reporting period 2021-22 at a target school |  |

[Modify Target Schools]

Number of participants who **did not attend a target school at all** during reporting period 2021-22: \_\_\_\_\_

Note: The number of participants served in reporting period 2021-22 who attended a target school, plus the number of participants served who did not attend a target school at all during the reporting period, must equal the number of new, continuing, reentry, and transfer participants served in 2021-22 (that is, all participants coded 1, 2, 3, or 6 in Section II, field #27, Participant Status, for reporting year 2021-22).

ANNUAL PERFORMANCE REPORT (2021-22)

SECTION II -- RECORD STRUCTURE FOR PARTICIPANT LIST

FOR UPWARD BOUND AND UPWARD BOUND MATH-SCIENCE PROJECTS

Grantees must submit student files in Excel or CSV format. Column names **must** match the "Database column names" provided in column four below, and grantees must follow instructions in the "Valid field content" column. For additional information on how to submit data, please see "How May the Report be Submitted?" in the instructions for the APR.

| **Subsection** | **Field no.** | **Field name** | **Database column name** | **Valid field content** | **Data for field must not change from reporting year to reporting year** | **Grantee must check field each reporting year to see if update is needed** |
| --- | --- | --- | --- | --- | --- | --- |
| Project identifiers (pre-populated) | 1 | PR/Award Number | PR | Number in Block 5 of the project’s Grant Award Notification.Include only the eleven-character PR/Award Number that begins as follows:Upward Bound: P047A \_ \_ \_ \_ \_ \_Upward Bound Math-Science: P047M \_ \_ \_ \_ \_ \_ | These fields are pre-populated and thus do not need any checkmarks. | These fields are pre-populated and thus do not need any checkmarks. |
| Project identifiers (pre-populated) | 2 | Batch Year | BatchAY | 2021 for project year 2021-22 | These fields are pre-populated and thus do not need any checkmarks. | These fields are pre-populated and thus do not need any checkmarks. |
| Project identifiers (pre-populated) | 3 | Program Type | Type | 1 = Upward Bound2 = Upward Bound Math-Science | These fields are pre-populated and thus do not need any checkmarks. | These fields are pre-populated and thus do not need any checkmarks. |
| Participants’ demographic information | 4 | Case Number | CaseNumber | The case number is a TRIO-generated number assigned to each current and prior-year participant. TRIO uses case numbers (1) to ensure that grantees include all of the records that need to be on the UB-UBMS APR data file, and (2) to match UB-UBMS APR data records with the UB-UBMS longitudinal file. For participants not reported in the previous year’s APR (typically new or transfer participants in 2021-22), leave this field blank.Please refer to the General Instructions for further information. | ✔ |  |
| Participants’ demographic information | 5 | Student’s Last Name | LastNM | 0 to 9Uppercase A to Z. (period)’(apostrophe)- (hyphen)Last name will be justified with an uppercase A-Z in first position. Please do not use commas or quotation marks in this field.**So as to allow participants' records to match across years, this data must match your 2020-21 APR (except for students new in 2021-22).** | ✔ |  |
| Participants’ demographic information | 6 | Student’s First Name | FirstNM | 0 to 9Uppercase A to Z. (period)’(apostrophe)- (hyphen)First name will be justified with an uppercase A-Z in first position. Please do not use commas or quotation marks in this field.**So as to allow participants' records to match across years, this data must match your 2020-21 APR (except for students new in 2021-22).** | ✔ |  |
| Participants’ demographic information | 7 | Student’s Middle Initial | MI | Uppercase A to Z; only one characterBlank = No response**So as to allow participants' records to match across years, this data must match your 2020-21 APR (except for students new in 021-22).** | ✔ |  |
| Participants’ demographic information | 8 | Student’s Date of Birth | DOB | Format is MM/DD/CCYY, e.g., 01/01/1990MM = 01 - 12DD = 01 - 31CC = 19-20YY = 00-9900/00/0000 = UnknownPlease make every effort to identify the student’s precise date of birth. **So as to allow participants' records to match across years, this data must match your 2020-21 APR (except for students new in 2021-22).** | ✔ |  |
| Participants’ demographic information | 9 | Gender | GenderCD | 1 = Male2 = Female0 = Unknown/Not disclosed |  |  |
| Participants’ demographic information | 10 | Ethnicity – Hispanic | Ethnic | Participant is identified as Hispanic/Latino.1 = Yes2 = NoPlease see instructions for additional detail on this field. |  |  |
| Participants’ demographic information |  11 | Race – American Indian/Alaskan Native | Race1 | Participant is identified as American Indian/Alaskan Native.1 = Yes2 = NoPlease see instructions for additional detail on this field. |  |  |
| Participants’ demographic information | 12 | Race – Asian | Race2 | Participant is identified as Asian.1 = Yes2 = NoPlease see instructions for additional detail on this field. |  |  |
| Participants’ demographic information | 13 | Race – Black or African American | Race3 | Participant is identified as Black or African American.1 = Yes2 = NoPlease see instructions for additional detail on this field. |  |  |
| Participants’ demographic information | 14 | Race – White | Race4 | Participant is identified as White.1 = Yes2 = NoPlease see instructions for additional detail on this field. |  |  |
| Participants’ demographic information | 15  | Race – Native Hawaiian or Other Pacific Islander | Race5 | Participant is identified as Native Hawaiian or Other Pacific Islander.1 = Yes 2 = NoPlease see instructions for additional detail on this field. |  |  |
| Eligibility and initial selection | 16 | Eligibility (at time of initial selection) | EligibilityCD | 1 = Low-income and first-generation 2 = Low-income only3 = First-generation only4 = At risk for academic failure only5 = Low-income and at high risk for academic failure6 = First generation and at high risk for academic failure7 = Low-income, first-generation, and at high risk for academic failure0 = Unknown | ✔ |  |
| Eligibility and initial selection | 17 | At Risk: Reading/Language Arts or Math Proficiency Not Achieved (at time of initial selection) | AtRiskStdTest | 1 = Student **did not** achieve at the proficient level on State assessments in reading/language arts and/or in math2 = Student achieved at the proficient level on State assessments in both reading/language arts and math8 = Not applicable, student has not taken the State assessment to determine whether he or she met standard; student took assessment, but results are not yet available; no suitable assessment exists; or no proficient level for assessment has been established.9 = Not applicable, prior or continuing participant served before the 2012–17 grant cycle0 = UnknownIf a project indicated in the eligibility field (#16) that a participant met the criterion of being at high risk for academic failure, the project must have ascertained that the student met at least one criterion in the program regulations’ definition of an individual at such risk. In this field, for any participant coded 4, 5, 6, or 7 in the eligibility field, indicate whether the criterion regarding State assessments was met. Projects must use only assessments that specifically indicate whether the student achieved at the proficient level.Beginning with project year 2013–14, grantees were expected to gather data and report on **all** new participants in fields #17–19. | ✔ |  |
| Eligibility and initial selection | 18 | At Risk: Low Grade Point Average (at time of initial selection) | AtRiskLowGPA | 1 = GPA of 2.5 or less2 = GPA above 2.59 = Not applicable, prior or continuing participant served before the 2012–17 grant cycle0 = UnknownIf a project indicated in the eligibility field (#16) that a participant met the criterion of being at high risk for academic failure, the project must have ascertained that the student met at least one criterion in the program regulations’ definition of an individual at such risk. In this field, for any participant coded 4, 5, 6, or 7 in the eligibility field, indicate whether the criterion regarding low GPA was met. Select option 1 if participant’s middle school or high school GPA for the most recent school year for which grade point averages are available was 2.5 or less (on a 4.0 scale). Beginning with project year 2013–14, grantees were expected to gather data and report on **all** new participants in fields #17–19. | ✔ |  |
| Eligibility and initial selection | 19 | At Risk: Pre-Algebra or Algebra Course Not Successfully Completed by Beginning of 10th Grade (at time of initial selection) | AtRiskAlgebra | 1 = At the beginning of 10th grade, student **had not** successfully completed pre-algebra or algebra course 2 = At the beginning of 10th grade, student had successfully completed pre-algebra or algebra course 8 = Not applicable, this information is not yet available due to grade at student’s initial selection9 = Not applicable, prior or continuing participant served before the 2012–17 grant cycle 0 = Unknown If a project indicated in the eligibility field (#16) that a participant met the criterion of being at high risk for academic failure, the project must have ascertained that the student met at least one criterion in the program regulations’ definition of an individual at such risk. In this field, for any participant coded 4, 5, 6, or 7 in the eligibility field, indicate whether the criterion regarding algebra coursework was met. Beginning with project year 2013–14, grantees were expected to gather data and report on **all** new participants in fields #17–19. | ✔ |  |
| Eligibility and initial selection | 20 | Limited English Proficiency (at time of initial selection) | LEPEntry | 1 = Yes2 = No0 = UnknownPlease see “Definitions That Apply” in the General Instructions.The information in this field should not be changed or updated in subsequent data submissions except to correct previously entered erroneous data.For prior-year participants, if information for this field is not readily available, please use option 0. |  |  |
| Eligibility and initial selection | 21 | Disconnected Youth (at time of initial selection) | Disconnected | 1 = Yes, participant meets one or more criteria in definition of disconnected youth2 = No, participant does not meet any criterion in definition of disconnected youth 9 = Not applicable, prior or continuing participant served before the 2012–17 grant cycle0 = Unknown“Disconnected youth” is defined in the Appendix to the FY 2013 Budget of the U.S. Government as individuals between the ages of 14 and 24 who are homeless, in foster care, involved in the juvenile justice system, or are neither employed nor enrolled in an educational institution. For further information, see “Definitions That Apply” in the General Instructions.The information in this field should not be changed or updated in subsequent data submissions except to correct previously entered erroneous data. |  |  |
| Eligibility and initial selection | 22 | Other Academic Need (at time of initial selection) | OtherNeed | 3 = Low educational aspirations7 = Lack of opportunity, support, and/or guidance to take challenging college preparation courses8 = Lack of career goals and/or need for accurate information on careers9 = Limited English proficiency10 = Lack of confidence, self-esteem, and/or social skills11 = Predominantly low-income community12 = Rural isolation13 = Interest in careers in math or science14 = Other15 = Diagnosed learning disability16 = Need was identified in one or more of fields #17–1917 = Prior or continuing participant served pre 2012–17 cycle w/need of low GPA and/or low achievement test scores 0 = UnknownIf needed, use 14 – “Other” for categories of academic need used by your project, but not on the list of options. Please use the “Other” field sparingly.For participants first served prior to 2012–17 cycle, if information for this field is not readily available, please use option 0.The information in this field should not be changed or updated in subsequent data submissions except to correct previously entered erroneous data.  |  |  |
| Participation and status in secondary school | 23 | Target School – NCES Identification Numbers, at first entry into project | NCESSchID | The UB regulations define target schools as those **designated by the grantee as a focus of project services**. Please provide the 12-digit NCES school identification number for a public secondary target school the UB-UBMS student attended at time of entry into the project; these numbers may be found at <https://nces.ed.gov/ccd/schoolsearch/>. Use the codes for private and parochial schools (6s and 7s, respectively) **only if the school was a target school**. If, at the time of the student’s entry into the project, the public, private, or parochial school that he or she first attended was **not a target school, use 9s** (not applicable). If in earlier years’ APRs the grantee entered NCES numbers, or 6s and 7s, for non-target schools, the grantee need not update that information.For “rising” ninth-graders (those first served the summer between completing eighth grade and starting ninth grade), provide the NCES school identification number for the target school the student attended (or will attend) as a ninth-grader (or use 9s to indicate that the student did not attend a target school). 555555555555 = Public target school that has no NCES number666666666666 = Private **target** school, non-parochial777777777777 = Parochial **target** school888888888888 = Home school999999999999 = Not applicable, **not a target school** 000000000000 = Unknown |  |  |
| Participation and status in secondary school | 24 | Date of First Project Service  | ProjEntryDT | Format is MM/DD/CCYY, e.g., 09/15/2018MM = 01 – 12DD = 01 - 31CC = 19 - 20YY = 00 - 9900/00/0000 = Unknown**Accuracy is particularly important for this field.** For new students, use the date the student first received service from the Upward Bound project that is submitting this report. Do not use date of *acceptance* into project unless that is the same as the date of *first service.* Students first served in the summer program should have a date of first project service no earlier than June 1. Use the original date of service at this project even if the student subsequently left and reentered. If the student transferred from another UB project, in this field give the date of first service at the project submitting the report. You do not need to provide the exact day; you may use 15 (midpoint of the month).  | ✔ |  |
| Participation and status in secondary school | 25 | Grade Level, at first service | EnterGradeLV | 8 = Rising 9th-grader (summer between 8th grade and 9th grade)9 = 9th grader (not a valid option for students first receiving service in the summer program)10 = Rising 10th grader (summer between 9th grade and 10th grade) or 10th grader11 = Rising 11th grader (summer between 10th grade and 11th grade) or 11th grader12 = Rising 12th-grader (summer between 11th grade and 12th grade)13 = 12th-grader15 = In 5th year of high school (only for students participating in a dual enrollment program that entails a 5th year of high school; includes “rising” summer period)14 = Other 0 = Unknown**Accuracy is particularly important for this field.** For new students, enter the grade at the time he or she first received UB services from the project that is submitting the report. For students served first during the summer component, select “rising” 9th grader for those students who had completed 8th grade and would be entering 9th grade in the fall term. **For all other students first served during the summer component, enter the grade the** **student would enter for the fall academic term** (for example, for students first served in the summer between ninth and 10th grades, the correct code is 10). If the student was first served on any day in June, consider that student to have been first served in the summer before the coming fall grade, even if school was still in session on the student’s first day of service. For example, if your project first served a student on June 3 in the waning days of 9th grade, consider that student to have been first served in the summer before 10th grade, not in 9th grade. The code for the student would therefore be 10.If the student transferred from another UB project, in this field give the grade level at first service in the project submitting the report. (For continuing and prior-year participants, use data entered in the earlier APR.) | ✔ |  |
| Participation and status in secondary school | 26 | Deceased or Incapacitated | Deceased | 1 = Deceased prior-year participant2 = Permanently incapacitated prior-year participant3 = Participant was served during reporting period 2020-21 but is now deceased4 = Participant was served during reporting period 2020-21 but is now permanently incapacitated9 = Not applicable, neither deceased nor permanently incapacitated0 = Unknown  |  | ✔ |
| Participation and status in secondary school | 27 | Participant Status, for reporting year (2021-22) | PartCD | 1 = New participant during reporting period2 = Continuing participant3 = Reentry participant, previously served by project submitting report4 = Prior-year participant 6 = Transfer participant in reporting year (UB participant served by another UB project, or UBMS participant served by another UBMS project, in a previous reporting year)For this report, please use the following definitions: A **new participant** is an individual who participated in the Upward Bound project for the **first time** in this reporting period and who meets the definition of participant in 34 CFR 645.6 of the program regulations. (Please refer to field #24, Date of First Project Service, on establishing the date of first service for new participants served initially in the summer program.)For Upward Bound Math-Science, a participant should be considered **new** if the reporting year is the first year the student has participated in the Upward Bound Math-Science project, even if the student has previously participated in a regular Upward Bound project.A **continuing participant** is an individual who participated in the program in both the current reporting period and the reporting period immediately preceding.A **reentry participant** is a former participant of the project submitting the APR who did not participate in the program during the previous 12-month reporting period, but who has received services on a continual basis during this reporting period. (In reporting years following the current one, such a participant should be coded as continuing or prior.)A **prior-year participant** is an individual who participated in the Upward Bound program in a previous reporting period but who has not received services on a continual basis during the current reporting period. A **transfer participant** is a former participant of a UB or UBMS project other than that submitting the APR who joined the current project during the reporting period, either with or without a hiatus between projects. Students who leave a UB project to join a UBMS project, or leave a UBMS project to join a UB project, are **not** considered transfer participants.The sum of the number of new, continuing, reentry, and transfer participants should equal the total number of participants the projects served during the reporting period. |  | ✔ |
| Participation and status in secondary school | 28 | Participation Level, for reporting year (2021-22) | PartLV | 1 = Participated in academic year and summer components 2 = Participated in academic year and summer bridge3 = Participated in academic year component only4 = Participated in summer component only5 = Participated in summer bridge only6 = Not applicable, prior-year participant 0 = UnknownFor students identified as new, continuing, reentry or transfer in field #27 (Participant Status), select option 1, 2, 3, 4, or 5 in this field. For students identified as prior-year in field #27, select option 6. |  | ✔ |
| Participation and status in secondary school | 29 | Served by Another Federally Funded College Access Program, for reporting year (2021-22) | FederalServed | In addition to participating in UB or UBMS during the reporting year, student received services from:1 = Both UB and UBMS 2 = Veterans Upward Bound3 = Talent Search4 = GEAR UP 5 = EOC6 = Another federally funded college access program, other than TRIO and GEAR UP 7 = More than one other federally funded college access program8 = Not applicable, current participant served only by UB or UBMS9 = Not applicable, prior-year participant0 = Unknown |  | ✔ |
| Participation and status in secondary school | 30 | Grade Level, at the *beginning* of academic year being reported (2021-22) | StartGradeLV | 8 = 8th grade9 = 9th grade10 = 10th grade11 = 11th grade12 = 12th grade14 = In 5th year of high school (only for students participating in a dual enrollment program that entails a 5th year of high school)13 = Enrolled in, or completed during year or at an earlier time, a program of postsecondary education15 = Other99 = Not applicable, enrolled neither in high school nor in a program of postsecondary education0 = UnknownNote: Use option 99 for summer bridge participants in projects with June or July start dates. |  | ✔ |
| Participation and status in secondary school | 31 | Secondary Grade Level or Postsecondary Status, at the beginning of 2022-23) (academic year *following* year being reported)  | EndGradeLV | 9 = 9th grade10 = 10th grade11 = 11th grade12 = 12th grade15 = In 5th year of high school (only for students participating in a dual enrollment program that entails a 5th year of high school)13 = Enrolled in, or completed, a program of postsecondary education14 = Other99 = Not applicable, enrolled neither in high school nor in a program of postsecondary education 0 = Unknown |  | ✔ |
| Participation and status in secondary school | 32 | High School Cumulative Grade Point Average (GPA), at end of academic year being reported (2021-22) | HSGPA | 0.001 to 4.000 (with exceptions noted below)8.888 = Not applicable, the academic year ended before the participant had completed the first year of high school (for example, student first served as a rising ninth-grader in a project with reporting period beginning in September); or summer bridge student in project with summer start date who graduated from high school before academic year 2021-22 9.999 = Not applicable, prior-year participant 0.000 = Unknown GPA, or grading scale could not be converted to a four-point scaleReport the GPA based on a four-point scale. If the participant’s school used a four-point scale, enter the GPA provided by the school; if not, convert other scales to four-point to the extent possible. If a student’s GPA on a four-point scale exceeded 4.000 for such a reason as completing honors or Advanced Placement courses, the project may enter a score that exceeds 4.000.**Report the score with three decimal places; do not round.** (The Web application will not round any scores, but will remove zeros so that, for example, your entry of 4.000 will appear as 4.) |  | ✔ |
| Participation and status in secondary school | 33 | High School Cumulative **Unweighted** Grade Point Average (GPA), at end of academic year being reported (2021-22) | HSGPAUnweighted | 0.001 to 4.000 (without exceptions)8.888 = Not applicable, the academic year ended before the participant had completed the first year of high school (for example, student first served as a rising ninth-grader in a project with reporting period beginning in September); or summer bridge student in project with summer start date who graduated from high school before academic year 2021-229.999 = Not applicable, prior-year participant 0.000 = Unknown GPA, or grading scale could not be converted to a four-point scale This field captures information on the participant’s **unweighted** GPA score (0.001 to 4.000); no adaptations may be made for such reasons as completing honors or Advanced Placement courses. If you do not know whether the GPA is weighted or not, enter 0.000.**Report the score with three decimal places; do not round.** (The Web application will not round any scores, but will remove zeros so that, for example, your entry of 4.000 will appear as 4.) |  | ✔ |
| Participation and status in secondary school | 34 | High School Graduation Status, at end of academic year being reported (2021-22) | HsGRAD | 1 = Currently enrolled in high school2 = High school dropout3 = Received regular secondary school diploma4 = Received high school equivalency credentials (e.g., GED)5 = Other6 = Completed 12th grade but failed to meet state or local requirements for graduation 0 = Unknown For definition of regular secondary school diploma, see “Definitions That Apply” in the General Instructions.**Once option 3 has been submitted in one year’s APR, the date in field #35 (HsgradDT) must not change in later reporting years.** |  | ✔ |
| Participation and status in secondary school | 35 | Actual Date of High School Graduation (or completion of high school equivalency certificate)  | HsgradDT | Format is MM/DD/CCYY, e.g., 05/15/2019MM = 01 – 12DD = 01 – 31CC = 19 – 20YY = 00 – 9966/66/6666 = Not applicable, student who completed the 12th grade but did not meet state or local requirements for graduation99/99/9999 = Not applicable, other circumstances (e.g., high school dropout or still enrolled in high school) 00/00/0000 = Unknown**Accuracy is particularly important for this field.** Report only graduations and awards of GED that have actually occurred. You do not need to provide the exact day; you may use 15 (midpoint of the month). **Once a high school graduation or GED award date has been submitted in one year’s APR, the date must not change in a later reporting year.**  |  |  |
| Participation and status in secondary school | 36 | Rigorous Secondary School Program of Study Completed | RigorousStudy | 1 = Current or prior-year participant who graduated high school during the school year (2021-22) with a regular secondary school diploma, and completed a rigorous secondary school program of study2 = Current or prior-year participant who graduated high school during the school year (2021-22) with a regular secondary school diploma, and **did not** complete a rigorous secondary school program of study8 = All other participants0 = Unknown Please see “Definitions That Apply” in the General Instructions. |  | ✔ |
| Participation and status in secondary school | 37 | Secondary School Retention and Graduation Objective – Numerator, for reporting year  | SchoolPersistNum | 5 = Not applicable, field #37 no longer used. |  |  |
| Participation and status in secondary school | 38 | Met High School State Academic Achievement Standard at Proficient Level – Reading/ Language Arts | HSProficientRLA | Participant achieved the proficient level on state high school reading/language arts assessments.3 = Yes4 = No9 = Not applicable, student has not taken the state assessment to determine whether he or she met standard; student took assessment but results are not yet available; no suitable assessment exists; or no proficient level for assessment has been established.0 = UnknownFor assessment years 2017-18, 2018–19, 2019–20, and 2020–21, fields #38 and #39 will be used to calculate the PE objective on academic performance as reflected in standardized tests; while this is calculated only for seniors, data should be reported and updated as necessary in each reporting year. If, for example, an 11th-grader passed both assessments at the proficient level in reporting period 2017–18, the project would choose option 1 in 2017–18 and in subsequent years as well, including the student’s senior year (2018–19); the PE calculation for the student would occur in 2018–19.To be counted toward meeting this objective, a current-year senior participant must achieve the proficient level on state high school assessments in both reading/language arts and math. Projects must only use assessments that specifically indicate whether the student achieved at the proficient level.  |  | ✔ |
| Participation and status in secondary school | 39 | Met High School State Academic Achievement Standard at Proficient Level – Math | HSProficientMATH | Participant achieved the proficient level on state high school math assessments.3 = Yes4 = No9 = Not applicable, student has not taken the state assessment to determine whether he or she met standard; student took assessment, but results are not yet available; no suitable assessment exists; or no proficient level for assessment has been established. 0 = UnknownFor assessment years 2017-18, 2018–19, 2019–20, and 2020–21, fields #38 and #39 will be used to calculate the PE objective on academic performance as reflected in standardized tests; while this is calculated only for seniors, data should be reported and updated as necessary in each reporting year. If, for example, an 11th-grader passed both assessments at the proficient level in reporting period 2017–18, the project would choose option 1 in 2017–18 and in subsequent years as well, including the student’s senior year (2018–19); the PE calculation for the student would occur in 2018–19.To be counted toward meeting this objective, a current-year senior participant must achieve the proficient level on state high school assessments in both reading/language arts and math. Projects must use only assessments that specifically indicate whether the student achieved at the proficient level.  |  | ✔ |
| Participation and status in secondary school | 40 | Advanced Placement (AP) or International Baccalaureate (IB) Course Completed  | APCourse | Participant completed an Advanced Placement (AP) or International Baccalaureate (IB) course in high school (even if before being served by UB/UBMS or after leaving the program).1 = Yes2 = No8 = Not applicable, participant is enrolled at a school that offers neither AP nor IB coursework9 = Not applicable, prior participant who graduated high school before the 2012–13 reporting year0 = UnknownPlease provide data, as available, for all current participants and for prior participants who had not graduated before the 2012–13 reporting year. If the participant completed an AP course, select option 1 even if the participant did not take the AP exam or if he or she took the exam but did not earn college credit from the score. If the student completed an IB course, select 1 even if the participant did not take an IB exam or earn the IB diploma. Completion of honors courses should **not** be considered when selecting an option for this field.  |  | ✔ |
| Participation and status in secondary school | 41 | Dual Enrollment Participation  | DualEnrollPart | Student participated in dual enrollment program during high school 1 = Yes, in a program entailing a 5th year of high school2 = Yes, in a program **not** entailing a 5th year of high school3 = No, not in a dual enrollment program9 = Not applicable, prior participant served neither in the 2012–17 nor 2017–22 grant cycle0 = UnknownPlease refer to the General Instructions for a discussion of reporting students’ participation in dual enrollment programs.Notes: Students in dual enrollment programs must not be reported in fields #52–66 as enrolled in a program of postsecondary education unless they enrolled after high school graduation.Once a student’s participation in a dual enrollment program has been reported, grantees do not need to update field #41 in subsequent years, but instead should simply retain the previous year’s response. Please see General Instructions for details.  |  | ✔ |
| Participation and status in secondary school | 42 | Dual Enrollment: Pre-diploma Credentials or Coursework Completed | DECredentials | 1 = Participant completed a certificate through a dual enrollment program 2 = Participant completed an associate degree through a dual enrollment program 3 = Participant never enrolled in dual enrollment program, but completed at least one course undertaken for postsecondary credit4 = All other participants except those in options 9 and 09 = Not applicable, prior participant served neither in the 2012–17 nor 2017–22 grant cycle0 = UnknownStudents in dual enrollment programs must not be reported in fields #52–66 as enrolled in a program of postsecondary education unless they enrolled after high school graduation.Once a project has reported a student’s certificate, associate degree, or course completion in field #42, the grantee does not need to update the field in subsequent years, but instead should simply retain the previous year’s response. Please see General Instructions for details. |  | ✔ |
| Participation and status in secondary school | 43 | Advanced Math Courses Completed | AdvancedMath | Participant completed two years of math beyond algebra 1 in high school1 = Yes2 = No9 = Not applicable, prior participant graduated high school before the 2012–13 reporting year0 = Unknown*Beyond algebra 1 math courses* consist of those that are more advanced than algebra 1 (e.g., geometry, algebra 2, trigonometry, pre-calculus). Please provide data, as available, for all current participants and for prior participants who had not graduated before the 2012–13 reporting year. |   | ✔ |
| Participation and status in secondary school | 44 | Free Application for Federal Student Aid (FAFSA) completed | FAFSA | 1 = Current or prior-year participant who graduated high school or received high school equivalency credentials during the reporting year and who completed the FAFSA .2 = Current or prior-year participant who graduated high school or received high school equivalency credentials during the reporting year and who **did not** complete the FAFSA8 = Not applicable, student did not graduate high school or receive high school equivalency credentials during the reporting year9 = Not applicable, prior-year participant who graduated high school before the 2012–13 reporting year0 = Unknown |  | ✔ |
| Participation and status in secondary school | 45 | Date of Last Project Service  | LastSerDT | Format is MM/DD/CCYY, e.g., 03/15/2013MM = 01 – 12DD = 01 – 31CC = 19 – 21YY = 00 – 9999/99/9999 = Not applicable, participant is still in the program00/00/0000 = Unknown**Accuracy is particularly important for this field.** Report date of last service for all participants no longer being served by submission date of APR. You do not need to provide the exact day; you may use 15 (midpoint of the month).**Once date of last project service has been submitted in one year’s APR, the date must not change in a later reporting year.** (See General Instructions regarding reentry participants.) |  |  |
| Participation and status in secondary school | 46 | Reason for Leaving Project | Reason | 1 = Need or desire for employment 2 = Moved out of target area3 = Dropped out of high school4 = Other extra-curricular activities5 = Participating in another academic program (not UB or UBMS)6 = No longer interested in the program7 = Family responsibilities8 = Graduated from high school9 = No longer used10 = Obtained high school equivalency credential (GED)11 = Deceased or permanently incapacitated12 = Dismissed for not meeting program’s academic standards13 = Dismissed for not meeting program’s conduct standards14 = Transferred to another UB or UBMS project20 = Other99 = Not applicable, participant is still in program0 = Unknown |  | ✔ |
| Project Services | 47 | Work Study Position, for reporting year (2021-22)  | WorkStd | 1 = Yes2 = No8 = Not applicable, not offered by project9 = Not applicable, prior-year participant0 = UnknownWork study (as the term is used in the *Higher Education Act of 1965*) means internships and/or employment provided or arranged for by the project for the purpose of exposing participants to careers requiring a postsecondary degree. |  | ✔ |
| Project Services | 48 | Employment, for reporting year (2021-22) | Employ | 1 = Yes, at job arranged by the project2 = Yes, at job that the student secured without assistance from project3 = No9 = Not applicable, prior-year participant0 = UnknownEmployment means jobs of at least 10 hours per week arranged either by the project or by the Upward Bound participant that are separate from the Upward Bound program. In contrast to "work study" positions, these jobs are primarily to allow students to earn some income while participating in the program. |  | ✔ |
| Project Services | 49 | Cultural Activities, for reporting year (2021-22) | CultAct | 1 = Yes2 = No8 = Not applicable, not offered by project9 = Not applicable, prior-year participant0 = UnknownPlease see "Definitions That Apply" in the General Instructions. |  | ✔ |
| Project Services | 50 | Community Service, for reporting year (2021-22) | CmtySer | 1 = Yes2 = No8 = Not applicable, not offered by project9 = Not applicable, prior-year participant0 = UnknownPlease see "Definitions That Apply" in the General Instructions. |  | ✔ |
| Project Services | 51 | Instruction/tutorial for Students with Limited English Proficiency (LEP), for reporting year (2021-22) | LEPInstruct | 1 = Yes2 = No8 = Not applicable, not offered by project9 = Not applicable, prior-year participant0 = UnknownPlease see "Definitions That Apply" in the General Instructions.  |  | ✔ |
| Postsecondary education (please see note regarding fields #52–66 at end of Section II) | 52 | Source of Postsecondary Education Information   | SelfTranCD | 1 = Official college transcript 2 = Institutional data other than an official transcript3 = Self-reported by participant4 = Other third-party verification (e.g., National Student Clearinghouse)8 = Not applicable, not yet completed high school 9 = Not applicable, completed high school but has not yet enrolled in program of postsecondary education 0 = UnknownNote: For students who received notification from their IHE of acceptance but deferred enrollment until the next academic semester, projects should select option 2. |  | ✔ |
| Postsecondary education (please see note regarding fields #52–66 at end of Section II) | 53 | Date of First Postsecondary School Enrollment  | FirstEnrollDT | Format is MM/DD/CCYY, e.g., 09/15/2017MM = 01 –12DD = 01 – 31CC = 19 – 20YY = 00 – 9966/66/6666 = Received notification from IHE of acceptance but deferred enrollment until next academic semester88/88/8888 = Not applicable, not yet completed high school99/99/9999 = Not applicable, completed high school but has not yet enrolled in program of postsecondary education 00/00/0000 = Unknown**Accuracy is particularly important for this field.** You do not need to provide the exact day; you may use 15 (midpoint of the month). Do not use the date of the Summer Bridge program as the first postsecondary school enrollment date if the Bridge program is part of the services offered by the Upward Bound project. Also, a student in a dual enrollment program should not be reported as enrolled in postsecondary education unless he or she enrolls in a postsecondary program after high school graduation. The date of postsecondary enrollment reported in this field should be the date the student enrolled in postsecondary education following graduation from high school or completion of an alternative secondary education program.**Once date of first PSE enrollment has been submitted in one year’s APR, the date must not change in a later reporting year.** |  |  |
| Postsecondary education (please see note regarding fields #52–66 at end of Section II) | 54 | Postsecondary Education Enrollment Cohort | PSECohort | 2016 (graduated high school in academic year 2015-16 with a regular secondary school diploma and enrolled in postsecondary education by fall 2016)2017201820192020202120228888 = Not applicable, not yet completed high school9999 = Not applicable, does not qualify for a cohort**No records can be added to cohort 2015 or to any earlier cohort year. Please see page 2 of the General Instructions for further information.** This field is used to establish the cohort of students who will form the denominator for each project’s postsecondary completion objective and for certain performance measures. Once established, a cohort year or a value of 9999 for a participant will not be adjusted in later years. The cohort for each project year includes current participants (i.e., those served during the reporting period) and prior-year participants who graduated high school during the academic year with a regular secondary school diploma and enrolled in postsecondary education by the fall term immediately following the high school graduation date, or who received notification from their IHE of acceptance but deferred enrollment until the next academic semester.For current and prior-year participants who actually graduated from high school in academic year 2021-22, grantees must choose 2022 or 9999, depending on whether the participant qualifies for the 2022 cohort. (**See General Instructions regarding participants that do not qualify for a cohort year.)** Participants who have not yet completed high school should be coded 8888.For summer bridge participants in June- and July-start projects, you must provide postsecondary enrollment data (HsGRAD #34, HsgradDT #35, FirstEnrollDT #53, and PSECohort #54) in the **2021-22 APR** for participants served in 2022 summer bridge to include such students in the 2022 cohort. **Once a postsecondary enrollment cohort year or a value of 9999 has been established for a participant and submitted in an APR, it will not change in a later reporting year.** |  |  |
|  Postsecondary education (please see note regarding fields #52–66 at end of Section II) | 55 | School Code for Postsecondary Institution First Attended  | PSECDFE | B00000 – B99999E00000 – E99999G00000 – G99999000000 – 999999555555 = Enrolled in a postsecondary institution not found in the Federal School Code Directory666666 = Not applicable, prior participant whose enrollment in **last** institution attended was reported in previous grant cycle(s).888888 = Not applicable, not yet completed high school999999 = Not applicable, completed high school but has not yet enrolled in program of postsecondary education 000000 = Unknown Provide the six-digit school code for the postsecondary institution the Upward Bound participant first attended. Even if the student began attendance in fall 2022 (i.e., after the end of the 2021-22 reporting period), please provide the code of the institution. The six-digit codes can be obtained from the following Web site:<https://studentaid.gov/fafsa-app/FSCsearch> Once a grantee has provided a school code for the postsecondary institution the participant first attended, the data must not change in a later reporting year.Note: For students who received notification from their IHE of acceptance but deferred enrollment until the next academic semester, projects should include the school code for the IHE. |  | **✔** |
|  Postsecondary education (please see note regarding fields #52–66 at end of Section II) | 56 | College Status, at beginning of 2022-23 (academic year *following* year being reported)  | PSEGradeLV | 1 = Accepted into postsecondary education program but not yet enrolled2 = First year student in postsecondary education following completion of high school3 = Postsecondary student continuing beyond first year4 = Enrolled, completed a program of postsecondary education but continuing in postsecondary 5 = Not enrolled, completed a program of postsecondary education prior to beginning of academic year reported 7 = Prior to beginning of reporting year, left program of postsecondary education without completing it8 = Not applicable, not yet completed high school 9 = Not applicable, completed high school but has not enrolled in a program of postsecondary education10 = Other11 = Postsecondary institution notified participant of acceptance but deferred enrollment until next academic semester0 = Unknown **A student in a dual enrollment program should not be reported as enrolled in postsecondary education unless he or she enrolls in a postsecondary program after high school graduation.** If you select option 4 or 5, both of which indicate that the participant completed a program of postsecondary education, you must also complete fields #57 and #58 (for Certificate/diploma completion), fields #59 and #60 (for Associate degree completion), and/or fields #61 and #62 (for Bachelor’s degree completion). |  | ✔ |
|  Postsecondary education (please see note regarding fields #52–66 at end of Section II) | 57 | Certificate/ Diploma Completed | CertificateCD | 1 = Yes, completed certificate/diploma for occupational/educational program2 = No, student pursued another kind of postsecondary credential (not associated with a certificate/diploma program)3 = Received notification from postsecondary institution of acceptance but deferred enrollment until next academic semester6 = Enrolled in, but not completed certificate/diploma program7 = Left a certificate/diploma program without completing it8 = Not applicable, not yet completed high school9 = Not applicable, completed high school but has not yet enrolled in a program of postsecondary education0 = UnknownIf student has been in a certificate program, choose 1, 6, 7, or 0.  |  | ✔ |
|  Postsecondary education (please see note regarding fields #52–66 at end of Section II) | 58 | Date of Certificate/ Diploma  | CertificateDT | Format is MM/DD/CCYY, e.g., 06/15/2022MM = 01 –12DD = 01 – 31CC = 19 – 20YY = 00 – 9922/22/2222 = Not applicable, student pursued another kind of postsecondary credential (not associated with a certificate/diploma program)33/33/3333 = Not applicable, received notification from postsecondary institution of acceptance but deferred enrollment until next academic semester66/66/6666 = Not applicable, still enrolled in certificate/diploma program77/77/7777 = Not applicable, left certificate/diploma program without completing it88/88/8888 = Not applicable, not yet completed high school99/99/9999 = Not applicable, completed high school but has not yet enrolled in program of postsecondary education00/00/0000 = Unknown **Accuracy is particularly important for this field.** If participant has earned more than one certificate or diploma, report the date that the first certificate or diploma was completed. You do not need to provide the exact day; you may use 15 (midpoint of the month). **Once date of certificate/diploma has been submitted in one year’s APR, the date must not change in a later reporting year.** |  |  |
| Postsecondary education (please see note regarding fields #52–66 at end of Section II) | 59 | Associate Degree Attained | AssocDegreeCD | 1 = Yes, attained associate degree2 = No, student pursued another kind of postsecondary credential (not associated with an associate degree program)3 = Received notification from postsecondary institution of acceptance but deferred enrollment until next academic semester5 = Transferred to four-year institution without completing an associate degree6 = Enrolled in, but not completed associate degree program7 = Left associate degree program without completing it; did not transfer to a four-year institution8 = Not applicable, not yet completed high school9 = Not applicable, completed high school but has not yet enrolled in a program of postsecondary education0 = UnknownIf student has been in an associate degree program, choose 1, 5, 6, 7, or 0. |  | ✔ |
| Postsecondary education (please see note regarding fields #52–66 at end of Section II) | 60 | Date of Associate Degree  | AssocDegreeDT | Format is MM/DD/CCYY, e.g., 06/15/2022MM = 01 –12DD = 01 – 31CC = 19 – 20YY = 00 – 9922/22/2222 = Not applicable, student pursued another kind of postsecondary credential (not associated with an associate degree program)33/33/3333 = Not applicable, received notification from postsecondary institution of acceptance but deferred enrollment until next academic semester55/55/5555 = Not applicable, transferred to four-year institution without completing an associate degree66/66/6666 = Not applicable, still enrolled in associate degree program77/77/7777 = Not applicable, left associate degree program without completing it88/88/8888 = Not applicable, not yet completed high school99/99/9999 = Not applicable, completed high school but has not yet enrolled in program of postsecondary education00/00/0000 = Unknown **Accuracy is particularly important for this field.** If participant has earned more than one associate degree, report the date that the first associate degree was completed. You do not need to provide the exact day; you may use 15 (midpoint of the month).**Once date of associate degree has been submitted in one year’s APR, the date must not change in a later reporting year.** |  |  |
| Postsecondary education (please see note regarding fields #52–66 at end of Section II) | 61 | Bachelor’s Degree Attained | BachDegreeCD | 1 = Yes, attained bachelor’s degree2 = No, student pursued another kind of postsecondary credential (not associated with bachelor’s degree program)3 = Received notification from postsecondary institution of acceptance but deferred enrollment until next academic semester6 = Enrolled in, but not completed bachelor’s degree program7 = Left bachelor’s degree program without completing it8 = Not applicable, not yet completed high school9 = Not applicable, completed high school but has not yet enrolled in a program of postsecondary education0 = UnknownIf student has been in a bachelor’s degree program, choose 1, 6, 7, or 0. See “Definitions That Apply” regarding dual degree programs. |  | ✔ |
| Postsecondary education (please see note regarding fields #52–66 at end of Section II) | 62 | Date of Bachelor’s Degree  | BachDegreeDT | Format is MM/DD/CCYY, e.g., 06/15/2022MM = 01 –12DD = 01 – 31CC = 19 – 20YY = 00 – 9922/22/2222 = Not applicable, student pursued another kind of postsecondary credential (not associated with bachelor’s degree program)33/33/3333 = Not applicable, received notification from postsecondary institution of acceptance but deferred enrollment until next academic semester66/66/6666 = Not applicable, still enrolled in bachelor’s degree program77/77/7777 = Not applicable, left bachelor’s degree program without completing it88/88/8888 = Not applicable, not yet completed high school99/99/9999 = Not applicable, completed high school but has not yet enrolled in program of postsecondary education00/00/0000 = Unknown **Accuracy is particularly important for this field.** If participant has earned more than one bachelor’s degree, report the date that the first bachelor’s degree was completed. You do not need to provide the exact day; you may use 15 (midpoint of the month).**Once date of bachelor’s degree has been submitted in one year’s APR, the date must not change in a later reporting year.** |  |  |
| Postsecondary education (please see note regarding fields #52–66 at end of Section II)Please read the instructions carefully before completing fields #63–66. | 63 | Postsecondary Enrollment Objective--Numerator, for reporting year (2021-22) | PSEEnrollObjNum | 1 = Current or prior-year participant who graduated high school during school year 2021-22 with a regular secondary school diploma and who enrolled in postsecondary education by fall term 20222 = Current or prior-year participant who graduated high school during school year 2021-22 with a regular secondary school diploma and who received notification by fall 2022 from IHE of acceptance but deferred enrollment until next academic semester3 = Current or prior-year participants, not reported in 1 or 2 above, who graduated high school with a regular secondary school diploma during school year 2021-228 = Not applicable, all other current or prior-year participants 0 = UnknownNote: For participants who graduated high school during school year 2021-22 with a regular secondary school diploma, select option 1, 2, or 3; for all other participants (that is, those not graduating with a regular high school diploma in school year 2021-22), select 8 or 0. |  | ✔ |
| Postsecondary education (please see note regarding fields #52–66 at end of Section II)Please read the instructions carefully before completing fields #63–66. | 64 | Postsecondary Remediation | PSRemediation | 1 = No remediation: In 2022 postsecondary education enrollment cohort (see field #54) and neither received college-level math or English remediation in fall 2022 semester of postsecondary education, nor was required to receive it in academic year 2022-232 = Yes, received remediation: In 2022 postsecondary education enrollment cohort (see field #54) and received college-level math or English remediation in fall 2022 semester of postsecondary education, or was required to receive it in academic year 2022-239 = Not applicable, participant not in 2022 postsecondary education enrollment cohort0 = UnknownRegarding the term “remediation,” please see “Definitions That Apply” in the General Instructions. |  | ✔ |
| Postsecondary education (please see note regarding fields #52–66 at end of Section II)Please read the instructions carefully before completing fields #63–66. | 65 | Postsecondary Completion Objective –Numerator, for reporting year (2021-22) | PSCompleteNum | 1 = Yes, in 2016 postsecondary education enrollment cohort (see field #54) and attained either associate or bachelor’s degree within six years following high school graduation (i.e., by August 31, 2022).2 = No, in 2016 postsecondary education enrollment cohort (see field #54) and attained neither associate nor bachelor’s degree within six years following high school graduation (i.e., by August 31, 2022).9 = Not applicable, participant not in 2016 postsecondary education enrollment cohort0 = UnknownFor participants in the 2016 PSE enrollment cohort, select option 1 if the participant completed either an associate or bachelor’s degree by the end of the 2021-22 academic year; otherwise, select option 2 (did not meet objective) or 0 (unknown). |  | ✔ |
| Postsecondary education (please see note regarding fields #52–66 at end of Section II)Please read the instructions carefully before completing fields #63–66. | 66 | Postsecondary STEM Degree(UBMS only) | STEMDegree | UBMS participant in postsecondary education enrollment cohort 2016 (see field #54) who earned a postsecondary degree in a STEM field by August 31, 2022.1 = Yes, in a field in the “hard” sciences2 = Yes, in psychology or social sciences3 = No, UBMS participant in 2016 cohort who did not earn a postsecondary degree in a STEM field by August 31, 20228 = Not applicable, participant in regular UB program9 = Not applicable, UBMS participant not in 2016 cohort0 = UnknownFor UBMS participants in the 2016 postsecondary education enrollment cohort who have earned a postsecondary degree, select option 1 or 2 if student’s degree is in one of the STEM fields as listed in the General Instructions. |  | ✔ |
| Additional participant information | 67 | Participant’s Name Change (Optional) | FullNameChange | If a participant changed his or her name (for example, due to marriage), and if the project wishes to record this information in the APR to help track the student, the project may enter the participant’s changed full name (i.e., first and last name) in field #67. Note that the first and last names provided in fields #5 and 6 (LastNM and FirstNM) remain identifiers that the Department will use to track the student; thus **fields #5 and 6 must not change from year to year.**Names entered in field #67 may be in a variety of formats, e.g., John Doe, John D. Doe, Jane Smith-Doe, Jane Smith Doe, John Doe II, John Doe, Jr. Moreover, you will be able to update this field in subsequent reporting periods.If the student has not changed his or her name, the project need not complete field #67. |  | ✔ |

**Important note regarding postsecondary fields (#52–66):** In these fields, enter "7" or a series of "7s," where requested, for students who have left a program of postsecondary education without completing it. Enter “8” or a series of “8s” as specified for participants who have not yet completed a program of secondary education. Students in dual enrollment programs should not be reported as enrolled in postsecondary education unless they enroll in a postsecondary program after their high school graduation. Enter “9” or a series of “9s” for high school graduates who have not yet enrolled in a program of postsecondary education. Remember that data in these fields should reflect information available to the project as of the date on which the APR is submitted. A participant is considered enrolled if he or she has completed registration requirements (excluding payment of tuition and fees) at the institution he or she is attending***.***

**Note to the Data Collector**: Please see Privacy Act Statement below and convey its content to students and parents as you collect the information.

**Privacy Act Statement** - In accordance with the *Privacy Act of 1974* (Public Law No. 93-579, 5 U. S.C. 552A), you are hereby notified that the Department of Education is authorized to collect information to implement the Upward Bound program under Title IV of the *Higher Education Act of 1965*, as amended (Pub. Law 102-325, sec. 402A and 402C). In accordance with this authority, the Department receives and maintains personal information on participants in the Upward Bound program. The principal purpose for collecting this information is to administer the program, including tracking and evaluating participants’ academic progress. Providing the information on this form is voluntary; failure to disclose personal information will not result in denial of any right, benefit, or privilege to which the participant is entitled. The information that is collected on this form will be retained in the program files and may be released to other Department officials in the performance of official duties. The information will not be disclosed outside of the Department, except as allowed by the *Privacy Act of 1974*, pursuant to the routine uses identified in the System of Records Notice titled “TRIO Programs Annual Performance Report (APR) System (TRIO APR).”

[This document is dated November 2022.]