



U . S . D E P A R T M E N T O F E D U C A T I O N

A Profile of the Veterans
Upward Bound Program: 2000–2001

Cover Photograph: TRBfoto/Photodisc Red/Getty Images

A Profile of the Veterans Upward Bound Program: 2000–2001

Prepared for:

U.S. Department of Education
Office of Postsecondary Education
Federal TRIO Programs

By:

Research Triangle Institute
Thomas R. Curtin
Margaret W. Cahalan

This report was produced under U.S. Department of Education Contract No. ED-01-CO-0052/0007 with the Research Triangle Institute. Frances Bergeron and Kathy Fuller provided technical review of the content. Shirley Johnson served as the contracting officer's representative. The views expressed do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred.

U. S. Department of Education

Margaret Spellings

Secretary

Office of Postsecondary Education

Sally L. Stroup

Assistant Secretary

Federal TRIO Programs

Larry Oxendine

Director

December 2005

This report is in the public domain except for the photograph on the cover. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: U.S. Department of Education, Office of Postsecondary Education, A Profile of the Veterans Upward Bound Program: 2000-2001, by Thomas R. Curtin and Margaret W. Cahalan, Washington, D.C., 2005.

To obtain additional copies of this report:

write to: ED Pubs, Education Publications Center, U.S. Department of Education, P.O. Box 1398, Jessup, MD 20794-1398;

or **fax** your request to: (301) 470-1244;

or **e-mail** your request to: edpubs@inet.ed.gov.

or **call in** your request toll-free: (877) 433-7827 (877-4-ED-PUBS). If 877 service is not yet available in your area, call (800) 872-5327 (800-USA-LEARN). Those who use a telecommunications device for the deaf (TDD) or a teletypewriter (TTY), should call (877) 576-7734.

or **order online** at: <http://www.edpubs.org>.

This report is also available on the Department's Web site at:

<http://www.ed.gov/programs/trioupbound/resources.html>.

On request, this publication is available in alternate formats, such as Braille, large print, or computer diskette. For more information, please contact the Department's Alternate Format Center at (202) 260-0852 or (202) 260-0818.

CONTENTS

TABLES	v
FIGURES	vii
FOREWORD	ix
ACKNOWLEDGMENTS	xi
HIGHLIGHTS	xiii
Grantees	xiii
Participants	xiii
Program Participation and Services	xiv
Postsecondary Enrollment	xv
CHAPTER 1 INTRODUCTION	1
A. Program Purpose, Origins, and Requirements	1
B. Program Funding History	3
C. The Changing National Context	5
D. Purpose and Development of the VUB Performance Report	9
E. Report Structure	9
CHAPTER 2 CHARACTERISTICS OF GRANTEES	11
A. Federal Region	11
B. IPEDS Comparison	11
CHAPTER 3 VETERANS UPWARD BOUND PARTICIPANTS	15
A. Participant Distribution, by Eligibility	15
1. Context: National Data on Poverty	15
2. Distribution of VUB Participants, by Eligibility Status	18
B. Participant Distribution, by Race/Ethnicity	18
1. Context: National Data on Race/Ethnicity	18
2. Distribution of VUB Participants, by Race/Ethnicity	20
C. Participant Distribution, by Gender	20
1. Context: National Data on Gender	20
2. Distribution of VUB Participants, by Gender	21
D. Participant Distribution, by Need for Services	22
E. Participant Distribution, by Educational Attainment and Age at Program Entry	23
1. Distribution of VUB Participants, by Educational Attainment at Program Entry	23
2. Distribution of VUB Participants, by Age at Program Entry	23

CHAPTER 4 PROGRAM PARTICIPATION AND SERVICES	25
A. Participation Level and Number Served	25
1. Participation Level	25
2. Length of Participation	26
3. Number Served and Number Funded to Serve	28
B. Services Offered and Received	29
1. Percentage of VUB Projects Offering Services	30
2. Percentage of VUB Participants Receiving Services in Subject Areas	30
3. Veterans Upward Bound Math-Science Services in 2000–01	30
CHAPTER 5 POSTSECONDARY ENROLLMENT	31
VUB Performance Report Data on Postsecondary Enrollment	31
1. Source of Information on Postsecondary Enrollment	31
2. Type of Postsecondary Enrollment	32
3. Postsecondary Enrollment Status, Financial Aid Sources, and Standing	34
4. Postsecondary Grade Level and Degree and Certificate Completion Status	35
APPENDIX UPWARD BOUND PERFORMANCE REPORTING: METHODS AND DATA QUALITY FOR THE FIRST YEAR	37
GLOSSARY	41
REFERENCES	45

TABLES

1. TRIO funding, number of grants, number of participants, average award, average number served, and amount per person served: 2002–03	4
2. TRIO funding, by program in current and constant 2002 dollars: 1967–2002	5
3. Projects and unduplicated counts of current- and prior-year VUB, UB, and UBMS participants included in the project reports, by type of project and grantee sector: 2000–01	12
4. Number and percentage of Upward Bound projects, by federal region: 2000–01	12
5. Number of two- and four-year degree-granting institutions serving undergraduates and the number and percentage of these institutions with Upward Bound grants, by type of postsecondary institution: 2000–01	13
6. Comparison of the distribution of Carnegie-classified postsecondary institutions and VUB grantees, by type of degree awarded: 2000–01	14
7. Postsecondary institutions serving undergraduates and institutions with Upward Bound projects, by type of institution: 2000–01	14
8. Percentage distribution of VUB participants, by eligibility status and sector of grantee: 2000–01 . . .	19
9. Number and percentage distribution of the U.S. population, by race/ethnicity: Selected years, 1960–2002	19
10. Percentage distribution of the employment status and disability status for VUB participants, by grantee sector: 2000–01	22
11. Percentage distribution of the educational attainment of VUB participants at project entry, by sector: 2000–01	23
12. Percentage distribution and mean age at program entry for new, current, and reentry participants in VUB projects, by sector of host institution: 1999–2000	24
13. Percentage distribution of participant status (new, continuing and reentry), by type of Upward Bound project: 2000–01	25
14. Percentage distribution of months of participation for VUB new, current, and reentry participants, by sector of grantee: 2000–01	26
15. Percentage distribution of months of participation of prior-year VUB participants, by sector of grantee: 2000–01	27
16. Percentage distribution of the educational status of VUB participants at the end of the reporting period, by host grantee sector: 2000–01	28
17. Percentage distribution of VUB projects providing service during the year, and percentage of current participants receiving the service: 2000–01	29
18. Percentage distribution of VUB projects with Upward Bound Math-Science Centers providing math-science activities, and percentage of new, current, and reentry participants receiving the service: 2000–01	30
19. Percentage distribution of source of information on postsecondary activities for VUB participants and prior-year participants who had completed high school and for whom postsecondary source information was reported, by gender: 2000–01	32
20. Percentage distribution of the types of postsecondary institutions first attended by VUB participants who were high school graduates, by sector of grantee institution: 2000–01	33
21. Percentage distribution of postsecondary enrollment status among VUB and UB participants who were high school graduates, by gender: 2000–01	34
22. Percentage distribution of type of financial aid among VUB and UB participants who were high school graduates, by gender: 2000–01	34

23. Percentage distribution of postsecondary enrollment standing among VUB and UB participants who were high school graduates, by gender: 2000–01.....	35
24. Percentage distribution of postsecondary grade level among VUB and UB participants who were high school graduates, by gender: 2000–01.....	35
25. Percentage distribution of postsecondary degree completion status among VUB and UB participants who were high school graduates, by gender: 2000–01.....	36
A-1. Number of Upward Bound projects funded and number and percentage that submitted participant performance reports, by program type: 2000–01	37

FIGURES

1. TRIO funding in constant 2002 dollars, by program: 1967–2002	4
2. Percentage of the population 18–24 years old who have dropped out of high school (status dropout rate), by race/ethnicity: 1967–2000	6
3. Percentage of 18–24-year-olds enrolled in postsecondary institutions, by race/ethnicity: selected years, 1967–2000.	6
4. Percentage of high school graduates enrolled in college the October following graduation, by family income: 1972–2000.	7
5. Percentage of U.S. military veterans who have completed high school, by race/ethnicity: selected years, 1970–2001.	7
6. Percentage distribution of U.S. military veterans, by level of education and selected age group: 2001	8
7. Percentage distribution of VUB projects, by sector of host grantee: 2000–01	11
8. Percentage of people 18–64 years of age who were below the poverty level, by race/ethnicity: 1970–2001	16
9. Percentage of U.S. population aged 18–64 years old in poverty and under 150 percent of poverty level, by race/ethnicity: 2001	16
10. Percentage of children 6–18 years of age having a mother with a bachelor’s degree and percentage having a father with a bachelor’s degree, by race/ethnicity: 1974–1999	17
11. Percentage of high school students who were potentially first-generation four-year college graduates, by race/ethnicity: 1972, 1980, 1990, and 2002	17
12. Percentage distribution of VUB participants, by eligibility status: 2000–01	18
13. Percentage distribution of VUB participants, by race/ethnicity: 2000–01.	20
14. Percentage distribution of VUB participants, by race/ethnicity and by host grantee sector: 2000–01	20
15. Percentage distribution of participants, by race/ethnicity and by type of Upward Bound program: 2000–01	21
16. Percentage distribution of participants, by gender and by type of Upward Bound project: 2000–01	22
17. Percentage distribution of the educational attainment of VUB participants at program entry: 2000–01	23
18. Percentage distribution of new, current, and reentry VUB participants, by sector of host grantee: 2000–01	26
19. Percentage distribution of months of participation for VUB new, current, and reentry participants: 2000–01	26
20. Percentage distribution of months of participation for VUB prior-year participants: 2000–01	27
21. Number served over the course of the reporting year and number funded to serve, among VUB projects submitting performance reports: 2000–01.	28
22. Percentage of VUB participants who were high school graduates, were enrolled (or accepted for enrollment) in postsecondary education, and first attended the grantee institution, by grantee sector: 2000–01.	33

FOREWORD

To help achieve our collective goal that no potential learner will be “left behind,” high-quality educational opportunities must be available to all students. In keeping with this goal, the Federal TRIO Programs provide outreach and support to help low-income and potentially first-generation college students who have need for academic support to progress through the academic pipeline from middle school to postbaccalaureate programs.

On behalf of the Federal TRIO Programs, I am pleased to present *A Profile of the Veterans Upward Bound Program: 2000–2001*. The goal of the Veterans Upward Bound Program is to encourage enrollment in postsecondary education and to develop the skills and motivation necessary for success in that environment among low-income, first-generation military veterans.

This report is the first in a series that presents a national profile of the Veterans Upward Bound Program. We have also prepared similar national profile reports on the classic Upward Bound and Upward Bound Math-Science Programs (published in August and December 2004, respectively). In addition, individual project reports, which will be provided separately, summarize specific information submitted by each project and provide aggregate information on other Upward Bound projects in the same geographic area, the same institutional sector, and the nation. The 2000–01 performance reports, submitted by the Veterans Upward Bound projects, were the primary data source for this national profile report and each individual project report. The 2000–01 performance reports from “classic” and math-science Upward Bound projects were similarly the source of data cited for purposes of comparison at various points in this report.

We are proud to formally begin a process for sharing national statistical information on the Veterans Upward Bound Program and related national data. It is our hope that the collection and dissemination of this information will foster communication aimed at assessing our mission and implementing measures of how well we are doing. We also hope that this profile report will serve as the catalyst for a dialogue on ways to provide program services to more veterans, improve the effectiveness of program services, and increase postsecondary enrollment and degree completion for low-income, first-generation college military veterans.

I appreciate the collective effort of the Upward Bound community to help ensure that our veterans will have access to the opportunities afforded through a quality education.

Larry Oxendine
Director
Federal TRIO Programs

ACKNOWLEDGMENTS

Publishing this report was a team effort, and we appreciate the support of all who contributed. First we thank the project staff members of the Veterans Upward Bound projects who reported the data on which this profile report is based. Frances Bergeron, Team Leader, Program Management and Development, Federal TRIO Programs, coordinated the data collection and reporting processes, provided feedback as the report developed, and reviewed the report. Charles Brazil, Loretta Brown, Kathy Fuller, and Teresita Kopka, also of TRIO, provided a careful review of the document in preparation for publication.

HIGHLIGHTS

This report provides a comprehensive profile of the Veterans Upward Bound (VUB) Program¹ using individual student-level information for VUB participants served in 1999–2000 and 2000–01. Ninety-six percent of the VUB projects (45 out of 47 postsecondary institutions and community organizations funded in 2000–01) provided student-level data for this report. The 45 projects provided information in the performance reports for 8,512 VUB participants. After removing duplicate records (e.g., students who were listed more than once in a project), some 8,299 VUB project participants were identified. This included 6,196 new, continuing, and reentry participants served during the 2000–01 project year (75 percent); 2,087 prior-year participants (25 percent)—those participants served in 1999–2000 but not in 2000–01; and 16 participants whose status was unknown (0.2 percent).

The highlights below provide information on the characteristics of VUB grantees and program participants, program participation levels, and services. Also provided are preliminary data on postsecondary enrollment.

Grantees

- During the 2000–01 program year, a total of 47 Veterans Upward Bound projects were funded. Two of these grantees were Veterans Upward Bound Math-Science Centers; 45 of the projects

offered classic Veterans Upward Bound services. Approximately 2 percent of the VUB participants served during the 2000–01 project year attended math-science projects.

- The largest percentage of VUB grantees was four-year postsecondary institutions (55 percent were public four-year and 6 percent were private four-year institutions). Twenty-eight percent of the grantees were two-year postsecondary institutions and 11 percent were sponsored by community organizations.
- VUB projects were widely distributed across the United States, with grantees located in nine of the 10 federal regions defined by the U.S. Department of Education. Regions IV, V, and VI had the largest number of grantees.

Participants

- Overall, 72 percent of VUB participants were both low-income and potentially first-generation college students; 21 percent were first-generation only; and 7 percent were low-income only.
- The largest percentage of VUB participants in 2000–01 (44 percent) were white, followed by black or African-American (36 percent), Hispanic or Latino (14 percent), and American Indian or Alaska Native (5 percent). Relatively small numbers of VUB participants were Asian, Native Hawaiian or other Pacific Islander, or more than one race (less than 1 percent each).
- Unlike most other TRIO programs, VUB has a much higher proportion of males than female participants (83 percent male). In contrast, 36 percent of the participants in classic UB projects were male.

¹ There are three types of Upward Bound Program projects: (1) Veterans projects that assist military veterans to prepare for entry into postsecondary education programs; (2) regular, or classic, projects that prepare high school students for programs of postsecondary education; and (3) Math-Science Centers that prepare high school students for postsecondary programs that lead to careers in math and science. The acronym VUB refers to Veterans Upward Bound; UB refers to classic Upward Bound; and UBMS refers to Upward Bound Math-Science.

- For the 2000–01 reporting period, almost half of the VUB participants were unemployed (47 percent), 15 percent were employed part-time, and 5 percent were retired. About one-quarter of the VUB participants (24 percent) had disabilities; the disability status of another 16 percent was unknown.
- When they first entered the program, about 5 percent of VUB participants were high school dropouts. Another 40 percent of the participants had both completed high school and had some postsecondary education; 56 percent of the participants were high school graduates, or had equivalency credentials, but were without college experience.
- The mean age of VUB participants at entry into the project was 40.5 years. Fourteen percent of these participants were less than 26 years old when they entered the program. Nine percent of participants were over 55 at program entry. Female participants' mean age of entry was 37.

Program Participation and Services

- In contrast to the other Upward Bound Programs, VUB is not typically designed to provide long-term services. Of note, 76 percent of the VUB participants served in the 2000–01 program year were new participants. (For comparison, 38 percent of classic Upward Bound participants were new.)
- About 37 percent of VUB participants received no more than three months of services before leaving the program; 65 percent of VUB participants received no more than six months of service. Just 6 percent of the participants were served for a year or more.
- Among prior participants, the length of time the participants were served was even less. More than three-quarters of prior-year VUB participants reported being in VUB for six months or less (78 percent); 49 percent of the participants received less than three months of services.
- During 2000–01, 47 VUB grantees were funded to provide services to 5,530 veterans. This included funding for 5,440 participants in classic Veterans projects and 90 participants in Veterans UBMS projects. On average, classic VUB projects were funded to serve 121 participants each. (This participant per project average for classic Veterans projects was larger than classic UB for traditionally aged high school students, where the average number of participants the projects were funded to serve was 71.)
- A total of 6,196 veterans were served by the 45 projects that returned performance reports during 2000–01. The number of participants served was larger than the number for which the projects were funded to serve by 906 individuals—about 17 percent. (The difference can be explained by replacements for dropouts, as well as by program efficiency.)
- Many different types of services were available to veterans through VUB projects, and most VUB projects offered instruction in the required areas of math, science, foreign languages, and English. During 2000–01, most projects offered programs of instructional support in mathematics (96 percent), composition (96 percent), computer science (93 percent), and literature and reading (about 90 percent each). About three-quarters of VUB projects offer foreign language instruction.
- While the VUB projects offered the instruction, relatively few participants received instruction in science or a foreign language (20 percent and 18 percent, respectively). In fact, the most frequently utilized academic offering in VUB projects, mathematics instruction, seems to have been utilized by 55 percent of the participants.
- The service offered most frequently to participants was academic advising, available to all VUB participants during the year. Other noninstructional services available to more than 90 percent of the participants included college survival/study skills, tutoring, personal counseling, career awareness, financial aid/VA benefit advising, cultural activities and college admissions assistance.
- Eighty-one percent of VUB participants received academic advising and about two-thirds received career awareness and personal counseling. Between 40 and 55 percent received mathematics, composition and computer science instruction; learned college survival/study skills; received financial aid/VA benefits advice, college admissions assistance, and tutoring; and participated in cultural activities and informational workshops.
- While 80 percent of VUB projects offered GED and high school equivalency assistance to participants, only 6 percent of VUB participants received the service during the year.

- Projects offered a variety of referral services, of which the most widely used were employment and academic referrals; each was received by approximately 22 percent of participants.
- Both of the VUB math-science projects offered targeted activities for VUB participants with professional mathematicians and scientists or with math and science majors. All participants utilized those services.

Postsecondary Enrollment

- Among the VUB participants reported to have graduated from high school or to have obtained a high school equivalency certificate by the end of the 2000–01 reporting period, and for whom postsecondary source information was available, 51 percent were enrolled in postsecondary education while 33 percent were reported as not enrolled in postsecondary education. The educational status of another 16 percent was unknown.
- Approximately three-fourths of the postsecondary school codes that grantees provided for VUB participants enrolled in postsecondary education were successfully matched with institutions in the Integrated Postsecondary Education Data System (IPEDS) file of the National Center for Education Statistics. Analysis of these postsecondary schools revealed that 46 percent of the students involved were enrolled in four-year institutions, 52 percent in two-year institutions. Four percent attended other institutions.
- Based on information in the performance reports, 54 percent of the VUB participants who enrolled in postsecondary education first attended the grantee institution.
- There was a strong association between VUB participants' host institution and the sector of the postsecondary institution the participants attended. For example, 88 percent of the VUB participants whose host institution was a two-year institution also first enrolled in a two-year institution.
- Among VUB participants who were enrolled in postsecondary education and whose enrollment status was reported, just over half were enrolled full-time (53 percent), 37 percent attended part-time, and 11 percent had varied enrollment status.
- About 32 percent of VUB participants whose financial aid status was reported had “multiple federal” or “multiple federal and other sources of aid,” while 18 percent had a Pell Grant only. Twenty-seven percent of the veterans attended postsecondary classes using Veterans benefits or the Montgomery GI Bill. Nine percent received other forms of financial aid or combinations of aid, 13 percent were not awarded aid, and 1 percent of participants were reported not to need financial assistance.
- Virtually all of the VUB participants (96 percent) enrolled in postsecondary education and whose academic standing was reported in 2000–01 were in good standing at their institutions.
- As might be expected in the first years of annual performance reporting for the Veterans Upward Bound Program, the educational attainment for most VUB participants was limited. About 68 percent of VUB participants who had completed high school and who had started their postsecondary education or who had been accepted into a postsecondary institution were in the first year of study. Eleven percent were accepted for study but have not yet started.
- By the end of the reporting period, significant numbers of VUB participants who were served in either 1999–2000 or 2000–01 had time to complete only short-term degrees—associate degrees and certificates or diplomas of less than two-years' duration. About 7 percent of the VUB participants with high school diplomas or GEDs had completed associate degrees or programs leading to a certificate or diploma. About 91 percent of enrolled participants had not yet completed their programs of study by the end of the 2000–01.

CHAPTER 1

INTRODUCTION

The U.S. Department of Education’s *Strategic Plan for 2002–2007* (U.S. Department of Education 2002) established an objective to “reduce the gaps in college access and completion among student populations differing by race/ethnicity, socioeconomic status, and disability while increasing the educational attainment of all.” Upward Bound, which made its first awards in 1965, has always sought to increase the academic performance and motivation of low-income individuals and potential first-generation college students so that these individuals may successfully pursue postsecondary education programs. By continuing its efforts to meet these goals, Upward Bound seeks to contribute to achieving this objective of the Department’s Strategic Plan.

The *Profile of the Veterans Upward Bound Program: 2000–2001* is one component in a series of reports that present a national profile of the Upward Bound programs. We have prepared similar national profile reports on the other types of Upward Bound programs—classic Upward Bound (UB) and Upward Bound Math-Science (UBMS) (published in August and December 2004, respectively). Although each of the three types of Upward Bound programs has shared goals and similar performance reports, each has a unique mission, with different participant characteristics and offered services. Each profile report follows the same outline and includes some overarching tables that provide findings across the three program types. However, detailed information in this report is presented only for the Veterans Upward Bound Program, the focus of this profile.

In this introductory chapter, we present information on the program’s background, the changing context of Upward Bound, and the purpose and development of the performance reports; we also outline the report’s structure.

A. Program Purpose, Origins, and Requirements

Upward Bound was the first TRIO program, and the classic, or original, Upward Bound Program (UB) remains the largest of the programs in terms of annual funding allocations. TRIO began with the *Economic Opportunity Act of 1964*, which authorized 18 pilot programs in 1965, and the program was expanded a year later to 220 projects. The Veterans Upward Bound Program (VUB), the focus of this report, began in 1972 during the Vietnam War to provide educational and support services enabling veterans to transition to postsecondary education. The final component of Upward Bound, the Upward Bound Math-Science Program (UBMS), began in 1990 as an initiative to help address national concerns about attracting and retaining students within science and mathematics in the light of predicted shortfalls in the number of persons entering these fields.

In 1965, one year after the implementation of the UB pilot projects in the United States, the *Higher Education Act of 1965* authorized a second program, Talent Search (TS), to identify and assist youths with the potential for success in higher education. The term TRIO was coined in 1968 to encompass the three initial programs: UB, TS, and the newly authorized Student Support Services (SSS), which provided support services to undergraduate students to assist them in completing programs of postsecondary education. At the same time, all three programs were placed under Title IV of the *Higher Education Act of 1965*.

Several years later in 1972, the same year that the Veterans Upward Bound Program was begun, the Educational Opportunity Centers Program (EOC) to serve adults was authorized. Fourteen years later, the Ronald E. McNair Postbaccalaureate Achievement

Program (McNair) was authorized to prepare undergraduates from groups underrepresented in graduate education for graduate study and the attainment of Ph.D. degrees. The Training Program for Federal TRIO Programs, authorized in 1976, supports training activities to enhance the skills and expertise of project directors and staff employed in TRIO Programs. The newest program, the TRIO Dissemination Partnership, was authorized in 1998 to encourage the replication of successful practices of TRIO Programs at institutions and agencies that do not have a federally funded TRIO project.

The purpose of Upward Bound has always been to foster, among low-income individuals and potentially first-generation college students, the skills and motivation necessary to enroll and succeed in education beyond high school. Consequently, *The Code of Federal Regulations* for Upward Bound (34 CFR 645.11–14) specifies a core academic and support program for participants attending any VUB, UB, or UBMS project. Each project is required to provide instruction in math, laboratory science, composition, literature, and foreign language. Other services include:

- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school;
- Academic, financial, or personal counseling;
- Exposure to academic programs and cultural events;
- Tutorial services;
- Mentoring programs;
- Information on postsecondary education opportunities;
- Assistance in completing college entrance and financial aid applications;
- Assistance in preparing for college entrance examinations like the ACT and SAT; and
- Work study positions to expose participants to careers requiring a postsecondary degree.

In addition to these core elements, VUB projects have the special mission of helping U.S. military veterans—most of whom have different education and life experiences than do secondary school-aged Upward Bound participants—to enter and succeed in postsecondary education. The U.S. military veteran population is large, with current estimates at more than 25 million, including 8.2 million Vietnam-era veterans (33 per-

cent), the largest period-of-service component for veterans (U.S. Department of Veterans Affairs 2004a).

While VUB projects are expected to provide the core academic and support services offered by other Upward Bound projects, federal regulations also require a subset of services more specifically targeted to the needs of veterans. These include:

- Intensive basic skills development in academic subjects required for successful completion of a high school equivalency program and admission to postsecondary programs;
- Short-term remedial or refresher courses for veterans who have graduated from high school but delayed pursuing postsecondary education;² and
- Assistance in securing support services from other available resources such as the U.S. Department of Veterans Affairs, state veterans agencies, veterans associations, and other state and local agencies that serve veterans (34 CFR 645.14).

Like the Upward Bound projects available to school-aged students, in 2000–01 VUB projects were classified as either classic or math-science projects. Two of the 47 VUB projects funded during the 2000–01 program year were math-science projects. Each year, VUB projects are expected to serve a minimum of 120 eligible participants; the VUBMS projects are approved to serve fewer than that number. The two VUBMS projects in 2000 were funded to serve 45 veterans, on average. For comparison, classic UB projects serve between 50 and 120 students, while UBMS projects serve between 50 and 75.

Federal regulations for the VUB Program do not have the same age requirements for participants as do the UB and UBMS Programs, whose participants must be between the ages of 13 and 19. Otherwise, the core eligibility requirements for the three Upward Bound Programs are similar. Participants must be potentially first-generation college students or low income,³ and demonstrate a need for academic support. At least two-

² The federal regulations also specify that courses offered for veterans should not duplicate courses otherwise available to students at the grantee institutions.

³ “Potentially first-generation college student” means that neither of the veteran’s parents had completed a bachelor’s degree. A “low-income” individual is defined as one whose family’s taxable income did not exceed 150 percent of the poverty level established by the U.S. Department of Commerce. In 2001, the income threshold was approximately \$26,475 for a family of four.

thirds of the participants at each project must meet low-income *and* potentially first-generation criteria; the remaining participants must meet either of the two eligibility criteria.

In addition, VUB Program participants must meet several military service requirements, as defined by Upward Bound Program regulations (34 CFR 465.6). Participants must have served on active duty as a member of the U.S. Armed Forces for a period of more than 180 days, any part of which occurred after Jan. 31, 1955, and have been discharged or released from active duty under conditions other than dishonorable; or have served after Jan. 31, 1955, and have been discharged or released because of a service-connected disability.

VUB projects offer services tailored to the needs of individual veterans, almost all of whom, upon entry into the program, have at least a high school diploma or equivalency credentials. More than 40 percent of participants are employed at least part time. VUB projects are therefore designed to serve the specific educational needs of their participants in an expeditious fashion—assessing the participants’ needs, refreshing their academic skills, improving their career awareness, helping them to apply to postsecondary institutions and for financial aid, referring them to other sources of services for veterans, and providing them counseling. VUB projects offer course work and tutorial opportunities on a short-term basis and provide program services during the day and/or in the evenings. The length of a veteran’s participation in the project depends upon his or her needs.

Upward Bound grants are generally four years in length, with the top-scoring proposals receiving five-year grants. Prior experience points may be earned by grantees that have conducted an Upward Bound project during the three years prior to the submission of the new application. Grantees may earn up to 15 prior experience points based on the following five regulatory criteria reflecting the goals of Upward Bound; each criterion is worth three points. The criteria for Upward Bound programs are:

1. Whether the project serves the number of participants agreed to under the approved application;
2. The extent to which project participants have demonstrated improvement in academic skills and competencies as measured by standardized achievement tests and grade point averages;⁴

3. The extent to which project participants continue to participate in the Upward Bound Program until they complete their secondary education program or, in the case of VUB, until they complete the educational program offered by the project;
4. The extent to which participants who complete the project, or were scheduled to complete the project, undertake programs of postsecondary education; and
5. The extent to which participants who complete the project, or were scheduled to complete the project, succeed in education beyond high school, including the extent to which they graduate from postsecondary education programs.

B. Program Funding History

With an annual appropriation of \$802.5 million in Fiscal Year 2002 (FY 2002), the Federal TRIO Programs are the largest set of discretionary grant programs in the U.S. Department of Education. Table 1 presents a summary of TRIO funding and participant numbers for FY 2002 (2002–03 academic year).

Upward Bound has historically had—and continues to have—the largest total funding allocation of any TRIO program (\$264.2 million for UB and \$31.8 million for UBMS in FY 2002). Information on the number of projects, participants, and funding for VUB projects is typically discussed, along with the UB and UBMS projects of which they are a part; VUB does not have its own separate allocation. UB and UBMS have among the highest levels of funding per student served among TRIO programs (\$4,648 for UB and \$5,215 for UBMS, exceeded only by the McNair Program).

As table 1 demonstrates, VUB projects on average have smaller awards and, for VUB projects providing classic UB instruction and services, serve more participants per project than the Upward Bound projects that serve traditionally school-aged students. For example, the average classic Veterans Upward Bound grant was \$279,654 for the 2002–03 program year; the average number of participants those projects were funded to serve was 121 individuals. The contrasting figures for classic UB projects that did not serve veterans were

⁴ VUB grantees do not provide any data about grade point averages since their participants are not enrolled in secondary education.

Table 1. TRIO funding, number of grants, number of participants, average award, average number served, and amount per person served: 2002–03

Program	Grant amount (millions)	Number of grants	Number of participants*	Average award	Average served per project	Amount per participant
Classic Upward Bound	\$264.2	770	56,841	\$343,103	74	\$4,648
Veterans UB	12.0	43	5,200	279,654	121	2,313
UB without veterans	252.2	727	51,641	346,856	71	4,883
Upward Bound Math-Science	31.8	123	6,093	258,312	50	5,215
Veterans UBMS	0.5	2	90	233,419	45	5,187
UBMS without veterans	31.3	121	6,003	258,724	50	5,215
All Veterans Upward Bound (VUB)	12.5	45	5,290	277,599	118	2,361
Talent Search	143.5	475	389,454	302,117	820	368
Educational Opportunity Centers	48.0	139	217,836	345,405	1,567	220
Student Support Services	262.7	937	198,551	280,375	212	1,323
McNair	38.4	156	3,774	245,880	24	10,164
Dissemination	3.4	17	—	200,740	—	—
Training	6.8	29	4,164	233,181	144	1,642

— Not applicable.

* Participants in the Federal TRIO Training Program are project directors and other staff employed in TRIO Programs. The participants in all other programs are students.

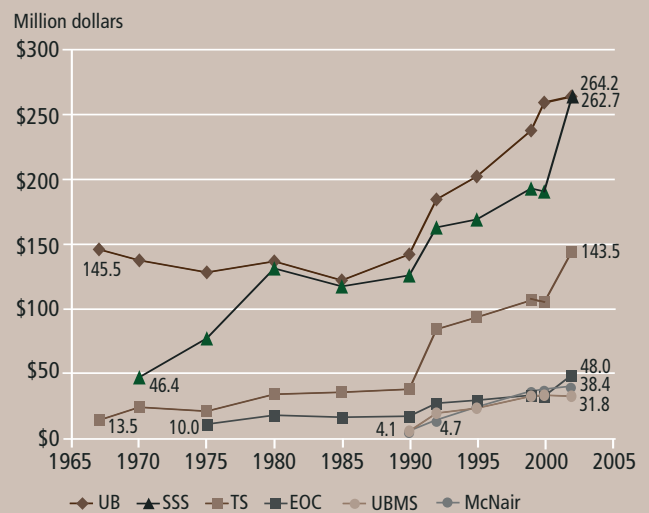
NOTE: UB = classic Upward Bound; UBMS = Upward Bound Math-Science; VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, administrative and financial records from program files.

\$346,856 and 71 persons, respectively. In 2002, VUB projects, including 43 classic UB and 2 UBMS grantees, reported serving 5,290 veterans. The average cost per classic VUB participant was \$2,313 and, for each VUBMS participant, \$5,187.

Table 2 gives historical information on funding for TRIO programs from 1967 to 2002 in current and constant 2002 dollars. During the 1990s, the annual appropriation for TRIO increased substantially in current dollars and constant dollars after a flat period for much of the 1980s. In 2002, 2,646 grants were made to serve an estimated 800,000 participants. Figure 1 provides a graphic display of TRIO funding in constant 2002 dollars across the periods in which the projects were operating.

Figure 1. TRIO funding in constant 2002 dollars, by program: 1967–2002



NOTE: UB=classic Upward Bound; TS =Talent Search; SSS= Student Support Services; EOC= Educational Opportunity Centers; McNair = Ronald McNair Postbaccalaureate Achievement Program; UBMS = Upward Bound Math-Science.

SOURCE: U.S. Department of Education, Federal TRIO Programs, administrative and financial records from program files; U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index: 1967–2000.

Table 2. TRIO funding, by program in current and constant 2002 dollars: 1967–2002
(amounts in millions of dollars)

Year	Classic Upward Bound*	Talent Search	Student Support Services	Educational Opportunity Centers	McNair	Upward Bound Math-Science*
Current dollars						
1967	\$27.0	\$2.5	†	†	†	†
1970	29.6	5.0	\$10.0	†	†	†
1975	38.3	6.0	23.0	\$3.0	†	†
1980	62.5	15.3	60.0	7.7	†	†
1985	73.1	20.7	70.2	9.2	†	†
1990	102.6	27.0	90.9	11.9	\$3.0	\$3.4
1992	144.1	65.7	127.1	20.5	9.6	14.6
1995	171.6	78.8	143.5	24.6	19.1	19.0
1999	220.5	98.5	178.9	29.8	32.1	29.3
2000	249.7	100.6	183.3	30.5	34.9	31.3
2002	264.2	143.5	262.7	48.0	38.4	31.8
Constant 2002 dollars (adjusted for inflation)						
1967	145.5	13.5	†	†	†	†
1970	137.3	23.2	46.4	†	†	†
1975	127.9	20.0	76.8	10.0	†	†
1980	136.3	33.4	130.8	16.8	†	†
1985	122.1	34.6	117.2	15.4	†	†
1990	141.6	37.3	125.4	16.4	4.1	4.7
1992	184.4	84.1	162.7	26.2	12.3	18.7
1995	202.5	93.0	169.3	29.0	22.5	22.4
1999	238.1	106.4	193.2	32.2	34.7	31.6
2000	259.7	104.6	190.6	31.7	36.3	32.6
2002	264.2	143.5	262.7	48.0	38.4	31.8

* Veterans Upward Bound projects are included with the totals for classic Upward Bound and Upward Bound Math-Science, as applicable.

† Not applicable, time period prior to program initiation.

NOTE: Amounts of TRIO funding presented in millions of dollars.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, administrative and financial records from program files*; U.S. Department of Labor, Bureau of Labor Statistics, *Consumer Price Index: 1967–2002*.

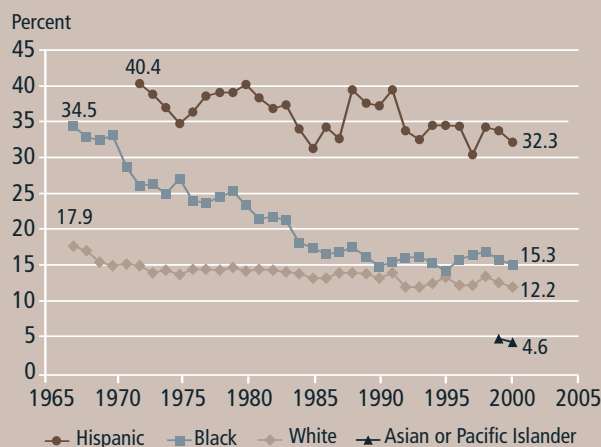
C. The Changing National Context

Since 1965, when Congress authorized the first TRIO programs, significant advances in the educational achievement and attainment of low-income, first-generation, and minority students have taken place within the United States. To provide context for the

program profile for 2000–01, we review national data on changes in high school dropout rates and postsecondary enrollment over the period since TRIO began. We also provide educational attainment information on the U.S. population of military veterans.

When Upward Bound and Talent Search began in the late 1960s, and when Veterans Upward Bound began in the early 1970s, there was considerable emphasis on increasing high school graduation rates as the first step toward increasing college enrollment. Indeed since that time, secondary school dropout rates have declined, especially among black or African-American youths, for whom dropout rates by 2000 were less than half of what they were at the time of TRIO Program implementation in the late 1960s (fig. 2). However, as the Census data indicate, the percentage of young persons who have dropped out of high school remains high among all groups, especially for Hispanic youths who may be children of non-English speaking parents.

Figure 2. Percentage of the population 18–24 years old who have dropped out of high school (status dropout rate), by race/ethnicity: 1967–2000



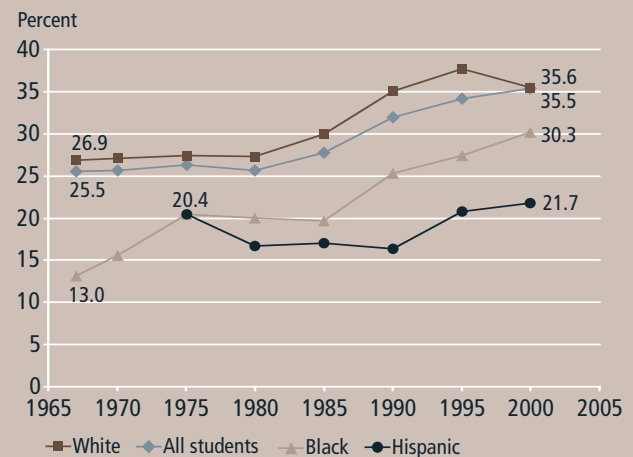
NOTE: The term “status dropout rate” in this figure is based on the self reports of 18–24-year-old respondents to the Current Population Survey (CPS) question on high school graduation status. This figure reflects cumulative data on dropouts among 18–24-year-olds and is considerably higher than that reported by the Census for the annual dropout rate of 15–17-year-olds, which is the proportion of students who left school in the year reported. For example, for 15–17-year-olds the annual rate was 4.5 percent for the national rate and 6.8 for Hispanics in 2000 (as reported in Census Table A-4. Annual High School Dropout Rates by Sex, Race, Grade, and Hispanic Origin: October 1967 to 2002).

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Surveys, 1967–2002 (table A-5. The Population 14 to 24 Years Old, by High School Graduate Status, College Enrollment, Attainment, Sex, Race, and Hispanic Origin: October 1967 to 2002) available at <http://www.census.gov/population/www/socdemo/school.html> (accessed July 11, 2005).

Figure 3 presents the postsecondary education enrollment rates from 1967 to 2000 for 18–24-year-old individuals, by racial/ethnic group. Overall rates increased from 26 percent in 1967 to 36 percent in 2000. Black or African-American youths had the largest increase—more than doubling, from 13 to 30 percent. The rate of college attendance among Hispanic youths was 20 percent in 1975, which declined to 16–17 percent in the 1980s, and was 22 percent in 2000.

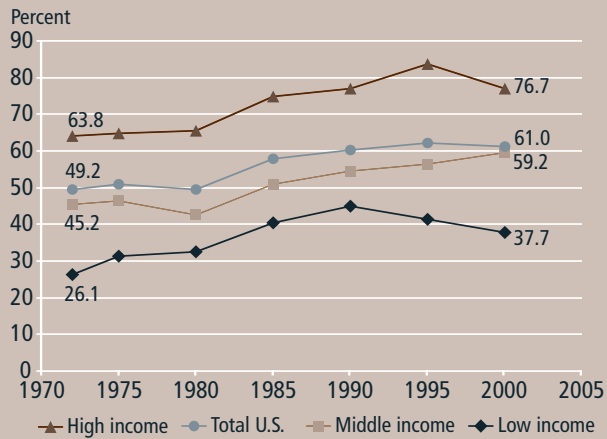
Figure 4 displays Census figures on the percentage of high school graduates enrolling in postsecondary education immediately after high school graduation (i.e., by the following October). Overall, postsecondary enrollment among high school graduates went from 49 percent in 1972 to 61 percent in 2000. Among youths from low-income families, the Census Bureau estimates were 26 percent and 38 percent, respectively, in 1972 and 2002.

Figure 3. Percentage of 18–24-year-olds enrolled in postsecondary institutions, by race/ethnicity: selected years, 1967–2000



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Surveys, 1967–2002 (Table A-5. The Population 14 to 24 Years Old, by High School Graduate Status, College Enrollment, Attainment, Sex, Race, and Hispanic Origin: October 1967 to 2002) available at <http://www.census.gov/population/www/socdemo/school.html> (accessed July 11, 2005).

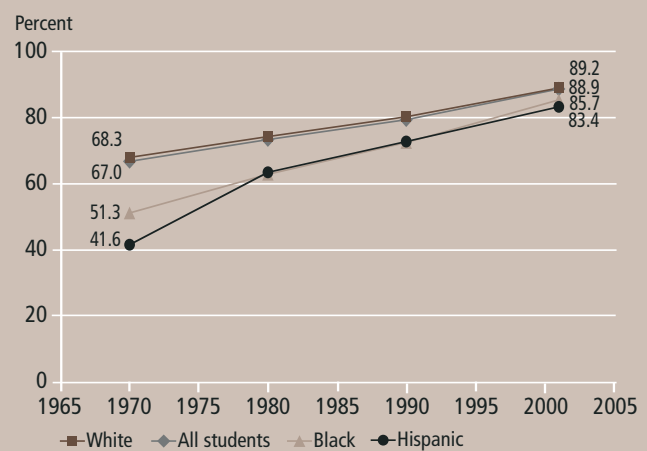
Figure 4. Percentage of high school graduates enrolled in college the October following graduation, by family income: 1972–2000



NOTE: Low income from 1972–95 was the lowest 20 percent of family incomes; high income was the top 20 percent; and middle income was the 60 percent in between. Percents reported for low income for 1990 and 1995 represent three-year averages due to small yearly sample sizes. In 2000, the percentage groupings changed somewhat: low income included the bottom 19 percent, and high income was the upper 33 percent. Middle was the 48 percent between the two other groups.

SOURCE: U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–2002, available at <http://www.census.gov/population/www/socdemo/school.html> (accessed July 11, 2005).

Figure 5. Percentage of U.S. military veterans who have completed high school, by race/ethnicity: selected years, 1970–2001



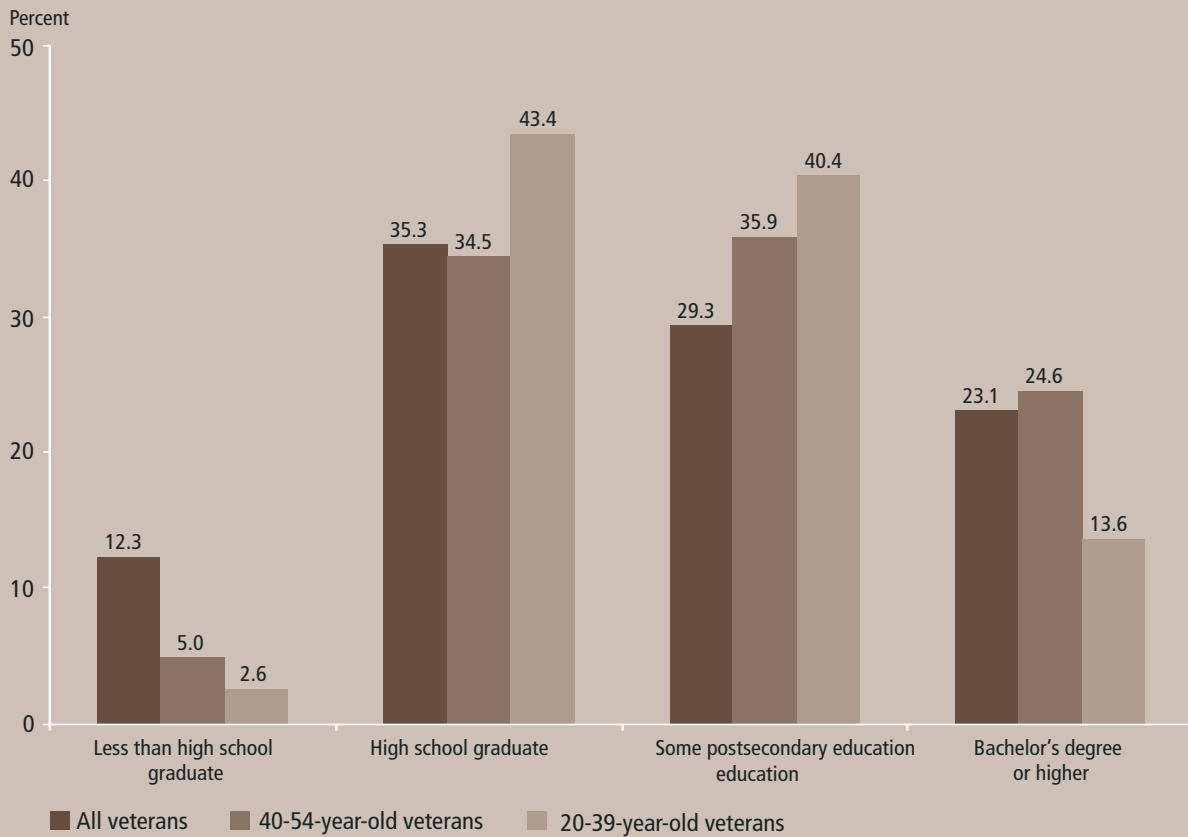
SOURCE U.S. Department of Veterans Affairs, National Survey of Veterans (NSV), 2001, available at <http://www.va.gov/vetdata/SurveyResults/nsv/final/NSV%20Final%20Report.pdf> (accessed July 11, 2005).

As demonstrated in figure 5, the educational attainment of the population of U.S. military veterans has shown improvements comparable to the results of the U.S. population overall: The percentage of the veteran population that has not completed high school has dropped from 33 percent to 12 percent in the last 30 years as the result of a number of federal initiatives, revisions in the requirements for military service, and changes in the population of veterans overall.⁵

Despite the improvements over the last three decades, the number of veterans without high school degrees remain significant—about 3.0 million veterans in 2001 (Klein and Stockford 2001; U.S. Department of Veterans Affairs 2004a). It is important to note, how-

⁵ The overall population of veterans changes as Vietnam- and Gulf War-era veterans become proportionally larger relative to WWII and Korean veterans. For example, 95 percent of Vietnam-era veterans had completed high school (Klein and Stockford 2001) in contrast to 82 percent of Korean War veterans (U.S. Department of Veterans Affairs 2002).

Figure 6. Percentage distribution of U.S. military veterans, by level of education and selected age group: 2001



NOTE: Veterans 40–54 years old correspond roughly to the population of “Vietnam-era veterans.” Persons aged 20–39 represent post-Vietnam- or Gulf War-era veterans.

SOURCE: Current Population Survey, March 1999, analyzed in Klein, R.E., and Stockford, D.D. (2001). *Data on the Socioeconomic Status of Veterans and on VA Program Usage*. Washington, D.C.: Department of Veterans Affairs, available at <http://www.va.gov/vetdata/Demographics/Advanced/sesprogramnet5-31-01.ppt> (accessed July 11, 2005).

ever, that the population of veterans is both very large and complex, and the educational status of the population varies by the age of the veterans—or, in other terms, by the particular years in which the veterans completed their military service. Figure 6 presents the educational attainment for three groups of veterans: two groups that are most likely to be VUB participants and another comprehensive group that includes all veterans. As shown in this figure, veterans who completed their military service since the Korean War are more likely to hold high school degrees than other veterans. For example, 95 percent of the veterans who were

40–54 years old in 1999 (i.e., Vietnam-era veterans⁶) have completed high school, and the percentage of post-Vietnam or Gulf War-era veteran is even higher—reaching almost 98 percent.

⁶ Data for the analyses reported by Klein and Stockford (2001) came from the March 1999 Annual Demographic Supplement to the Current Population Survey. At that time, the group of 40–54-year-old veterans corresponded roughly to “Vietnam-era veterans.”

D. Purpose and Development of the VUB Performance Report

The requirements for performance reports in each of the Federal TRIO programs were revised in recent years in response to the *Government Performance and Results Act of 1993 (GPR)* (P.L. 103–62) and the U.S. Department of Education’s strategic plan (U.S. Department of Education 2002). In addition to providing statistical information on the TRIO programs, the new performance reports are designed to provide tools for measuring program outcomes and progress toward meeting program goals. To date, national profile reports have been published for the UB, UBMS, SSS, McNair, TS, and EOC programs using recent performance report data and other relevant data sources. This is the first national profile of the VUB Program to use data from the new performance report.

The Upward Bound programs were the last of the TRIO programs to implement a revised performance reporting form following *GPR*. The report was carefully developed after several working groups considered draft forms and after substantial comment by Upward Bound projects. The VUB performance report was developed in conjunction with the forms for UB and UBMS, with special adaptations to fit the special program characteristics of VUB. The new form includes individual participant records and incorporates measures of the types of services received by program participants. VUB projects are expected to track eligible participants⁷ for four years after program completion.

For the 2000–01 data collection (the first using the new report requirements), VUB projects were asked to include all project participants served by the projects during the 1999–2000 and 2000–01 program years. Since cohort data on project participants are not available before the 1999–2000 year, some program outcomes (e.g., postsecondary enrollment and completion rates) cannot be reported until additional trend information is collected. The performance report was designed to provide a rich source of information concerning participants’ selections, entering characteristics, services/participation, and outcomes. The fact that participants’ characteristics and outcomes are reported

⁷ While the Upward Bound regulations include length-of-service requirements to define participants for UB and UBMS, the regulations do not include such requirements for VUB participants. Therefore, each VUB project determines project participation with-in eligibility guidelines.

on individual students can potentially allow for analyses of the relationship among these factors. The potential also exists to use the information with other sources of national data such as the Federal Aid Files maintained by the Office of Postsecondary Education in the U.S. Department of Education.

E. Report Structure

This descriptive report endeavors to provide a summary of the results of the first year’s performance reporting for VUB, for which 96 percent of funded projects submitted individual participant-based performance reports (see appendix, table A–1). In organizing this report, we largely follow the performance report structure itself. We begin by presenting demographic profiles of the grantees and participants, then focus on program participation and services. Finally, we look at the information reported on postsecondary outcomes, although the 2000–01 performance reports include only a two-year span of information, thus limiting the scope of the postsecondary outcome measures.

Specifically, the report is presented in five chapters and one appendix. Chapter 2 focuses on the characteristics of the VUB grantees and is informed by matching the information from the VUB performance reports with the Integrated Postsecondary Education Data System (IPEDS) for the 2000–01 academic year (U.S. Department of Education, National Center for Education Statistics [NCES] 2001b). IPEDS is a core postsecondary education data collection program for NCES and includes all U.S. institutions and educational organizations with the primary mission of providing postsecondary education. Chapter 3 provides a demographic profile of the veterans who participate in VUB. Chapter 4 focuses on project participation, number served, length of participation in the program, and services provided. Chapter 5 focuses on postsecondary outcomes. The appendix includes methodological and summary information on performance report response rates and data quality, and also describes plans for future reports. In addition, a glossary of important terms used in the report has been included.

Throughout the report, we look at selected data by the sector of the host or sponsoring institution. The institutional sectors include: (1) public four-year postsecondary institutions; (2) private four-year postsecondary institutions; (3) two-year postsecondary institutions; and (4) secondary schools, nonprofit agencies, and other community organizations. This presentation

by the sector of VUB institutions will simplify comparisons with the recent profile reports for classic UB and UBMS (Cahalan and Curtin 2004; Curtin and Cahalan 2004). However, the reader should be sensitive to the relatively small numbers of VUB host institutions in some of these groups (e.g., only three private four-year institutions sponsored VUB projects in 2000-01).

CHAPTER 2

CHARACTERISTICS OF GRANTEEES

Veterans Upward Bound projects may be hosted by postsecondary institutions and public/private agencies or both. In exceptional cases, secondary schools may also sponsor VUB projects. About 62 percent of VUB grantees were four-year institutions, 28 percent were two-year institutions, and 11 percent were community organizations (fig. 7).

Table 3 provides the distribution of all three Upward Bound programs and participants by sector of the host grantee organization.⁸ VUB grantees were less likely to be private four-year institutions and more likely to be community organizations than the other two types of Upward Bound projects. The distribution of VUB participants by sector of grantees largely mirrors the distribution of VUB projects by sector (table 3).

A. Federal Region

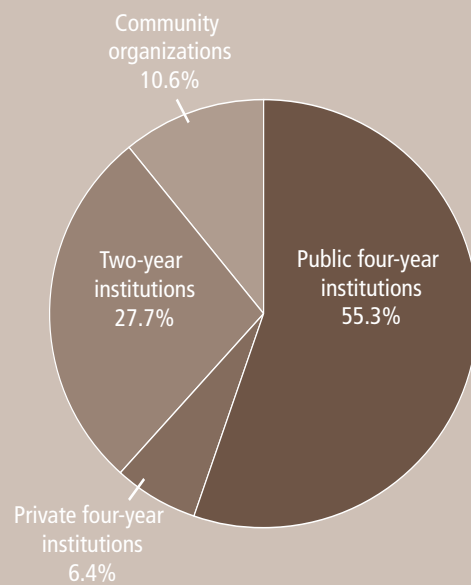
Among the 10 federal regions listed in table 4, the regions with the smallest number of VUB projects were Region X with no projects, and Region I with one project. The regions with the largest number of VUB projects were Region IV with nine projects, and Regions V and VI, each with eight projects. These were also the regions with the largest number of classic UB projects.

B. IPEDS Comparison

To understand the distribution of VUB grantees relative to the entire group of postsecondary undergraduate degree-granting institutions in the United States, we merged the TRIO data with the institutional characteris-

⁸ The participant numbers represent an unduplicated count of individuals within projects. Overall, duplicate records for 213 VUB, 808 UB, and 104 UBMS participants were removed.

Figure 7. Percentage distribution of VUB projects, by sector of host grantee: 2000–01



NOTE: VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*.

Table 3. Projects and unduplicated counts of current- and prior-year VUB, UB, and UBMS participants included in the project reports, by type of project and grantee sector: 2000–01

Sector	Number and percentage distribution of projects						Current- and prior-year participants included in 2000–01 in the individual project reports ¹					
	VUB		UB		UBMS		VUB		UB		UBMS	
All	47	100%	727	100%	121	100%	8,299	100%	68,628	100%	8,684	100%
Public four-year institutions	26	55.3	302	41.5	69	57.2	4,287	51.7	30,856	45.0	5,019	57.8
Private four-year institutions	3	6.4	155	21.3	29	24.0	749	9.0	15,828	23.1	2,173	25.0
Two-year institutions	13	27.7	231	31.8	17	14.1	2,348 ²	28.3	18,832	27.4	1,146	13.2
Community organizations	5	10.6	39	5.4	6	5.0	9152	11.0	3,112	4.5	346	4.0

¹ The count of current- and prior-year participants excludes the duplicate records of participants with valid Social Security numbers within projects. Overall, duplicate records for 213 VUB, 808 UB, and 104 UBMS participants were removed. For this first reporting cycle, projects were instructed to include in the individual record file anyone served in either 1999–2000 or 2000–01.

² Two VUB projects (i.e., a two-year postsecondary institution and a nonprofit organization) did not provide participant-level performance reports.

NOTE: The counts of current- and prior-year participants are based on reporting projects only. VUB = Veterans Upward Bound; UB = classic Upward Bound; UBMS = Upward Bound Math-Science. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

Table 4. Number and percentage of Upward Bound projects, by federal region: 2000–01

Federal region (states/outlying areas in region)	VUB		UB		UBMS	
All	47	100%	727	100%	121	100%
Region I (CT, ME, MA, NH, RI, VT)	1	2.1	32	4.4	4	3.3
Region II (NJ, PR, VI, NY)*	2	4.3	53	7.3	9	7.4
Region III (DE, DC, MD, PA, VA, WV)	6	12.8	67	9.2	11	9.1
Region IV (AL, FL, GA, KY, MS, NC, SC, TN)	9	19.2	153	21.1	21	17.4
Region V (IL, IN, MI, MN, OH, WI)	8	17.0	117	16.1	18	14.9
Region VI (AR, LA, NM, OK, TX)	8	17.0	112	15.4	18	14.9
Region VII (IA, KS, MO, NE)	2	4.3	45	6.2	12	9.9
Region VIII (CO, MT, ND, SD, UT, WY)	5	10.6	31	4.3	6	5.0
Region IX (AZ, CA, HI, NV, AS, GU, MP)*	6	12.8	94	12.9	20	16.5
Region X (AK, ID, OR, WA)	0	0	23	3.2	2	1.7

* Key to abbreviations for states and outlying areas is included in glossary.

NOTE: VUB = Veterans Upward Bound; UB = classic UB; and UBMS = Upward Bound Math-Science. This table includes projects that did not respond to the Upward Bound individual performance reports (two VUB, 19 UB, and three UBMS projects). Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

tics file for the Integrated Postsecondary Education Data System (IPEDS).⁹ Overall, roughly 25 percent of the two- and four-year degree granting Title IV-eligible institutions¹⁰ serving undergraduates have Upward Bound grants of some type, and 1 percent have VUB grants (table 5). VUB is more prevalent among four-year public institutions (4 percent have VUB grants) than among private four-year institutions (0.2 percent have VUB grants).

The Carnegie Classification System is a systematic classification of institutions of higher education developed by the Carnegie Foundation for the Advancement of Teaching that uses variables such as degrees offered, size, and commitment to research. Table 6 compares the distribution of the total Carnegie-classified institutions with that of the VUB grantees. The largest numbers of VUB projects were located in postsecondary programs offering master's degrees (13 of the 47 UB projects funded in 2000–01). About one-quarter of VUB Program grantees were located in postsecondary institutions that offered primarily two-year degrees or less. Notably, these associate-degree-granting institu-

tions were less numerous as a proportion of the total VUB grantees (26 percent) than they were among all degree-granting postsecondary institutions described in IPEDS. Overall, 45 percent of Carnegie-classified postsecondary institutions offered primarily associate degrees (table 6).

Table 7 gives the number and percentages of Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), and Tribal Colleges and Universities (TCUs) among degree-granting institutions found in IPEDS. Among the total degree-granting institutions serving undergraduates in the United States, about 3 percent (99 institutions) were HBCUs, 6 percent were HSIs (215 institutions), and 1 percent were TCUs (29 institutions). Representation of VUB projects at minority institutions exceeded the institutions' representation within IPEDS for HBCUs and TCUs (9 percent and 2 percent of VUB projects, respectively, were at these minority institutions).

Table 5. Number of two- and four-year degree-granting institutions serving undergraduates and the number and percentage of these institutions with Upward Bound grants, by type of postsecondary institution: 2000–01

Type	All institutions	Number with Upward Bound				Percentage with Upward Bound			
		VUB	UB	UBMS	All UB	VUB	UB	UBMS	All UB
All	3,455	42	688	115	845	1.2%	19.9%	3.3%	24.5%
All four-year	1,955	29	457	98	584	1.5	23.4	5.0	29.9
Public four-year	614	26	302	69	397	4.2	49.2	11.2	64.7
Private four-year	1,341	3	155	29	187	0.2	11.6	2.2	13.9
All two-year	1,500	13	231	17	261	0.9	15.4	1.1	17.4

NOTE: VUB = Veterans Upward Bound; UB = classic Upward Bound; and UBMS = Upward Bound Math-Science. Upward Bound grantees that were secondary schools and nonprofit agencies (five VUB, 39 UB, and six UBMS projects) are not included in the total number of projects listed in the table in row one; because they are not postsecondary institutions, they are not included in the analysis of the percentages in the Integrated Postsecondary Education Data System (IPEDS). IPEDS for 2000–01 contains a total of 9,905 postsecondary institutions. Of these, 3,455 were two- or four-year public or private not-for-profit degree-granting Title IV-eligible institutions that served undergraduates.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*, and U.S. Department of Education, *National Center for Education Statistics, Integrated Postsecondary Education Data System Institutional Characteristics (IPEDS-IC), 2000–01*.

⁹ The IPEDS Institutional Characteristics file for 2000–01 contains 9,905 institutions (U.S. Department of Education, National Center for Education Statistics 2001b). For our analyses, we used postsecondary institutions awarding at least two-year degrees and excluded private for-profit institutions, institutions not serving undergraduates, and non-Title IV participants (about 6,700 postsecondary schools were Title IV-participating). The resulting comparison file had 3,455 IPEDS institutions.

¹⁰ Title IV-eligible institutions are those determined eligible to participate in federal aid for postsecondary education, including the Federal Pell Grants, the Federal Supplemental Educational Opportunity Grants (FSEOG), the Federal Work-Study Program (FWS), the Federal Stafford Loans (subsidized and unsubsidized), the Federal PLUS Loan Program (Parent Loan for Undergraduate Students), the Federal Perkins Loan Program, and the William D. Ford Direct Loan Program.

Table 6. Comparison of the distribution of Carnegie-classified postsecondary institutions and VUB grantees, by type of degree awarded: 2000–01

Carnegie classification	Postsecondary institutions with Carnegie classification		VUB projects	
Total	3,608*	100%	47	100%
Doctoral/Research	255	7.1	9	19.1
Master's	610	16.9	13	27.7
Baccalaureate	603	16.7	3	6.4
Associate	1,636	45.3	12	25.5
Other	504	14.0	1	2.1
VUB postsecondary institutions not assigned Carnegie classification	—	—	4	8.5
VUB community organizations	—	—	5	10.6

* Number reflects the total number of institutions on Integrated Postsecondary Education Data System (IPEDS) file that had a Carnegie classification assigned.

— Not applicable.

NOTE: VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01, and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System Institutional Characteristics (IPEDS-IC), 2000–01.

Table 7. Postsecondary institutions serving undergraduates and institutions with Upward Bound projects, by type of institution: 2000–01

Institution type	Degree-granting institutions serving undergraduates ¹		Institutions with Upward Bound projects					
			VUB		UB		UBMS	
All	3,455 ²	100%	47	100%	727	100%	121	100%
Historically Black Colleges and Universities ³ (HBCUs)	99	2.9	4	8.5	75	10.3	16	13.2
Hispanic-Serving Institutions ³ (HSIs)	215	6.2	2	4.3	87	12.0	12	9.9
Tribal Colleges and Universities ³ (TCUs)	29	0.8	1	2.1	6	0.8	0	0
Other postsecondary institutions	3,114	90.1	35	74.5	520	71.5	87	71.9
Community organizations	—	—	5	10.6	39	5.4	6	5.0

— Not applicable.

¹ The Integrated Postsecondary Education Data System institutional characteristics file (IPEDS-IC) for 2000–01 contains 9,905 postsecondary institutions. Of these institutions, 3,455 were two- or four-year public or private not-for-profit, degree-granting institutions that served undergraduates. HBCUs and Tribal Institutions are identified on IPEDS.

² The lists of Historically Black, Tribal, and Hispanic-Serving institutions were not mutually exclusive.

³ HBCUs are historically black postsecondary institutions established before 1964 to educate black Americans. HSIs are defined as institutions of higher education with 25 percent or more Hispanic undergraduate enrollment. TCUs are postsecondary schools created to address the higher education needs of American Indians in isolated areas with little access to postsecondary education. The report glossary includes additional information about these schools.

NOTE: VUB = Veterans Upward Bound; UB = classic Upward Bound; UBMS = Upward Bound Math-Science.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01, and U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System Institutional Characteristics (IPEDS-IC), 2000–01.

CHAPTER 3

VETERANS UPWARD BOUND PARTICIPANTS

This chapter presents information on the demographic characteristics of VUB participants, including information on their eligibility status, race/ethnicity, gender, need for program services, and age at entry into the program. To provide context for the demographic statistics on VUB participants, we also include related information from the Department of Veterans Affairs (VA), the Census Bureau, and the National Center for Education Statistics (NCES). As we note below, the population of U.S. military veterans is large—over 25 million in 2003 (U.S. Department of Veterans Affairs 2004a). The population is also quite complex, and the reader should be aware of this complexity in considering the contextual discussions of the population of U.S. military veterans that follow. The largest period-of-service group is Vietnam-era veterans (8.2 million, or about one-third of the population of veterans), and slightly less than one-half of U.S. veterans (48 percent) are either Gulf War- or Vietnam-era veterans. These two groups, as well as the veterans who served in peacetime between these periods, constitute the great majority of those served by Veterans Upward Bound. Other significant portions of the veteran population are older. For example, 31 percent are World War II or Korean War veterans; another 25 percent served during peacetime.¹¹ Where possible, we discuss these age differences and how they impacted the findings in the following discussion.

A. Participant Distribution, by Eligibility

1. Context: National Data On Poverty

Upward Bound was first initiated as part of the “War on Poverty” in the 1960s, manifesting the con-

cept that higher education was a cornerstone for helping to reduce poverty within the U.S. population. Since 1981, Upward Bound eligibility requirements have stipulated that two-thirds of participants must be low-income and potentially first-generation college students.¹² The other one-third must be either low-income or potentially first-generation college students. “Low income” is defined as having a family taxable income that does not exceed 150 percent of the poverty level at the time of entry into the project. The U.S. Department of Commerce, Bureau of the Census, sets guidelines to determine the definition of the poverty level. To provide context related to these eligibility criteria, Census Bureau statistics on poverty rates are provided below. We also include NCES data on the percentage of high school students who were potentially first-generation college students at four points in time: 1972, 1980, 1990, and 2002. These statistics are useful in understanding the population of U.S. students who have been eligible for the Upward Bound program historically and more recently.

In 2001, out of a total U.S. population of 281 million, about 33 million persons lived in poverty, and 59 million lived at less than 150 percent of the poverty level (U.S. Department of Commerce, Bureau of the Census 2001). At that time, approximately 6 percent of veterans were living in poverty—approximately 1.4 million veterans (Klein and Stockford 2001).

Poverty rates in the United States for all persons aged 18–64 years have remained remarkably stable between 1975 and 2001, fluctuating between a low of 9 percent in 1970 and a high of 11 percent in 1995

¹¹ These percentages sum to more than 100 percent. More than 1 million veterans served in more than one war period.

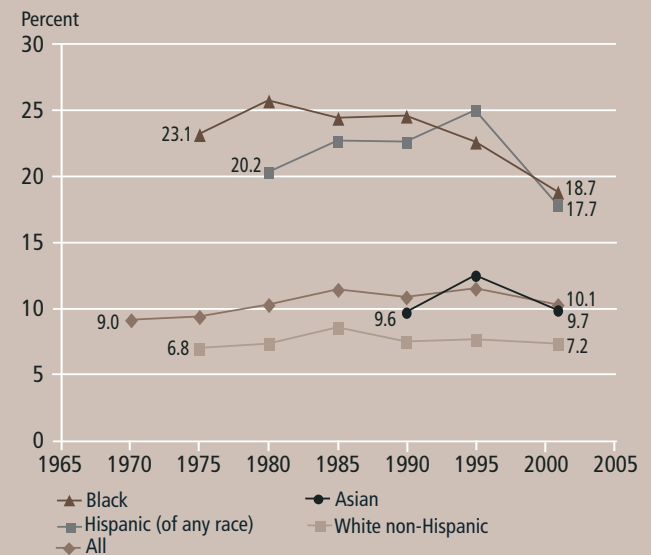
¹² Requirements prior to 1981 were that participants be “disadvantaged” and have need of services; however, the TRIO legislation did not define a specific income or parent educational level until 1981.

(fig. 8). As shown in this figure, there were also consistent differences among racial and ethnic groups, with white, non-Hispanic individuals less likely to be living in poverty than the other groups.

Figure 9 gives the percentage of adults aged 18–64 years who were living in poverty and under 150 percent of the poverty level (the eligibility requirement used in Upward Bound) in 2001. In that year, 17 percent of U.S. adults met the Upward Bound 150 percent of poverty level criterion. This percentage was slightly less than one-third among Hispanic and black adults.

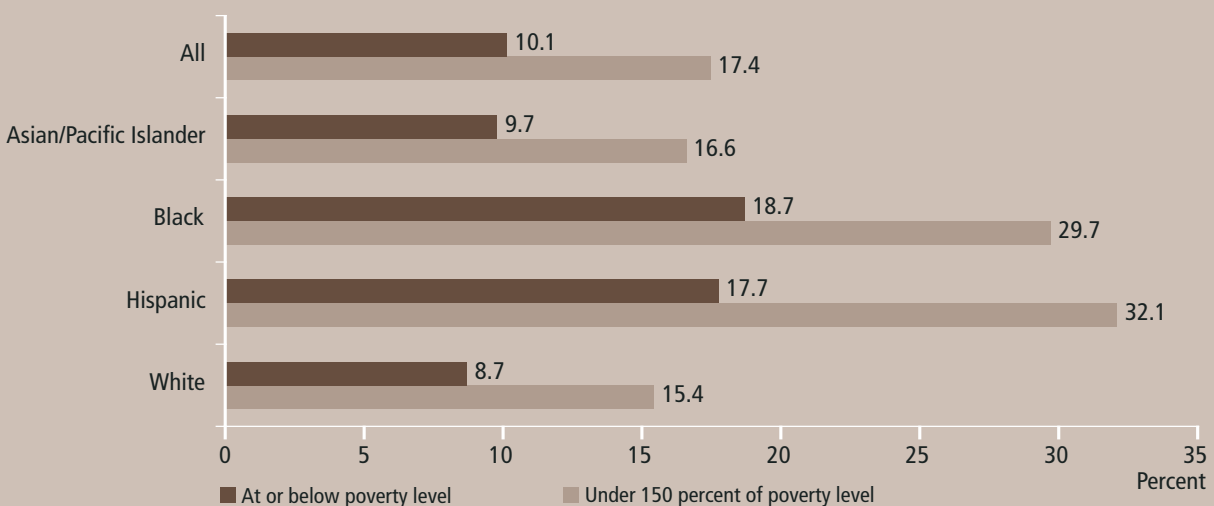
The second TRIO eligibility requirement relates to potential first-generation-college status. This is defined as not having a parent or guardian who has received a bachelor’s degree. Census figures on parent education reflect the increase in educational attainment occurring since the initiation of the TRIO programs. At the time of the initiation of TRIO, substantial proportions of parents had not completed high school, and most had not entered a college. In the 1970s, during the first decade of TRIO, over a quarter of white mothers and fathers and well over half of black and Hispanic parents of school-age children had not completed high school. Census figures discussed in the *Condition of*

Figure 8. Percentage of people 18–64 years of age who were below the poverty level, by race/ethnicity: 1970–2001



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Surveys, Historical Poverty Tables, Table 3. Poverty Status of People, by Age, Race, and Hispanic Origin: 1959-2003, available at <http://www.census.gov/hhes/poverty/histpov/hstpov3.html> (accessed July 11, 2005).

Figure 9. Percentage of U.S. population aged 18–64 years old in poverty and under 150 percent of poverty level, by race/ethnicity: 2001



NOTE: Estimates reported for “White” in this figure are for all whites and include those of Hispanic origin. A total of 7.8 percent of “White, not Hispanic” persons were under the poverty line in 2001; 14.9 percent were under 150 percent of the poverty line.

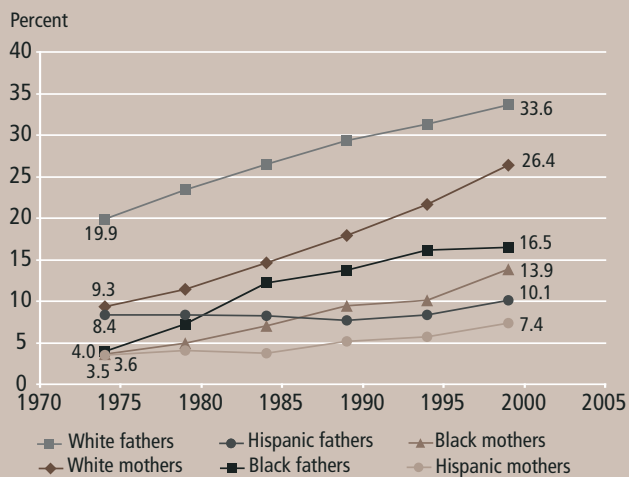
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Surveys, Families as of March of the following year, table 2. Age, Sex, Household Relationship, Race, and Hispanic Origin - Ratio of Income to Poverty Level: 2001, available at http://ferret.bls.census.gov/macro/032002/pov/new02_000.htm (accessed July 11, 2005).

Education 2001 (U.S. Department of Education, National Center for Education Statistics 2001a, see supplemental table 4-1) document changes in educational attainment since the 1970s to more recent years.

For example, between 1974 and 1999, the percentage of children of black mothers who had less than a high school diploma went from 58 percent in 1974 to 20 percent in 1999, and the percentage of children of black fathers without a high school diploma went from 61 percent to 15 percent in the same period. Among Hispanic parents, change was less pronounced. For example, the percentage of children of Hispanic mothers without a high school diploma went from 62 percent to 49 percent between 1974 and 1999. Among Hispanic fathers, the percentage without a high school diploma was 58 percent in 1974 and 49 percent in 1999 (U.S. Department of Education, National Center for Education Statistics 2001a).

In a parallel development, since 1974—the first year for which national data are available—the percentage of parents who had a bachelor’s degree has increased substantially. For example, the percentage of black children whose mothers and fathers had bachelor’s degrees increased fourfold, from 4 percent each to 14 percent for mothers and 17 percent for fathers from 1974 to 1999 (fig. 10). In the same period, the

Figure 10. Percentage of children 6–18 years of age having a mother with a bachelor’s degree and percentage having a father with a bachelor’s degree, by race/ethnicity: 1974–99

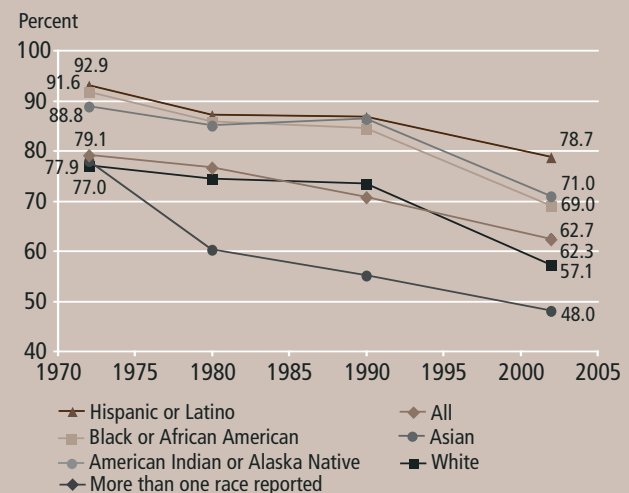


SOURCE: U.S. Department of Education, National Center for Education Statistics, *Condition of Education* (table 4-1), 2001.

percentage of Hispanic mothers with a bachelor’s degree went from 4 percent to 7 percent, and the percentage of Hispanic fathers with a bachelor’s degree increased slightly from 8 to 10 percent.

It should be noted that, while figure 10 shows trends in parents’ educational attainment, the figure does not precisely reflect the Upward Bound Program’s criterion for participants’ “first-generation” status, since it provides separate data on children who had mothers and fathers with bachelor’s degrees. Instead, the Upward Bound Program requires that neither parent have bachelor’s degree if a student is to be considered potentially first-generation. Figure 11, on the other hand, accurately reflects the program’s “first-generation” criterion. Using data from four NCES nationally representative longitudinal studies of high school students: NLS-72, HS&B, NELS:88, and ELS:2002 (U.S. Department of Education, National

Figure 11. Percentage of high school students who were potentially first-generation four-year college graduates, by race/ethnicity: 1972, 1980, 1990, and 2002



NOTE: “High school students who were potentially first-generation four-year college graduates” are defined as having neither mother nor father, nor guardian with a bachelor’s degree. Information is from high school sophomores in 1980, 1990, and 2002. NLS-72 began with high school seniors; information is thus from seniors. “More than one race reported” was a possible response only in ELS:2002.

SOURCE: Special tabulations using U.S. Department of Education, National Center for Education Statistics, *National Longitudinal Study of the High School Class of 1972 (NLS-72/73)*; *High School and Beyond (HS&B, 1980) sophomore cohort base-year survey*; *National Education Longitudinal Study of 1988 first follow-up study (NELS:88/90)*; and *Education Longitudinal Study of 2002 base-year student survey (ELS:2002)*.

Center for Education Statistics 1994, 1995, 2002, n.d.),¹³ figure 11 displays the percentage of potentially first-generation four-year college graduates among high school students in 1972, 1980, 1990, and 2002, by race/ethnicity. Overall, the percentage of potentially first-generation college students was 79 percent in 1972 and 62 percent in 2002. Among black and Hispanic students, the percentages of potentially first-generation college students were 92 and 93 percent, respectively, in 1972. By 2002, these percentages had declined to 69 and 79 percent, respectively.

2. Distribution of VUB Participants, by Eligibility Status

As discussed earlier, in addition to meeting the definition of a veteran found in section 645.6 of the program regulations, VUB participants must also meet the general Upward Bound eligibility requirements. Figure 12 gives the distribution by eligibility status for VUB 2000–01 participants, and table 8 presents this infor-

mation by host sector. Overall, 72 percent of VUB participants were both low-income and first-generation; 21 percent were first-generation only, and 7 percent were low-income only (table 8, fig. 12). Projects hosted by community organizations had the largest proportion of participants meeting both low-income and potentially first-generation college requirements (80 percent). There were some differences by sector of host with two-year institutions having the highest percentage of participants who were first-generation only (25 percent) and fewer who were both low-income and first-generation (table 8).

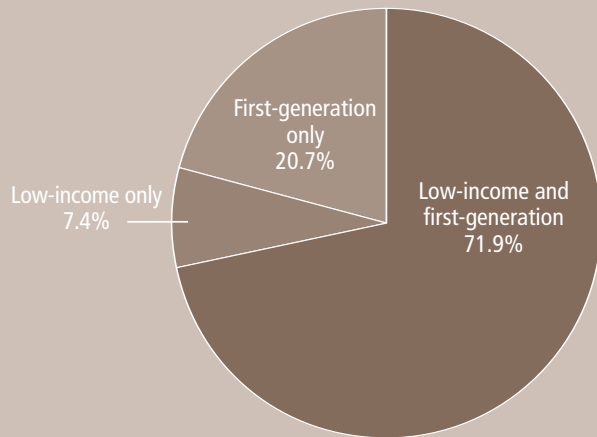
B. Participant Distribution, by Race/Ethnicity

1. Context: National Data on Race/Ethnicity

Upward Bound Programs are not targeted to specific racial and ethnic groups. Rather, they have a mission to serve low-income and first-generation college students. However, the VUB and other TRIO programs have historically played an important role in serving minority groups underrepresented in postsecondary education. Since the initiation of the TRIO programs, shifts have occurred in the distribution of the total U.S. population by race/ethnicity.

Table 9 gives Census data on the distribution of the U.S. population from 1960 to 2001, by racial and ethnic characteristics. Developed from Decennial Census information (see Gibson and Jung 2002), this table provides a realistic representation of the U.S. population during the decades in which TRIO programs were implemented and expanded. These data document the growth in minority populations, especially the Hispanic and Asian or Pacific Islander populations, over the period. In addition, the 2000 Office of Management and Budget (OMB) requirement that government surveys allow for the choice of more than one race is also reflected in this table. There are now seven major categories for race/ethnicity.

Figure 12. Percentage distribution of VUB participants, by eligibility status: 2000–01



NOTE: VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*.

¹³ The full names of the studies were the National Longitudinal Study of the High School Class of 1972 (NLS-72); the High School and Beyond (HS&B 1980) sophomore cohort base year survey; the National Education Longitudinal Study of 1988 first follow-up study (NELS:88/90); and the Education Longitudinal Study of 2002 base-year student survey (ELS:2002).

Table 8. Percentage distribution of VUB participants, by eligibility status and sector of grantee: 2000–01

Eligibility status	All projects	Public four-year	Private four-year	Two-year	Community organization
Low-income and first-generation	71.9%	71.1%	77.0%	67.7%	80.0%
Low-income only	7.4	8.0	5.8	7.1	6.7
First-generation only	20.7	20.9	17.2	25.3	13.3

NOTE: VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

Table 9. Number and percentage distribution of the U.S. population, by race/ethnicity: Selected years, 1960–2002

Race/Ethnicity	Year				
	1960	1970	1980	1990	2002
U.S. population (in thousands)	178,464	203,212	226,546	248,710	288,369
American Indian or Alaska Native	0.3%	0.4%	0.6%	0.8%	1.0%
Asian or Pacific Islander	0.3	0.8	1.5	2.9	4.0
Native Hawaiian/Other Pacific Islander	†	†	†	†	0.2
Black	10.6	11.1	11.7	12.1	12.7
Hispanic (may be any race)	†	†	6.4	9.0	13.4
White	88.8	87.5	†	†	†
White, non-Hispanic	†	†	79.6	75.6	68.3
Two or more races	†	†	†	†	1.4
Other races	#	0.3	3.0	3.9	†

† Information not collected.

Rounds to 0.

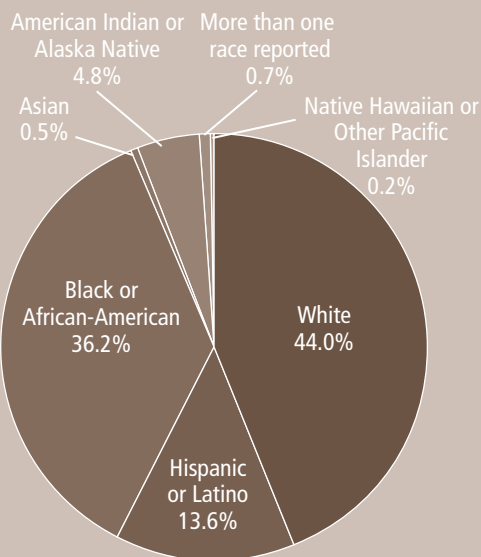
NOTE: The categories used to collect national racial/ethnic data in the Decennial Census and other government surveys have changed over time. In 1970, three racial categories were used (white, black, and "other" races); prior to 2000, whites included white Hispanics and other races not separately categorized. Since 2000, federal guidance has allowed the reporting of multiple races and additional racial categories. The numbers presented in this table reflect re-analyses of previously released U.S. Decennial Census data using generally consistent definitions (see Gibson and Jung 2002, for additional explanation), available at <http://www.census.gov/hhes/poverty/histpov/hstpov3.html> (accessed July 11, 2005).

SOURCE: U.S. Department of Commerce, Census Bureau, Decennial Census, 1960, 1970, 1980, 1990; Statistical Abstract of United States, 2003 (Table 14. Resident Population By Race, Hispanic Origin, and Single Years of Age: 2002).

2. Distribution of VUB Participants, by Race/Ethnicity

The largest percentage of VUB participants in 2000–01 (44 percent) were white (fig. 13), followed by black or African-American (36 percent), Hispanic or Latino (14 percent), and American Indian and Alaska Native (5 percent). Asians, Native Hawaiians or Other Pacific Islanders, and those of more than one race each represented less than 1 percent of the VUB participants. Figure 14 describes the race/ethnicity of VUB participants by the institutional sector of the host grantees. VUB projects offered by community organizations had the highest proportion of Hispanic or Latino participants. Project grantees housed in private four-year institutions had the highest proportion of black or African-American participants. About 63 percent of the participants in these VUB projects were black or African-American.

Figure 13. Percentage distribution of VUB participants, by race/ethnicity: 2000–01

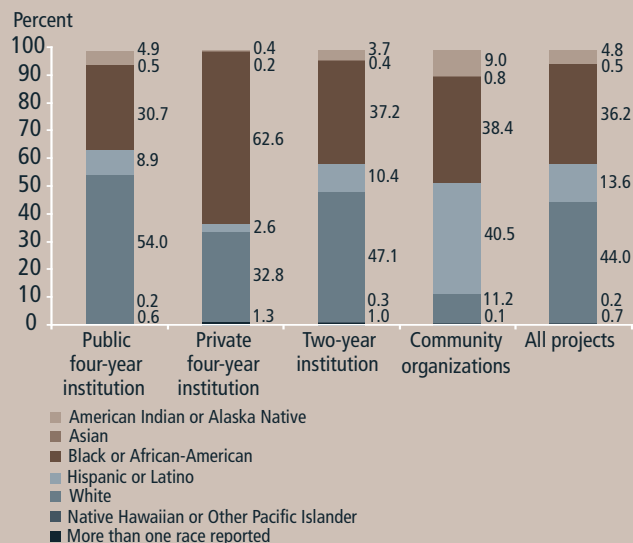


NOTE: VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

Figure 15 compares the distribution of Upward Bound participants in VUB, UB, and UBMS projects. VUB participants were more likely to be white and somewhat more likely to be American Indian or Alaska

Figure 14. Percentage distribution of VUB participants, by race/ethnicity and by host grantee sector: 2000–01



NOTE: VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

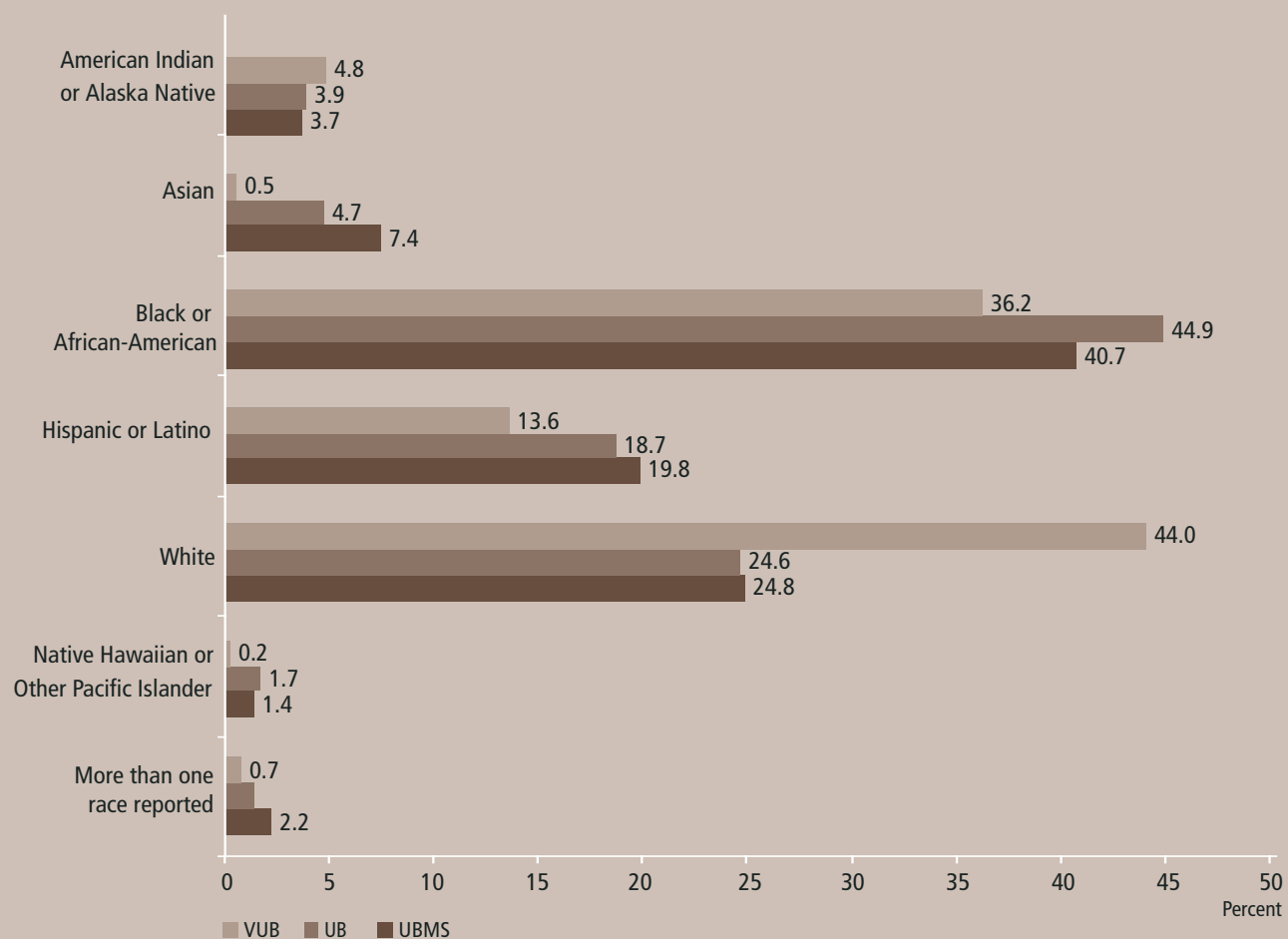
Native than were participants from UBMS or UB; and they were somewhat less likely to be Hispanic or Latino, or Asian. UB and UBMS participants differed little in distribution by race/ethnicity.

C. Participant Distribution, by Gender

1. Context: National Data on Gender

The final report for the 2001 National Survey of Veterans (U.S. Department of Veterans Affairs 2003, section 3) notes that, although veterans comprise a “richly diverse group,” most U.S. military veterans in 2001 were male—in fact, 94 percent of U.S. veterans in 2001. Despite this preponderance, however, veterans’ gender is important to consider in these analyses. First, the proportion of female veterans is slowly and consistently growing as the number and duties of women in the military have expanded. For example, the percentage of female veterans has almost doubled in the last 30 years, from 3.5 percent of the total veteran population in 1971 to 5.9 percent in 2001 (U.S. Department of Veterans Affairs 2003, 2004b). In addi-

Figure 15. Percentage distribution of participants, by race/ethnicity and by type of Upward Bound program: 2000–01



NOTE: VUB = Veterans Upward Bound; UB = classic Upward Bound; UBMS= Upward Bound Math-Science. The percentages of VUB participants in this figure differ slightly from the numbers reported in the 2000–01 UB and UBMS profile reports. The differences result from how duplicate records were handled.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*.

tion, it is important to consider the gender of veterans because, as the report on the 2001 National Survey of Veterans later mentions, the demographic characteristics of female veterans are markedly different from their male counterparts. The female veterans are younger, have higher levels of educational attainment, and are more likely to be members of minority racial and ethnic groups (U.S. Department of Veterans Affairs 2003).

2. Distribution of VUB Participants, by Gender

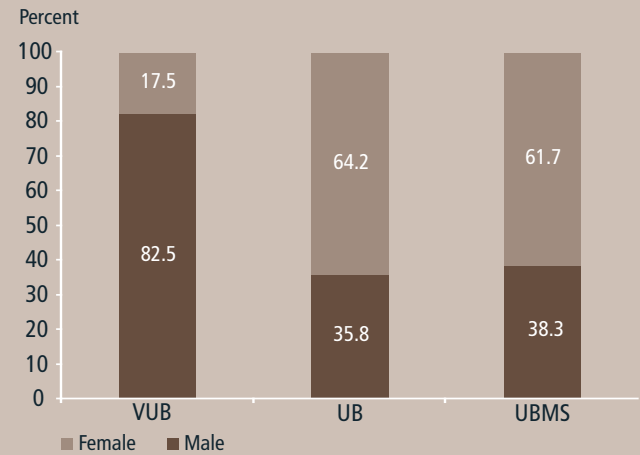
Unlike most other TRIO programs, VUB had a much higher proportion of males (83 percent) than females (18 percent). This distribution is not surprising given the distribution of veterans in the United States noted above: 6 percent of all U.S. military veterans were female in 2001. Females are thus represented at higher proportions in VUB than in the general

population of veterans (fig. 16). (Classic UB and UBMS both have over 60 percent female participants.)

D. Participant Distribution, by Need for Services

The VUB performance reports collect information on the employment and disability status of participants as an indicator of the need for services. For the 2000–01 reporting period, almost half of the veterans assisted were unemployed (47 percent); 15 percent were employed part-time; and 5 percent were retired (table 10). About one-quarter of the VUB participants had disabilities (24 percent); however, the disability status of 16 percent of the program participants was unknown. The employment status of the VUB participants contrasts greatly with the overall U.S. military veteran population. Based on the results of the 2001 National Survey of Veterans, over half of the U.S. veterans in 2001 were employed (55 percent); 32 percent were retired, and 7 percent had disabilities. Nationally, less than 1 percent of the veteran population reported being in school (U.S. Department of Veterans Affairs 2003).

Figure 16. Percentage distribution of participants, by gender and by type of Upward Bound project: 2000–01



NOTE: VUB = Veterans Upward Bound; UB = classic Upward Bound; UBMS = Upward Bound Math-Science. The percentages of VUB participants in this figure differ slightly from the numbers reported in the 2000–01 UB and UBMS profile reports. The differences result from how duplicate records were handled.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

Table 10. Percentage distribution of the employment status and disability status for VUB participants, by grantee sector: 2000–01

Employment/Disability Status	Total	Public four-year	Private four-year	Two-year	Community organization
Employment Status					
Unemployed	47.2%	42.1%	61.8%	53.1%	45.1%
Employed part time	14.6	14.8	13.7	13.6	16.3
Employed full time	27.7	28.8	19.5	27.9	27.9
Retired	4.8	4.3	2.6	3.4	10.5
Unknown	5.7	10.0	2.4	2.0	0.2
Disability Status					
Has a disability	23.5	28.1	22.1	22.8	10.4
Does not have a disability	60.3	64.2	28.8	48.5	87.0
Unknown	16.2	7.8	49.1	28.7	2.6

NOTE: VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

E. Participant Distribution, by Educational Attainment and Age at Program Entry

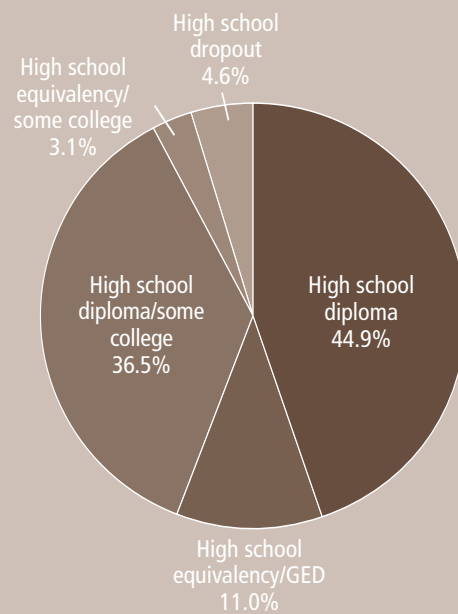
1. Distribution of VUB Participants, by Educational Attainment at Program Entry

Figure 17 and table 11 summarize the educational attainment of VUB participants when they first entered the program. About 40 percent of the VUB participants had completed high school and had postsecondary education experience—37 percent of the participants with postsecondary experience held high school diplomas and another 3 percent held GEDs or other high school equivalency certificates (fig. 17). Overall, 56 percent of the participants had completed high school with a diploma or GED but did not have college experience. Only 5 percent of participants entered the program as high school dropouts.

2. Distribution of VUB Participants, by Age at Program Entry

The mean age of VUB participants at entry into the project was 40.5 years (table 12), and the age at the start of the 1999–2000 program year was about the same, 40.1 years (number not in the table). Fourteen percent of the VUB participants were less than 26 years

Figure 17. Percentage distribution of the educational attainment of VUB participants at program entry: 2000–01



NOTE: VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

Table 11. Percentage distribution of the educational attainment of VUB participants at project entry, by sector: 2000–01

Educational attainment	Total	Public four-year	Private four-year	Two-year	Community organization
High school dropout	4.6%	4.8%	4.5%	3.8%	5.4%
High school diploma	44.9	42.0	38.4	49.1	49.4
High school equivalency/GED	11.0	10.3	14.2	12.2	9.3
High school diploma/some college	36.5	39.4	38.8	33.3	31.9
High school equivalency/some college	3.1	3.5	4.1	1.6	4.0

NOTE: VUB = Veterans Upward Bound. Because of rounding, details may not sum to totals.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

Table 12. Percentage distribution and mean age at program entry for new, current, and reentry participants in VUB projects, by sector of host institution: 1999–2000

Sector	Program entry age in years					Mean age
	20–25	26–35	36–45	46–55	56–70	
All projects	13.8%	20.7%	30.5%	26.1%	8.9%	40.5
Public four-year	16.2	22.3	29.4	23.8	8.3	39.5
Private four-year	7.4	20.8	39.4	28.9	3.6	40.8
Two-year	13.9	21.5	29.9	27.8	7.0	40.1
Community organizations	8.4	13.9	30.7	29.8	17.2	44.3

NOTE: VUB = Veterans Upward Bound. Analyses were subset to participants with an age at entry between 20 and 70 years.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*.

old, and 35 percent were 35 and under at entry into the program. Nine percent of participants were over 55 at program entry (table 12).

Female participants' mean age of entry into VUB differed from that of male participants. Female veterans were considerably younger than their male counterparts when first entering the program. For example, the mean age for female participants first entering VUB was 36.8, almost five years younger than the age at which male participants began (number not in the table).

While VUB participants were among the oldest of TRIO participants, overall, they were considerably younger than the average veteran in the United States. The median age for U.S. military veterans in 2001 was 58, and veterans under age 45 constituted only 21 percent of the total population (U.S. Department of Veterans Affairs 2003). (About 61 percent of the VUB participants were aged 20–45 years.)

CHAPTER 4

PROGRAM PARTICIPATION AND SERVICES

This chapter focuses on project participation in VUB and discusses: the number of participants served in 2000–01; the level and length of participation; the services offered; and the percentage of participants receiving those services. Specifically, this chapter considers the percentage of projects in which any participant received instruction in specified subject areas and the percentage of VUB participants in those projects who received the instruction in 2000–01. Both indicators provide measures of the level of services both available to and provided to VUB participants. In subsequent reports, as data become available on a complete cohort of participants who entered VUB in 1999–2000 and continued on to postsecondary education, we plan to include information on additional services provided by projects.

In much of the following discussions, we compare findings for VUB participants to similar outcomes for classic UB participants discussed earlier in the profile report for the Upward Bound Program (Cahalan and Curtin 2004). There are striking differences between the

populations of VUB and classic UB—the most notable being participant age: the mean age of veterans is 40.9 while UB participants are traditionally high school-aged. Despite these differences, the comparison of service and program outcomes between VUB and UB participants should aid understanding of the findings.

A. Participation Level and Number Served

1. Participation Level

In contrast to the other Upward Bound Programs, VUB targets an adult rather than a school-aged population and is not designed to serve participants over long periods of time. Rather, the program helps participants to make short-term preparation for postsecondary education. This aspect of the program is reflected in the statistic that 76 percent of the VUB participants served during 2000–01 were classified as new participants (table 13). For comparison, about half of the participants in UBMS were new (53 percent), while 38 percent of the classic UB participants were new.

Table 13. Percentage distribution of participant status (new, continuing and reentry), by type of Upward Bound project: 2000–01

Participant status	VUB	UB	UBMS
New	76.4*	38.3	52.5
Continuing	20.3*	61.4	47.1
Reentry	3.3	0.4	0.4

* The percentage of new and continuing participants served by VUB projects differs slightly from the numbers reported in the 2000–01 UB and UBMS profile reports (Cahalan and Curtin 2004; Curtin and Cahalan 2004). The differences (new = 75.6 percent and continuing = 21.0 percent in those reports) result from differences in how duplicate records were handled.

NOTE: VUB = Veterans Upward Bound; UB = classic Upward Bound; UBMS = Upward Bound Math-Science.

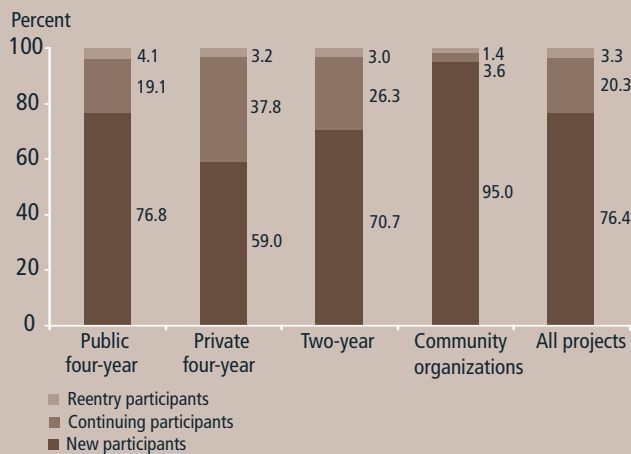
SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

Figure 18 gives the percentage distribution of new, continuing, and reentry participants in VUB projects for 2000–01 by the institutional sector of the project grantees. Among the projects sponsored by community organizations, 95 percent of participants were classified as new participants in the service year. The percentage of continuing participants was greatest in the VUB grantees located in private four-year institutions (38 percent). It should be remembered, however, that only five community organizations and three private four-year institutions were grantees; these observations should therefore be interpreted with caution.

2. Length of Participation

The level of participation among the persons enrolled in VUB programs is also indicated by the number of months that the participants received services from the program. Thirty-seven percent of VUB participants received no more than three months of services; 65 percent of the participants received services for half of the program year or less (fig. 19). About half of the participants at host institutions in private four-year schools and community organizations were served for three months or less (table 14).

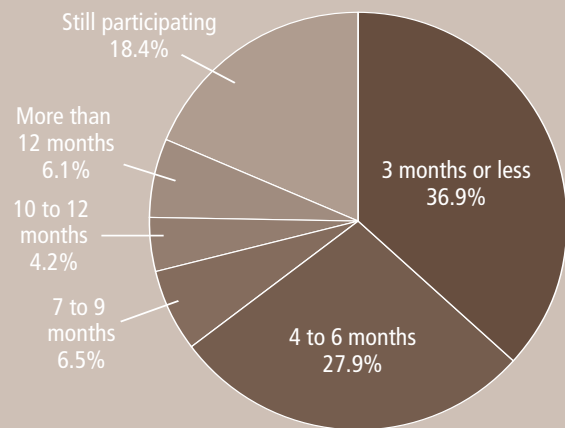
Figure 18. Percentage distribution of new, current, and reentry VUB participants, by sector of host grantee: 2000–01



NOTE: VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

Figure 19. Percentage distribution of months of participation for VUB new, current, and reentry participants: 2000–01



NOTE: VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

Table 14. Percentage distribution of months of participation for VUB new, current, and reentry participants, by sector of grantee: 2000–01

Sector	Months of participation					Still participating
	0–3	4–6	7–9	10–12	> 12	
All projects	36.9%	27.9%	6.5%	4.2%	6.1%	18.4%
Public four-year	40.3	22.1	6.7	5.6	6.7	18.6
Private four-year	50.6	14.0	6.9	2.4	5.2	21.0
Two-year	18.2	36.3	7.6	3.7	8.0	26.3
Community organizations	55.8	37.4	3.2	1.8	1.1	0.8

NOTE: VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Veterans Upward Bound performance reports, 2000–01.

If we confine the analysis to include only those veterans who were reported to be prior-year participants, we see that 78 percent had been in the program for six months or less, and almost half (49 percent) received services for less than four months (table 15 and fig. 20). About 5 percent participated for more than one year.¹⁴

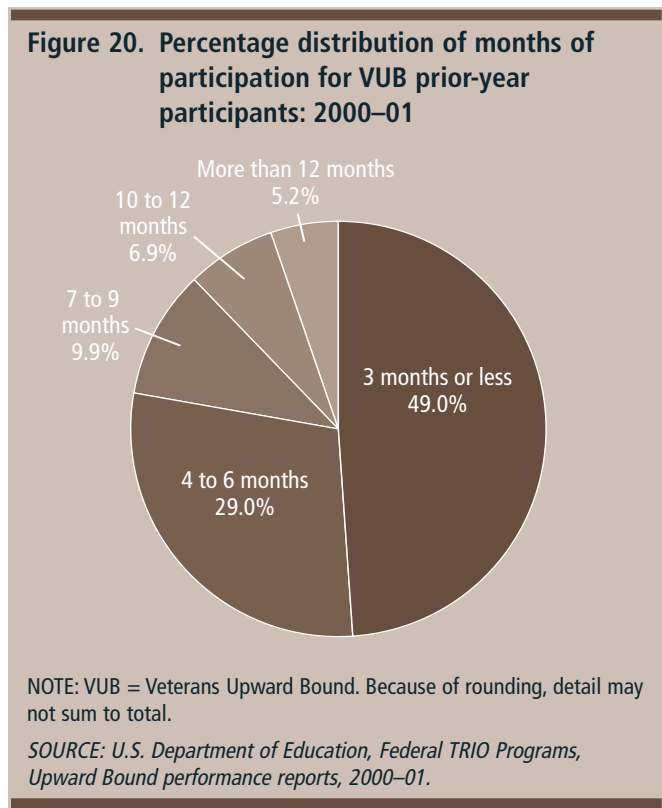


Table 15. Percentage distribution of months of participation of prior-year VUB participants, by sector of grantee: 2000–01

Sector	Months of participation				
	0–3	4–6	7–9	10–12	> 12
All projects	49.0%	29.0%	9.9%	6.9%	5.2%
Public four-year	48.9	30.9	9.1	7.1	4.0
Private four-year	67.4	21.0	6.0	1.5	4.1
Two-year	39.2	28.3	14.3	9.2	9.0
Community organizations	#	#	#	#	#

Too few cases for reliable estimate.

NOTE: VUB = Veterans Upward Bound. A total of 77 prior-year participants who were reported as “still participating” were excluded from these analyses.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Veterans Upward Bound performance reports, 2000–01.

¹⁴ Our analyses exclude 77 prior-year participants reported as “still participating” in the performance reports. Since prior-year participants were defined in the APR instructions as former participants not receiving services on a continual basis during the current reporting period, these cases appear to be data errors. Most were from one VUB grantee and almost half (44 percent) were prior-year participants who began their postsecondary study in the host institution.

The performance reports ask projects to report the end-of-year status for VUB participants (table 16). Of all of the VUB participants described in the performance reports, 28 percent did not complete the project; slightly less than half (47 percent) were currently enrolled in postsecondary programs or had been accepted for postsecondary program education. Sixteen percent of the new, current, and reentry participants were reported to have completed the VUB project but had not enrolled in postsecondary education.

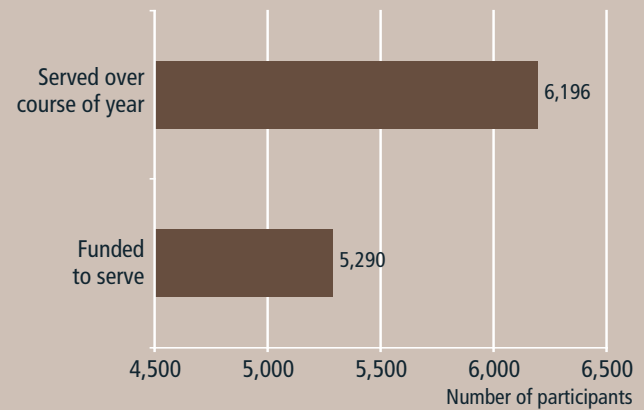
3. Number Served and Number Funded to Serve

As in other TRIO programs, VUB grants are made with an explicit expectation that the project will serve a specified number of participants throughout the program year. During 2000–01, the 47 postsecondary institutions and community organizations that received VUB grants were funded to provide services to 5,530 participants. The 45 Veterans projects that provided classic UB services were funded to serve 5,440 participants and the two Veterans math-science centers were funded to serve 90 participants. On average, classic VUB projects served 121 participants each. (This participant-per-project average for classic Veterans projects was larger than classic UB, where the average number of participants funded per project was 71.)

For the 45 projects submitting performance reports for the year, the number of students served by the projects exceeded the number the projects were

funded to serve by 906 participants—by about 17 percent (fig. 21). The number of veterans served by VUB projects beyond the number the projects were funded to serve may represent improved program procedures and other cost-effective measures taken by the projects. This is difficult to interpret, however, because the num-

Figure 21. Number served over the course of the reporting year and number funded to serve, among VUB projects submitting performance reports: 2000–01



NOTE: This figure is based on the 45 projects that returned performance reports. All 47 VUB grantees were funded to serve 5,530 participants in 2000–01. VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01.

Table 16. Percentage distribution of the educational status of VUB participants at the end of the reporting period, by host grantee sector: 2000–01

Educational status	All	Public four-year	Private four-year	Two-year	Community organizations
High school dropout	0.4%	0.7%	#	0.3%	#
High school graduate	3.7	5.6	#	2.2	1.9
High school equivalency degree	1.0	1.6	#	0.2	1.3
High school equivalency, accepted for postsecondary	0.5	0.5	#	0.2	1.2
Accepted for enrollment postsecondary	12.4	4.7	7.2	16.7	34.8
High school equivalency, enrolled in postsecondary	0.2	0.2	#	0.2	#
Enrolled in postsecondary education	33.9	30.3	33.1	40.6	32.8
Completed project, not enrolled in postsecondary	15.9	16.7	14.2	10.0	26.1
Did not complete project	28.1	32.9	50.0	28.1	1.4
Unknown	4.0	6.9	0.6	1.6	0.7

NOTE: VUB = Veterans Upward Bound. Because of rounding, detail may not sum to 100 percent. Analyses in this table restricted to new, continuing, and reentry participants.

Too few cases for reliable estimate.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Veterans Upward Bound performance reports, 2000–01.

ber of veterans actually served by projects may be overstated. For example, the number of participants actually served by the VUB projects may reflect replacements for participants who drop out of the projects.

B. Services Offered and Received

Upward Bound regulations specify academic areas for which projects are required to provide instruction, in the form of either courses or tutoring. The regulations also identify other services that may be offered by projects. These academic areas and services are reflected in the performance reports and are listed in tables 17

and 18. The glossary provides definitions of these services as defined in the instructions to the Upward Bound performance report. The two major statistics reported in tables 17 and 18 are the percentage of projects having at least one participant receiving the service for 2000–01 (used as indicator of offering/providing the service) and the percentage of participants who are reported to have received the service in the reporting year. For example, if none of the participants whose records were submitted by the project was reported to have received “foreign language instruction,” then the project would be classified as not offering the service. If

Table 17. Percentage distribution of VUB projects providing service during the year, and percentage of current participants receiving the service: 2000–01

Service	Projects offering course/tutorial	Participants receiving the service
Mathematics instruction	95.6%	55.2%
Science instruction	71.1	20.2
Foreign language instruction	75.6	17.9
Composition instruction	95.6	46.2
Literature instruction	88.9	38.7
Reading instruction	91.1	39.9
Computer science instruction	93.3	52.3
College survival/study skills	95.6	46.0
Tutoring	93.3	41.0
GED/High school equivalency assistance	80.0	5.9
Personal counseling	93.3	63.8
Academic advising	100.0	80.8
Career awareness	95.6	65.9
Financial aid/VA benefits	95.6	55.3
Cultural activities	91.1	41.6
Campus visitation	80.0	32.3
College admissions assistance	95.6	46.9
College entrance exam preparation	75.6	34.3
Informational workshops	84.4	41.6
Referral services—basic needs	68.9	7.0
Referral services—mental health	51.1	2.6
Referral services—substance abuse	40.0	3.3
Referral services—physical health	57.8	3.8
Referral services—vocational rehab	75.6	9.3
Referral services—legal	46.7	7.1
Referral services—employment	77.8	22.5
Referral services—academic	75.6	21.9
Referral services—other TRIO programs	77.8	9.4
Referral services—other	71.1	18.9

NOTE: Analyses for this table were restricted to new, continuing, and reentry participants. VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Veterans Upward Bound performance reports, 2000–01*.

the project had at least one participant receive instruction in the area, then the project did offer the service. We then calculated the percentage of all VUB participants nationally who received the service.

1. Percentage of VUB Projects Offering Services

Academic advising was the service most frequently offered, with all of the VUB projects that returned performance reports indicating that some of their participants received the service in 2000–01 (table 17). Services offered by more than 90 percent of projects included instructional services in several areas: mathematics, composition, reading, computer science, and college survival/study skills. Other services offered by more than 90 percent of the projects included tutoring, personal counseling, career awareness activities, financial aid/VA benefit advising, cultural activities, and college admissions assistance. Four types of referral services were available from more than three-fourths of projects.

2. Percentage of VUB Participants Receiving Services in Subject Areas

Table 17 also shows the percentage of VUB program participants who received these services during the program year. The performance reports indicated that 81 percent of participants received academic advising and about two-thirds were provided career awareness and personal counseling. Between 40 and 55 percent of the VUB participants received mathematics instruction, composition instruction, computer science instruction, college survival/study skills, tutoring, financial aid/VA

benefits advice, cultural activities, college admissions assistance, tutoring, and informational workshops.

Fewer participants were reported as having received referrals to other services; however, about 22 percent each received employment and academic referrals. Relatively few VUB participants received instruction in science or foreign language (20 percent and 18 percent, respectively). While 80 percent of VUB projects offered participants instruction leading to a GED or other high school equivalency certificate, only 6 percent of VUB participants overall were reported to be receiving this instructional support.¹⁵

3. Veterans Upward Bound Math-Science Services in 2000–01

Two of the 47 VUB projects funded in FY 2000 were Upward Bound Math-Science Centers. These projects were funded to serve 90 participants during the year—about 2 percent of the total number of VUB participants served. Table 18 provides information on math-science related activities received by these 90 VUB participants. The VUB performance reports collected three items separately for math-science participants, with the items relating to special services available to persons entering the field. As noted in the table, these services were available to all of the VUB math-science participants. All of the participants received the services within the summer program, and a small number (around 2 percent) also received them during the academic year.

Table 18. Percentage distribution of VUB projects with Upward Bound Math-Science Centers providing math-science activities, and percentage of new, current, and reentry participants receiving the service: 2000–01

Math-science activity	Summer and academic year		Summer	
	Projects offering service	Participants receiving service	Projects offering service	Participants receiving service
Activities with professional mathematicians and scientists	50.0%	2.2%	100%	100%
Activities with math and science majors	50.0	2.2	100	100
Research activities	50.0	2.2	100	100

NOTE: In this table, "participants" refers to the new, continuing, and reentry participants. VUB = Upward Bound.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound Performance Reports, 2000–2001*.

¹⁵ Since less than 5 percent of participants entered VUB as high school dropouts (fig. 17), the relatively small number of VUB participants receiving this service seems appropriate.

CHAPTER 5

POSTSECONDARY ENROLLMENT

Information on postsecondary outcomes (enrollment and degree completion) for Upward Bound participants represents the primary performance indicator for the program. With this in mind, the performance report includes a number of items on postsecondary education. These items include:

- Source of enrollment information;
- Postsecondary institution first attended and enrolled in at the end of the reporting period;
- Date of first postsecondary enrollment;¹⁶
- Postsecondary enrollment status (e.g., full- or part-time enrollment);
- Financial aid sources;
- Postsecondary grade level;
- Postsecondary standing; and
- Degree or certificate awarded.

Projects were instructed to report postsecondary status for all current- and prior-year project participants who had graduated from high school or completed a high school equivalency program. The report instructions stated that VUB projects should include the records for project participants enrolled in and served by VUB projects during the 1999–2000 and 2000–01 program years.

The instructions further specified that applicable prior-year participants should be followed annually for four years after completing the VUB program to determine their academic progress. Since follow-up data on a full cohort of participants are not yet available, we are able to include only limited information on the key sta-

tistic of interest—the percentage of those served by VUB who enter and persist in postsecondary education. Therefore, in this report we summarize information reported from the first year of data, with a focus on issues of reporting and interpreting the data, while stopping short of estimating the percentage of VUB participants who enrolled in postsecondary education.

VUB Performance Report Data on Postsecondary Enrollment

1. Source of Information on Postsecondary Enrollment

The first item in the postsecondary outcomes section of the VUB performance report form asks projects to report on the source of follow-up information included in the reports. A total of 8,067 VUB participants (or 98 percent of all current- and prior-year participants) were reported to have completed high school at the end of 2000–01—either with a high school diploma or GED or other equivalency certificate. Projects provided data on the source of postsecondary information for 6,559 of these students. Of the 6,559 participants, the projects reported having institutional enrollment data for about 32 percent (8 percent from official transcripts, 22 percent from other institutional data, and 2 percent from self-reported information with transcripts), while they had “self reports only” for another 19 percent (table 19). One-third of the participants were not enrolled in postsecondary education and the postsecondary status of another 16 percent was unknown.

The data in this table also imply that, of all students reported as having completed secondary school, about half of the VUB participants were reported as enrolled in postsecondary education (51 percent). If we look only at the prior participants included in the data-

¹⁶ Since the 2000–01 performance reports include postsecondary education information for a relatively small subset of VUB participants, analyses presented in this first VUB profile report do not consider postsecondary enrollment dates. These results will be included as more years of data become available.

Table 19. Percentage distribution of source of information on postsecondary activities for VUB participants and prior-year participants who had completed high school and for whom postsecondary source information was reported, by gender: 2000–01

Source of postsecondary information	All	Male	Female
All who completed secondary school by end of reporting period¹			
Reported from official transcript	7.9%	8.0%	7.3%
Institutional data, but not official transcript	21.8	21.2	24.5
Self reported by participant	19.3	19.4	19.0
Self reported and transcript	2.2	2.1	2.9
Not enrolled	32.6	34.0	26.3
Unknown	16.2	15.3	20.0
Percent reported to have completed secondary school and with evidence of postsecondary enrollment	51.2	50.7	53.7
Prior-year participants only²			
Reported from official transcript	10.3	10.6	8.5
Institutional data, but not official transcript	24.7	23.4	31.0
Self reported by participant	8.6	8.2	10.5
Self reported and transcript	2.2	1.9	3.5
Not enrolled	30.3	31.6	24.0
Unknown	24.0	24.3	22.5
Percent reported to have completed secondary school and with evidence of postsecondary enrollment	45.8	44.1	53.5

¹ By the end of the reporting period, 8,067 VUB participants had completed secondary school. Of these, 6,559 cases included data on the source of postsecondary information; 3,360 showed evidence of postsecondary enrollment.

² Prior participants were individuals who were served in 1999–2000 but not in 2000–01. A total of 2,036 prior-year participants had completed high school, and 1,489 cases included postsecondary enrollment information.

NOTE: Analyses are based on the 2000–01 performance reports that include an incomplete cohort of VUB participants who had completed high school with a diploma/GED equivalency certificate and enrolled in postsecondary education. Therefore, estimates in this table should be used with caution. VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*.

base—those served in 1999–2000 and not in 2000–01 who had completed secondary school (shown in the bottom half of table 19), we see that the percentage of individuals for whom there was enrollment information changes little for VUB participants.

2. Type of Postsecondary Enrollment

Projects were instructed to report the U.S. Department of Education Student Financial Aid code for the first postsecondary institution in which the participant enrolled after finishing secondary education and to also report the institution in which the student was enrolled at the end of the reporting period. We merged these codes with IPEDS to obtain information on the types of institutions attended by VUB participants. This approach permits the examination of several interesting questions, including whether the type of VUB host institution is related to the type of institution

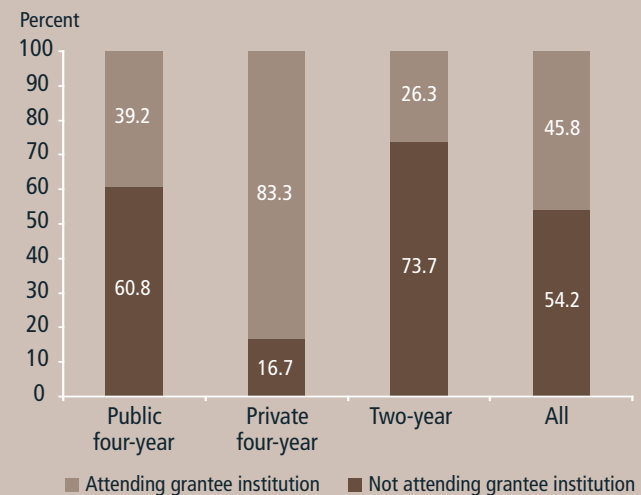
ultimately attended by VUB participants and to what extent participants enroll in the grantee institutions.

Of the 3,360 performance report records for VUB participants who had completed high school and presented evidence of postsecondary enrollment, 2,522 records matched successfully with postsecondary institutions on the IPEDS file (75 percent). These data indicate that about 46 percent of VUB participants with postsecondary codes associated with them were enrolled in a four-year institution (table 20). Forty-one percent were enrolled in public institutions, and 5 percent in private institutions. Half of the VUB participants who were enrolled in postsecondary education attended public two-year institutions, and about two percent each of the VUB participants attended private two-year institutions and other postsecondary institutions such as less-than-two-year schools. For comparison, 74 percent of classic UB participants were enrolled in four-year postsecondary institutions.

In general, there was an association between the sector of the host institution and the type of institution attended by the participants. Overall, 50 percent of VUB participants who had completed high school and had evidence of postsecondary enrollment attended public two-year institutions; however, among participants coming from projects hosted by two-year institutions, 88 percent of the individuals first attended two-year institutions (table 20). Almost 68 percent of the VUB participants who attended VUB projects hosted by public four-year institutions first enrolled in colleges and universities within the same institutional sector. In contrast, only 21 percent of the VUB participants from projects in private four-year institutions first enrolled in schools of that type.

Overall, about 54 percent of the VUB participants enrolled in postsecondary education first attended the same institution as the grantee host institution (fig. 22). This percentage was highest among VUB projects hosted by two-year institutions (74 percent), and lowest in private four-year institutions (17 percent). Notably, these figures may overrepresent the degree to which participants who were enrolled in postsecondary education were attending the host institution. We expected that projects would be somewhat more likely to know the participant's institution for those enrolled in their own—rather than another—institution. Among VUB participants, the percentage attending the grantee institution was greater than among classic UB participants: 35 percent of UB participants enrolled in postsecondary institutions first attended the host insti-

Figure 22. Percentage of VUB participants who were high school graduates, were enrolled (or accepted for enrollment) in postsecondary education, and first attended the grantee institution, by grantee sector: 2000–01



NOTE: These analyses are based on VUB participants who completed secondary school with either a high school diploma or a GED. This comparison is not applicable for participants from projects hosted by community organizations. VUB = Veterans Upward Bound.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01, and National Center for Education Statistics (IPEDS-IC), 2000–01.

tution, with the percentage highest (46 percent) among projects hosted by two-year institutions (data not shown in the table).

Table 20. Percentage distribution of the types of postsecondary institutions first attended by VUB participants who were high school graduates, by sector of grantee institution: 2000–01

Sector of VUB grantee institution	Type of first postsecondary institution attended				
	Four-year		Two-year		Other postsecondary
	Public	Private	Public	Private	
All	41.2%	4.6%	50.4%	1.8%	2.0%
Four-year public	68.2	2.5	26.2	2.1	1.0
Four-year private	38.3	21.1	26.7	8.3	5.6
Two-year	8.0	3.1	87.8	0.4	0.7
Community organization	16.1	6.6	70.3	0	7.0

NOTE: These analyses are based on VUB participants who completed secondary school with either a high school diploma or a GED equivalency certificate. VUB = Veterans Upward Bound. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound performance reports, 2000–01, and National Center for Education Statistics (IPEDS-IC), 2000–01.

3. Postsecondary Enrollment Status, Financial Aid Sources, and Standing

For VUB participants, 53 percent of high school graduates with postsecondary enrollment were reported to be attending school full time (table 21). The remaining participants attended less than full time throughout the period (37 percent attended less than full time) or with “varied enrollment” (11 percent)—in other words, their status changed or was both full time and part time during the terms included in the report-

ing period. While female VUB participants were more likely to enroll full time in postsecondary education (57 percent), they were much less likely to enroll full time than all UB participants, over 90 percent of whom were enrolled full time.

Table 22 provides a description of the types of financial aid awarded to Upward Bound participants enrolled in postsecondary education in 2000–01. About 32 percent of the VUB participants whose financial aid status was reported had “multiple federal” or “multiple

Table 21. Percentage distribution of postsecondary enrollment status among VUB and UB participants who were high school graduates, by gender: 2000–01

Enrollment status	VUB			UB		
	All	Male	Female	All	Male	Female
Full-time	52.9%	50.8%	57.3%	92.3%	91.2%	92.9%
Less than full-time	37.1	38.9	29.4	4.6	5.4	4.2
Varied enrollment	10.9	10.4	13.3	3.0	3.4	2.9

NOTE: VUB = Veterans Upward Bound; UB = classic Upward Bound. The analyses were explicitly subset to VUB participants who completed secondary school with either a high school diploma or a GED and who had information on postsecondary enrollment status. The UB participants were subset to individuals with enrollment status reported. The number of VUB participants who were high school graduates was 8,067. Of these individuals, enrollment status was reported for 2,773 records; status was reported for 12,629 UB participants. Because of rounding, detail may not sum to 100 percent.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*.

Table 22. Percentage distribution of type of financial aid among VUB and UB participants who were high school graduates, by gender: 2000–01

Type of financial aid	VUB			UB		
	All	Male	Female	All	Male	Female
Pell Grant only	18.4%	21.2%	7.7%	9.9%	9.6%	10.0%
FFEL Loan	0.5	0.4	0.9	0.6	0.7	0.6
Direct Loan only	0.3	0.4	< 0.1	1.5	1.6	1.5
College work study only	< 0.1	< 0.1	< 0.1	0.2	0.4	0.1
Institutional aid only	0.7	0.6	1.0	3.2	3.3	3.2
State grant only	3.3	3.6	2.1	0.9	0.8	0.9
Pell Grant and FFEL	0.9	1.0	0.2	1.4	1.3	1.5
Pell Grant and Direct Loan	3.4	2.8	5.8	3.5	3.4	3.5
Multiple federal aid	11.5	10.8	14.0	20.0	19.8	20.1
Multiple federal and other aid	20.3	20.8	18.3	52.7	52.2	52.9
Montgomery GI Bill support	9.6	8.4	14.4	—	—	—
Veterans benefits	17.1	17.7	14.7	—	—	—
No aid awarded	12.9	10.9	20.7	2.7	3.0	2.6
No aid needed	1.2	1.4	0.2	1.5	2.1	1.2

— Not applicable; response option used with veterans only.

NOTE: VUB = Veterans Upward Bound; UB = classic Upward Bound. The analyses were explicitly subset to VUB participants who completed secondary school with either a high school diploma or a GED and who had information on the type of financial aid. The UB participants were subset to individuals with the type of financial aid reported. The number of VUB participants who were high school graduates was 8,067. Of these individuals, the type of financial aid was reported for 2,896 records; financial aid type was reported for 11,831 UB participants.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*.

federal and other sources of aid.” About 18 percent had a Pell Grant only. Not surprisingly, about one-quarter of the VUB participants (27 percent) used financial aid resources available only to veterans (17 percent attended using veterans benefits and 10 percent with support from the Montgomery GI Bill). Nine percent received other forms of financial aid and combinations of aid. Overall, 1 percent of VUB participants were reported not to require financial aid, but 13 percent received no awards.

Virtually all VUB participants enrolled in postsecondary education during the 2000–01 program year

were in good standing.¹⁷ Overall, a small proportion of the participants (about 5 percent) were not in good standing, a figure (4 percent) similar to that among UB participants (table 23).

4. Postsecondary Grade Level and Degree and Certificate Completion Status

The distributions of grade level and degree or certificate status for VUB participants who have completed secondary education are displayed in tables 24 and 25. Analyses for table 24 were subset to participants for whom grantees reported a postsecondary grade level.

Table 23. Percentage distribution of postsecondary enrollment standing among VUB and UB participants who were high school graduates, by gender: 2000–01

Postsecondary standing	VUB			UB		
	All	Male	Female	All	Male	Female
Good standing	95.5%	95.1%	97.0%	87.5%	85.6%	88.4%
Not in good standing	4.5	4.9	3.0	3.6	4.7	3.0
Not enrolled yet	—	—	—	8.9	9.7	8.5

— The “not enrolled” response option was not available to veterans.

NOTE: VUB = Veterans Upward Bound; UB = classic Upward Bound. The analyses were explicitly subset to VUB participants who completed secondary school with either a high school diploma or a GED equivalency certificate and who had information on postsecondary standing. The UB participants were subset to individuals with postsecondary standing reported. The number of VUB participants who were high school graduates was 8,067. Of these individuals, postsecondary enrollment standing was reported for 2,711 records; enrollment standing was reported for 12,561 UB participants.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*.

Table 24. Percentage distribution of postsecondary grade level among VUB and UB participants who were high school graduates, by gender: 2000–01

Postsecondary grade level	VUB			UB		
	All	Male	Female	All	Male	Female
Accepted into postsecondary	10.6%	11.7%	6.1%	13.8%	15.1%	13.1%
1st year, never attended postsecondary	41.8	43.0	37.0	48.0	47.2	48.4
1st year, attended before	25.9	24.6	31.0	14.3	14.5	14.1
2nd year/sophomore	13.6	13.5	14.1	24.0	23.2	24.5
3rd year/junior	5.3	4.4	9.1	—	—	—
4th year/senior	2.2	2.2	2.0	—	—	—
5th year/other	0.6	0.6	0.6	—	—	—

— Not applicable.

NOTE: VUB = Veterans Upward Bound; UB = classic Upward Bound. These analyses are based on VUB participants who completed secondary school with either a high school diploma or a GED. The analyses were also explicitly subset to participants with postsecondary grade level reported. The number of VUB participants who were high school graduates was 8,067. Of these individuals, the postsecondary grade level was reported for 6,235 records. VUB = Veterans Upward Bound; UB = classic Upward Bound. A total of 223 VUB and 407 UB records were removed from the analyses due to inapplicable data.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*.

¹⁷ Guidance for the performance reports instructed staff to employ the definition of “good academic standing” used by the institution where the participant was enrolled. Definitions may vary considerably.

While the performance report data on which table 24 is based are not likely to be entirely current or complete with respect to the VUB participants' high school and postsecondary statuses, 68 percent of the group are in the first year of postsecondary study, 14 percent are in the second year, and another 11 percent was accepted for postsecondary education, but had not yet begun. About 8 percent were enrolled in more advanced years of study (e.g., junior year or higher).

Table 25 shows the distribution of degrees and certificates for VUB and UB participants reported to have

completed secondary education; analyses were subset to participants for whom grantees reported postsecondary degree status. Since most of the students had just started postsecondary education, very few had earned degrees or certificates. Approximately 7 percent of the VUB participants had completed programs of study of two-years' duration (4 percent earned an occupational or educational certificate or diploma; 2 percent had completed an associate degree). Most of VUB participants (91 percent) had not earned postsecondary degrees or certificates by the end of the reporting year.

Table 25. Percentage distribution of postsecondary degree completion status among VUB and UB participants who were high school graduates, by gender: 2000–01

Postsecondary degree status	VUB			UB		
	All	Male	Female	All	Male	Female
Certificate/diploma (occupation/education program < 2 years)	3.1%	3.4%	1.3%	0.5%	0.5%	0.5%
Certificate/diploma (occupation/education program at least 2 years)	1.1	1.2	0.8	0.1	0.2	0.1
Associate degree (2-year program)	2.4	2.2	3.0	0.7	1.0	0.5
First bachelor's degree	2.1	1.9	2.8	—	—	—
Second bachelor's degree	0	0	0	—	—	—
Teaching credential program	< 0.1	< 0.1	0.2	—	—	—
Graduate or first professional degree	0.3	0.3	0.6	—	—	—
Did not yet complete program of study	91.0	90.9	91.3	98.7	98.4	98.9

— Not applicable.

NOTE: VUB = Veterans Upward Bound; UB = classic Upward Bound. These analyses are based on VUB participants who completed secondary school with either a high school diploma or a GED. The analyses were also explicitly subset to participants with postsecondary degree status reported. The number of VUB participants who were high school graduates was 8,067. Of these individuals, the postsecondary degree status was reported for 6,420 records; the degree status was reported for 32,287 UB participants. A total of 302 UB records were removed from the analyses due to inapplicable data.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*.

APPENDIX

UPWARD BOUND PERFORMANCE REPORTING: METHODS AND DATA QUALITY FOR THE FIRST YEAR

During the 2000–01 program year, a total of 47 Veterans Upward Bound (VUB) projects were funded through Upward Bound grants (table A–1). Computer Business Methods, Inc. (CBMI) processed the files of each of the projects submitting reports and performed a variety of data quality and error checks. CBMI combined the submissions of each project into the national database. Of these funded grantees, 45 projects (96 percent of the total) submitted performance reports containing individual participant records for 8,512 VUB participants.¹⁸ Analyses of individual records using Social Security numbers and other information identified 213 duplicate records (2.5 percent). These duplicate records were removed from the counts of numbers served that are presented in this report.

In the first reporting period, projects were instructed to include in the data file individual participant data for all students served in 1999–2000 and 2000–01. Further, projects were instructed to provide only one record for each participant and provide or update the information for each participant to reflect each student’s participation and academic status for the 2000–01 project year. Service information was to be provided for 2000–01 participants only.

The unique records represented 8,299 individual VUB participants. Approximately three-quarters of these participants (6,196 new, continuing, and reentry participants) received VUB services during the 2000–01 program year. Another 25 percent of the VUB participants (2,087) were prior-year participants

Table A–1. Number of Upward Bound projects funded and number and percentage that submitted participant performance reports, by program type: 2000–01

Program type	Total funded	Reporting		Not reporting	
All	895	871	97.3%	24	2.7%
Veterans Upward Bound (VUB)	47	45	95.7	2	4.3
UB Veterans	45	43	95.6	2*	4.4
UBMS Veterans	2	2	100	0	0
Classic Upward Bound (UB)	727	708	97.4	19	2.6
Upward Bound Math-Science (UBMS)	121	118	97.5	3	2.5

* Two funded VUB projects did not return performance reports in 2000–01. The nonrespondents included one public two-year postsecondary institution and one nonprofit organization in federal regions II and III, respectively. Each was funded to serve 120 veterans.

SOURCE: U.S. Department of Education, *Federal TRIO Programs, Upward Bound performance reports, 2000–01*.

¹⁸ Two projects did not provide participant-level performance reports. The nonresponding two-year postsecondary institution and nonprofit organization were funded to serve 120 participants each.

who had received services during the 1999–2000 program year.¹⁹

This report covers the first year of reporting using participant-level data for VUB. The wealth of data contained in this report testifies to the strong effort that projects have made to carefully report the data requested for each Upward Bound participant. VUB projects are to be commended on the quality of the data provided for the first year's reports. Although the percentage of missing data is not large overall, items such as postsecondary enrollment information had the highest percentage of unknown data reported. The percentage of records with data reported or legitimately inapplicable ranged from 62 percent for items such as the participant's date of first enrollment in the project to 100 percent for items such as program type. Most items have over 95 percent reported, and the average for 60 data elements in the file was 91 percent reported or inapplicable. However, the extent of missing data is masked somewhat by the fact that some items are only applicable to portions of the individuals in the file and that the inapplicable code is a legitimate response.

Although the reports maintained a high level of internal consistency for most items, responses to some items indicated that a portion of projects may not have understood how to report the item or that selected response codes were used inappropriately in this first year of reporting. We note some of these problem areas below.

- **Duplicate records.** In the first year of reporting, as noted above, over 2 percent of participant records were duplicates within projects. These were typically the records of individuals reported as both current- and prior-year participants. The reporting structure allows for only one record per participant per reporting period.
- **Date reporting in the format specified.** This was a problem for some projects. Accurate reporting of dates in the form specified is very important as it is the means by which several key statistics, such as length of time in the project, are calculated.
- **Including valid Social Security numbers (SSNs) only in the field for SSNs.** In a small number of projects, if the SSN was missing, some other form of identification was included. Mixing other

identification schemes with SSN leads to difficulty in processing. SSN is very important as it allows the Department of Education to match with the federal student aid files for purposes of tracking participant postsecondary outcomes.

- **Length of program participation.** According to performance report records, a significant number of prior-year participants (77 records or about 4 percent of cases overall) were “still participating [receiving services] at the end of the reporting period.” Since prior-year participants were defined in the APR instructions as former participants not receiving services on a continual basis during the current reporting period, these cases appear to be data errors. In fact, over 70 percent of these 77 cases were individuals from a single VUB grantee, and almost half (44 percent) were prior-year participants who began their postsecondary enrollment in the host institution. The reasons for services offered to the other prior-year participants were less clear.
- **Missing Office of Postsecondary Education codes.** The Office of Postsecondary Education codes for postsecondary institutions first attended and attended at the end of the reporting period were also missing for a portion of applicable cases. Because no names are collected, the codes are the only way to identify the institutions.
- **Unknown information.** For many items, the extent of unknown data was low; however, for some key items, such as postsecondary enrollment status and receipt of financial aid, the percentage of unknown information is problematic—especially when analyzing subsets of the respondent population. For example, analyses of VUB participants who have completed high school may have substantial amounts of unknown or missing information. The postsecondary grade level of 20 percent of VUB participants who have completed high school is unknown. The financial aid status is unknown in almost one quarter of the records for high school graduates (24 percent).

As the report displays, for the most part, VUB projects provided complete and accurate information on participants for the period reported. However, with each reporting year, we anticipate that the number of unknown statuses will increase, as it may become more difficult to track the postsecondary progress of prior-year participants several years after leaving the program.

¹⁹ The participation status of an additional 16 veterans (0.2 percent) was unknown.

We also anticipate that there will be a larger proportion of participants with unknown postsecondary enrollment status among those who attend but do not complete the educational program offered by VUB projects.

For this reason, we are working with the U.S. Department of Education to match Upward Bound participant records annually with the Federal Financial Aid Application and Recipient files to gain additional information on postsecondary enrollment and persistence of federal-aid students who participated in VUB. We plan to include the results of this matching in future reports. In order for these data matches to be successful, SSNs must be correctly reported. Also, as additional years of data become available, we look forward to examining the interrelationships among participant characteristics, length of project participation, types of services received, and the educational progress of participants.

GLOSSARY

This glossary contains a listing of the terms used in this report. Some of them are specific to the TRIO program and do not necessarily apply to other Department of Education programs or grants.

Carnegie Classification System. A systematic classification of institutions of higher education in the United States according to such variables as degrees offered, size, and commitment to research. The Carnegie Foundation for the Advancement of Teaching in Menlo Park, Calif., offers a free online version of *A Classification of Institutions of Higher Education* (2000) at <http://www.carnegiefoundation.org/Classification/> (accessed July 11, 2005). The Carnegie Classification was originally published in 1973, and subsequently updated in 1976, 1987, 1994, and 2000.

Core curriculum for Upward Bound. This curriculum includes the following: instruction in mathematics through precalculus, laboratory science, foreign language, composition, and literature.

Current Population Survey (CPS). This telephone interview, conducted by the U.S. Bureau of the Census and the U.S. Bureau of Labor Statistics, surveys about 50,000 households each month. The CPS is the primary source of information on the labor force characteristics of the U.S. population and provides estimates of employment, unemployment, and earnings. A yearly supplement to the CPS, the Annual Social and Economic Supplement, takes place each March to collect information on school enrollment, educational attainment, previous work experience, health, and other demographic measures.

Federal regions, as defined by the U.S. Department of Education with two-letter abbreviations provided for each, are as follows:

Region I: Connecticut (CT), Maine (ME), Massachusetts (MA), New Hampshire (NH), Rhode Island (RI), and Vermont (VT)

Region II: New Jersey (NJ), Puerto Rico (PR), United States Virgin Islands (VI), and New York (NY)

Region III: Delaware (DE), the District of Columbia (DC), Maryland (MD), Pennsylvania (PA), Virginia (VA), and West Virginia (WV)

Region IV: Alabama (AL), Florida (FL), Georgia (GA), Kentucky (KY), Mississippi (MS), North Carolina (NC), South Carolina (SC), and Tennessee (TN)

Region V: Illinois (IL), Indiana (IN), Michigan (MI), Minnesota (MN), Ohio (OH), and Wisconsin (WI)

Region VI: Arkansas (AR), Louisiana (LA), New Mexico (NM), Oklahoma (OK), and Texas (TX)

Region VII: Iowa (IA), Kansas (KS), Missouri (MO), and Nebraska (NE)

Region VIII: Colorado (CO), Montana (MT), North Dakota (ND), South Dakota (SD), Utah (UT), and Wyoming (WY)

Region IX: Arizona (AZ), California (CA), Hawaii (HI), Nevada (NV), American Samoa (AS), Guam (GU), and the Northern Mariana Islands (MP)

Region X: Alaska (AK), Idaho (ID), Oregon (OR), and Washington (WA)

Hispanic-Serving Institutions (HSIs). Institutions of higher education that have a full-time equivalent undergraduate enrollment that is at least 25 percent Hispanic and where not less than one-half of the institution's Hispanic students are low-income individuals as defined by 150 percent of the poverty level (*Higher Education Act of 1965*, 20 USC Section 1101a).

Historically Black Colleges and Universities (HBCUs). “Any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans” (*Higher Education Act of 1965*, as amended). These 105 institutions provide instruction to approximately 16 percent of all African-American postsecondary students.

Integrated Postsecondary Education Data System (IPEDS). The core postsecondary education data collection program for the National Center for Education Statistics (NCES), U.S. Department of Education. IPEDS is a comprehensive system of surveys designed to collect data from all institutions and organizations whose primary purpose is to provide postsecondary education, as defined by Title IV of the *Higher Education Act of 1965*, as amended. The system is built around a series of interrelated surveys to collect institution-level data in such areas as enrollment, program completions, faculty, staff, and finances. The IPEDS for 2000–01 contains a total of 9,905 postsecondary institutions. Of these, 3,455 were two- or four-year public or private not-for-profit degree-granting, Title IV-eligible institutions that served undergraduates. (See <http://nces.ed.gov/ipeds/> for additional information on IPEDS.)

Low-Income Individual. Defined in the Upward Bound regulations as a person whose family taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participated in the project. The U.S. Department of Commerce, Bureau of the Census, sets guidelines to determine the definition of the poverty level. For example, the poverty threshold in 2000 for a four-person family with two children less than 18 years of age was \$17,463 (Poverty Thresholds by Size of Family and Number of Children: 1980–2003, U.S. Census Bureau, Current Population Survey, January 30, 2004, available at <http://www.census.gov/hhes/poverty/threshld.html> (accessed Aug. 7, 2005)). For this family, 150 percent of the poverty threshold would be \$26,195.

Participant Status for Performance. Can be one of the following: new, continuing, reentry, or prior participants.

- A *new participant* is an individual who participated in the VUB project for the first time during the current reporting period and who meets the definition of participant in the Upward Bound program regulations (34 CFR 645.6).

- A *continuing participant* is an individual who participated in the project in both the current reporting period and the reporting period immediately proceeding.
- A *reentry participant* is an individual who attended but did not complete the educational program offered by the project in a previous reporting year and who has reentered the program during the current reporting year.
- A *prior-year participant* is an individual who participated in the Veterans Upward Bound program in a previous reporting period but who has not received services on a continual basis during the current reporting period.

Potentially first-generation college status. Defined in the Upward Bound regulations as the following:

- (1) An individual neither of whose natural or adoptive parents received a baccalaureate degree; or
- (2) A student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.

School Code for Postsecondary Institutions. The U.S. Department of Education, Office of Postsecondary Education, assigns a Federal School Code to each postsecondary institution that is qualified to disburse federal financial aid. (These institutions are described as Title IV-eligible under the *Higher Education Act of 1965*, as amended.) A Federal School Code is always six characters, beginning with 0 (zero), G, B, or E and ending with a five-digit number. This six-digit number serves to uniquely identify postsecondary institutions and is required on all federal financial aid documents. Additional information on postsecondary school codes is available at <http://www.ed.gov/offices/OSFAP/Students/apply/search.html> (accessed Aug. 7, 2005).

Services. Definitions applicable to “services” include the following:

- *College survival/study skills* means workshops, tutoring, or individualized assistance specifically designed to help students develop the skills necessary to succeed in academic programs.
- *Tutoring* means individual or small group informal academic assistance provided by professional staff or students who are either part-time paid, volunteer, or internship-for-credit students.

- *GED/high school equivalency assistance* means workshops, individualized assistance, or tutoring needed to obtain the knowledge and skills necessary to pass the high school equivalency exam.
- *Personal counseling* means crisis intervention and assistance with personal problems and decisions.
- *Academic advising* means assisting students in making educational plans, selecting appropriate courses, meeting academic requirements, and planning for further education.
- *Career awareness* means project-sponsored activities, such as field trips, special lectures, and workshops to increase students' knowledge of the various career opportunities available.
- *Financial aid/VA benefits* means workshops or individualized assistance to help participants complete various financial aid applications, including veterans' military benefits, scholarship applications, U.S. Department of Education federal student financial aid applications, and state applications for financial aid
- *Cultural activities* means any project-sponsored activities, such as field trips, special lectures, and symposiums, that have as their purpose the improvement of the project participants' academic progress and personal development.
- *Campus visitations* means project-sponsored trips to postsecondary institutions for the purpose of acquainting students with institutions that the project participants may wish to attend.
- *College admissions assistance* means workshops or individualized assistance to help participants complete college entrance applications or other documents for the college admissions process.
- *College entrance exams preparation* means workshops, tutoring, or individualized assistance specifically designed to help students meet scoring requirements on national or state standardized tests given to students for admission into a postsecondary educational institution.
- *Information workshops* include a variety of short workshops or seminars (usually a half day or less) on topics that may range from stress management and test-taking to drug and alcohol abuse.

Target area. A discrete local or regional geographic area designated by the applicant as the area to be served by an Upward Bound project.

Veteran. Defined by Upward Bound regulations as a person who served on active duty as a member of the Armed Forces of the United States: (1) for a period of more than 180 days, any part of which occurred after Jan. 31, 1955, and who was discharged or released from active duty under conditions other than dishonorable; or (2) after Jan. 31, 1955, and who was discharged or released from active duty because of a service-connected disability.

REFERENCES

- Cahalan, M.W., and Curtin, T.R. (2004). *A Profile of the Upward Bound Program: 2000–2001*. Washington, D.C.: U.S. Department of Education, Office of Federal TRIO Programs.
- Curtin, T.R., and Cahalan, M.W. (2004). *A Profile of the Upward Bound Math-Science Program: 2000–2001*. Washington, D.C.: U.S. Department of Education, Office of Federal TRIO Programs.
- Gibson, C., and Jung, K. (2002). Historical Census Statistics on Population Totals By Race, 1790 to 1990, and By Hispanic Origin, 1790 to 1990, For the United States, Regions, Divisions, and States (Working Paper Series No. 56). Washington, D.C.: U.S. Department of Commerce, Census Bureau, Population Division, available at <http://www.census.gov/population/www/documentation/twps0056.html> (accessed July 11, 2005).
- Klein, R.E., and Stockford, D.D. (2001). *Data on the Socioeconomic Status of Veterans and on VA Program Usage*. Washington, D.C.: U.S. Department of Veterans Affairs, available at <http://www.va.gov/vet-data/Demographics/Advanced/sesprogramnet5-31-01.ppt> (accessed July 11, 2005).
- Mortenson, T.G. (Ed). (2001). *Postsecondary Education Opportunity*. Oskaloosa, IA: Postsecondary Education Opportunity.
- U.S. Department of Commerce, Bureau of the Census. (2001). *Current Population Survey: Age, Sex, Household Relationship, Race and Hispanic Origin by Ratio of Income to Poverty Level: 2001*. Washington, D.C.: U.S. Department of Commerce, available at http://ferret.bls.census.gov/macro/032002/pov/new02_001.htm (accessed July 11, 2005).
- U.S. Department of Commerce, Bureau of the Census. (2003). *Statistical Abstract of United States, 2003*. Washington, D.C.: U.S. Department of Commerce, available at <http://www.census.gov/prod/2004pubs/03statab/pop.pdf> (accessed July 11, 2005).
- U.S. Department of Education. (2002). *Strategic Plan 2002–2007*, Washington, D.C.: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (1994). CD-ROM: National Longitudinal Study of the High School Class of 1972 (NCES 94-487). Washington, D.C.: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (2000). *CD-ROM: High School & Beyond: 1992 (Restricted) Data File* (NCES 95-361). Washington, D.C.: U.S. Department of Education.
- U.S. Department of Education, National Center for Education Statistics. (2001a). *The Condition of Education 2001* (NCES 2001-072). Washington, D.C.: U.S. Government Printing Office, available at <http://nces.ed.gov/pubs2001/2001072.pdf> (accessed July 11, 2005).
- U.S. Department of Education, National Center for Education Statistics. (2001b). Integrated Postsecondary Education Data System (IPEDS). *Institutional Characteristics File for 2000–01*. Washington, D.C.: U.S. Department of Education, available at <http://nces.ed.gov/ipeds/data.asp> (accessed July 11, 2005).
- U.S. Department of Education, National Center for Education Statistics. (2002). *CD-ROM: NELIS: 88/2000 Public Use Data Files and Electronic Codebook—Base Year through Fourth Follow-Up* (NCES 2002-322). Washington, D.C.: U.S. Department of Education.

- U.S. Department of Education, National Center for Education Statistics. (n.d.). *Education Longitudinal Study of 2002 (ELS:2002), Base Year* [unpublished tabulations]. Washington, D.C.: U.S. Department of Education.
- U.S. Department of Veterans Affairs. (2002). *Data on Veterans of the Korean War*. Washington, D.C.: U.S. Department of Veterans Affairs, Assistant Secretary of Planning and Analysis.
- U.S. Department of Veterans Affairs. (2003). *2001 National Survey of Veterans (NSV): Final Report*. Washington, D.C.: U.S. Department of Veterans Affairs, available at <http://www.va.gov/vetdata/SurveyResults/nsv/final/NSV%20Final%20Report.pdf> (accessed July 11, 2005).
- U.S. Department of Veterans Affairs. (2004a). *Organizational Briefing Book*. Washington, D.C.: U.S. Department of Veterans Affairs, Office of Administration, available at <http://www.va.gov/ofcadmin/orgbrfbk.pdf> (accessed July 20, 2005).
- U.S. Department of Veterans Affairs. (2004b). *Veteran Data and Information: Trend Data 1971–1995*. Washington, D.C.: U.S. Department of Veterans Affairs, available at [http://www.va.gov/vetdata/Trends/data.htm#VETERANPOPULATION\(\)](http://www.va.gov/vetdata/Trends/data.htm#VETERANPOPULATION) (accessed July 11, 2005)

Our mission is to ensure equal access to education
and to promote educational excellence throughout the nation.

www.ed.gov