



Fast Facts Report for the Upward Bound and Upward Bound Math-Science Programs: 2017–18

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Introduction

This Fast Facts report provides a national profile of the regular Upward Bound (UB) and Upward Bound Math-Science (UBMS) programs—two of the seven Federal TRIO programs (TRIO) funded by the U.S. Department of Education (ED) that provide direct services to students.

TRIO Fast Facts reports present information on program funding, program outcomes, and characteristics of program participants. Fast Facts reports for TRIO’s Veterans Upward Bound ([U.S. Department of Education, 2020](#)), Student Support Services ([U.S. Department of Education, 2016a](#)) and Talent Search ([U.S. Department of Education, 2016b](#)) programs are available on the Department’s [website](#).

The two main sources of data for this report are (1) ED’s Federal TRIO Programs Funded Projects Database and (2) annual performance reports (APRs) that UB and UBMS grantees submit. The Funded Projects Database provides funding information on grantees (such as the amount of funding the grantee received and number of participants the grantee was funded to serve), and the APRs provide individual-level data on each participant’s background characteristics, program services received, and achievement of program outcomes.ⁱ ED’s National Student Loan Data System (NSLDS) and the National Center for Education Statistics’ Integrated Postsecondary Education Data System (IPEDS) data were used to supplement APR information on participants’ postsecondary education enrollment and the institutions attended.ⁱⁱ

The main body of this report provides information on the characteristics of the high school students who are served by UB and UBMS programs, as well as information pertaining to the performance of the program. Program performance findings are presented separately for UB and UBMS programs, and any differences found between these two programs should not be interpreted as one program being more effective than the other. There are many reasons that could explain program performance differences between these two programs,

including that these programs serve different types of students (see table A-1).

Detailed tables with additional findings are presented in Appendix A, and national rates of postsecondary degree completion are provided in Appendix B.

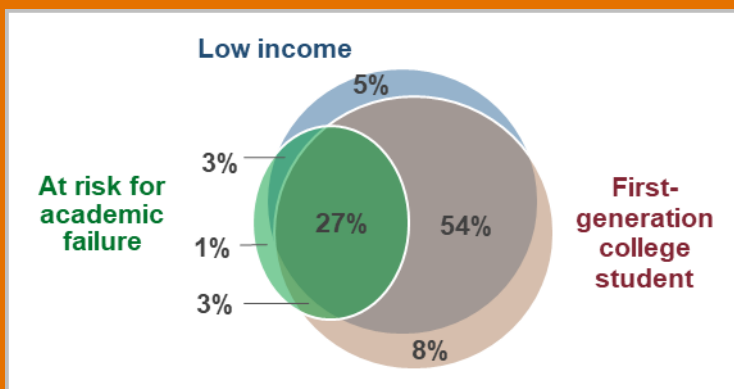
Population Served and Grantees

TRIO programs provide support services to individuals from disadvantaged backgrounds to promote achievement in postsecondary education. The UB and UMBS programs are designed to assist high school students with college entrance and developing skills and motivation necessary for college success.

To be eligible for UB and UBMS services, students must (among other qualifying factors) meet at least one of the program's three eligibility criteria; that is, being (1) a potential first-generation college student; (2) a low-income individual; or (3) an individual who has a high risk for academic failure (see Upward Bound regulations Title 34, Section 645.3(b)).ⁱⁱⁱ Among students who received UB and UBMS services during the 2017–18 program year, around a quarter possessed all three of these characteristics (see Exhibit 1). The percentage of participants who met each of the program eligibility criteria was:

- 92 percent were potential first-generation college students;
- 88 percent were low income;

Exhibit 1. Percentage distribution of eligibility criteria among Upward Bound and Upward Bound Math-Science participants: 2017–18



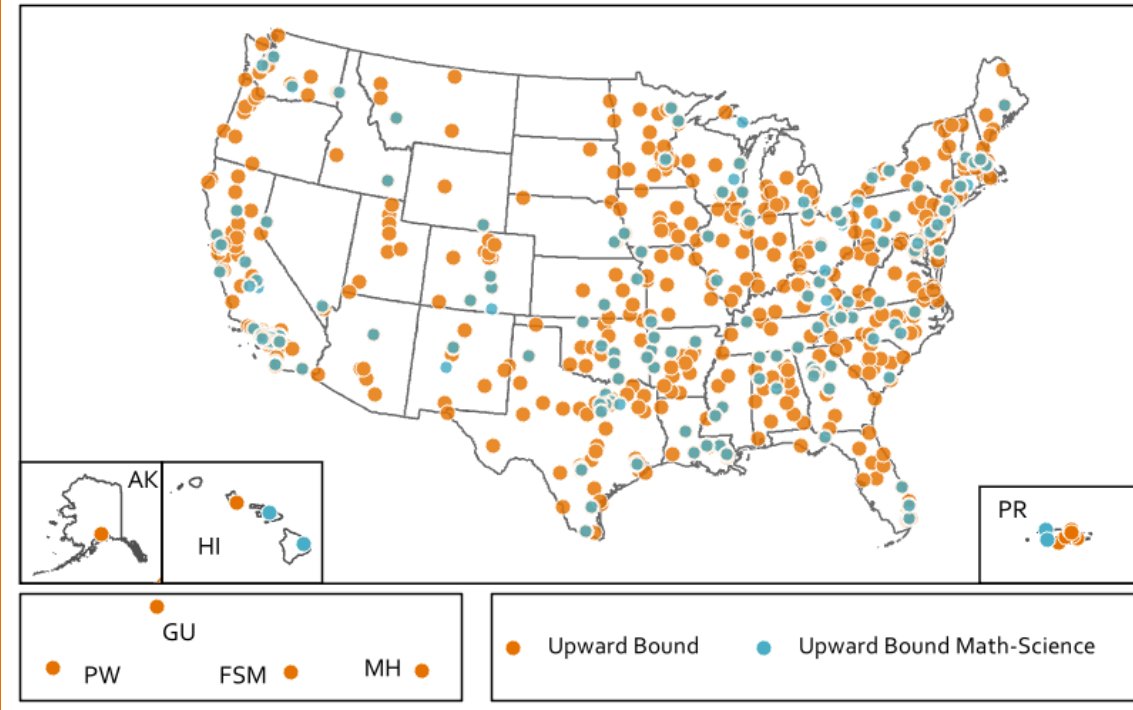
- 33 percent were at high risk for academic failure; and
- 86 percent possessed more than one of these three characteristics.^{iv}

See table A-1 in Appendix A for additional results showing the characteristics of participants served during the 2017–18 program year.

The UB and UBMS programs serve these high school students through grants to projects located throughout the U.S. (see Exhibit 2).^v The majority of UB and UBMS grants were awarded to postsecondary institutions, but 134 (11 percent) grants were awarded to nonprofit institutions, secondary schools, and other types of organizations. In the 2017–18 program year, 1,167 UB and UBMS grantees were funded—956 were UB grantees, and 211 were UBMS grantees (see Exhibit 3).

Collectively, these grantees received more than \$370 million in program funding and provided services to approximately 85,000 participants. On average, UB grantees served more participants than UBMS grantees (75 participants per project compared to 63 participants per project).

Exhibit 2. Upward Bound and Upward Bound Math-Science grantee locations: 2017–18



NOTE: AK = Alaska; FSM = Federated States of Micronesia; GU = Guam; HI = Hawaii; MH = Marshall Island; PR = Puerto Rico; and PW = Palau.

Exhibit 3. Number of Upward Bound and Upward Bound Math-Science grants, number of program participants, and amount of program funding, by program type: 2017–18

Characteristic	Total	Program type	
		Upward Bound	Upward Bound Math-Science
Number of funded grants	1,167	956	211
Number of grantees that are minority-serving institutions	376	311	65
Total funding (\$)	370,309,168	312,052,710	58,256,458
Average funding per grantee (\$)	317,317	326,415	276,097
Total participants served	84,934	71,542	13,392
Average number of participants served per grantee	73	75	63
Average cost per participant served (\$)	4,360	4,362	4,350

Source: U.S. Department of Education, Federal TRIO Programs, Upward Bound and Upward Bound Math-Science Annual Performance Report data and Funded Projects database, 2017–18.

Program Outcomes

Measures

The primary goal of the UB and UBMS programs is to increase the rate at which participants enroll in and complete postsecondary education programs. Additionally, grantees have immediate assessment outcome goals for current-year participants that include meeting secondary school retention and graduation targets, as well as meeting academic

performance targets as measured through standardized tests and grade point averages. Exhibit 4 provides the calculation rules for the outcomes presented in this report.

Postsecondary degree completion is measured within 150 percent of normal time from first enrollment at a postsecondary institution. Degree completion rates



for a bachelor's degree are determined as the percentage of students who enrolled who completed a bachelor's degree within 6 years of first enrollment; and degree completion rates for an associate degree are determined as the percent of students who enrolled who completed an associate degree within 3

years of first enrollment. This report presents degree completion rates separately by the level of the postsecondary institution first attended (4-year or 2-year postsecondary institution).

Exhibit 4. Upward Bound (UB) and Upward Bound Math-Science (UBMS) program outcomes calculation rules: 2017–18 program year

Outcome	Denominator	Numerator
Postsecondary enrollment	The number of participants who graduated from high school during the 2017–18 school year and received a regular secondary school diploma. This set of participants is referred to as the UB/UBMS 2017–18 high school graduation cohort.	The number of UB/UBMS 2017–18 high school graduation cohort participants who enrolled in postsecondary education (or received notification acceptance but deferred enrollment until next academic term) by the fall term immediately following high school graduation
Postsecondary degree completion within 150% of normal time	First enrolled at a 4-year institution. The number of participants who graduated from high school during the 2011–12 school year and enrolled in postsecondary education at a 4-year institution by the fall term immediately following high school graduation. This set of participants is referred to as the UB/UBMS 2012 postsecondary education enrollment cohort — 4-year institution.	Among UB/UBMS 2012 postsecondary education enrollment cohort participants at 4-year institutions, the number who completed a bachelor's degree within 6 years following graduation from high school
	First enrolled at a 2-year institution. The number of participants who graduated from high school during the 2011–12 school year and enrolled in a program of postsecondary education at a 2-year institution by the fall term immediately following high school graduation. This set of participants is referred to as the UB/UBMS 2012 postsecondary education enrollment cohort — 2-year institution.	Among UB/UBMS 2012 postsecondary education enrollment cohort participants at 2-year institutions, the number who completed a bachelor's degree within 6 years or an associate degree within 3 years following graduation from high school
Academic performance — high school GPA	The number of participants who received UB and UBMS services in 2017–18, excluding those for whom no high school GPA was available	The number of participants in the denominator who had a cumulative GPA of 2.5 or higher on a 4.0 scale at the end of the school year
Academic performance — standardized tests	The number of participants who received UB and UBMS services in 2017–18 and were in 12 th grade during the same reporting year	The number of participants in the denominator who achieved at the proficient level of state assessments in [both] reading/language arts and mathematics

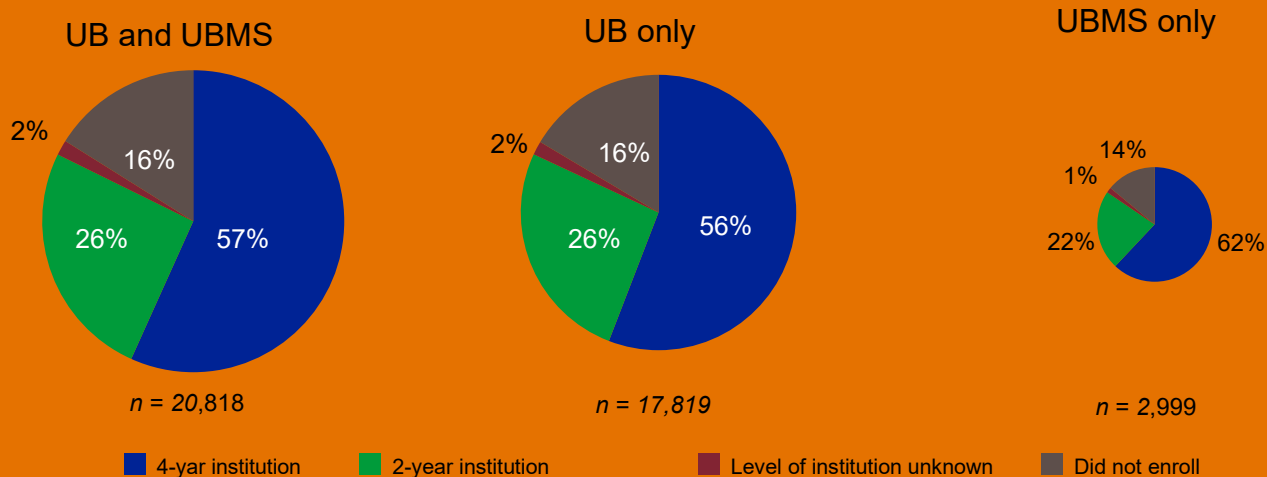
Results

A majority (84 percent) of UB and UBMS participants who graduated from high school in 2017–18 enrolled in postsecondary education soon after high school graduation (see Exhibit 5). Among 2017–18 high school graduates, 57 percent matriculated into a 4-

year institution, and 26 percent matriculated into an institution that does not award a bachelor's degree.



Exhibit 5. Among Upward Bound (UB) and Upward Bound Math-Science (UBMS) participants who graduated high school, percentage enrolling in postsecondary education, by level of postsecondary institution first attended



The rate of postsecondary enrollment was similar for UB and UBMS participants (84 percent and 86 percent, respectively). A smaller share of UB participants, compared to UBMS participants, matriculated directly into a bachelor's degree-granting (4-year) institution (56 percent and 62 percent, respectively).^{vi}

Among UB and UBMS participants in the 2012 postsecondary educational enrollment cohort who first enrolled at a 4-year institution, almost half (48 percent) earned a bachelor's degree within 6 years of matriculation (see Exhibit 6). The time to degree was within 4 years for nearly one-fourth (23 percent) of these cohort participants and was 5 or 6 years for 25 percent of these participants. The bachelor's degree completion rate was higher for UBMS cohort participants than UB cohort participants (53 percent and 47 percent, respectively).

For UB and UBMS participants in the 2012 postsecondary education enrollment cohort who first enrolled in a 2-year postsecondary institution, one-fifth (21 percent) had earned a bachelor's degree within 6 years of matriculation or an associate degree within 3 years of matriculation (see Exhibit 7). The 21 percent was split roughly evenly between bachelor's and associate degrees; 79 percent did not earn a degree within 150 percent of normal time. The degree completion rate was higher for UBMS participants than UB participants (27 percent and 20 percent, respectively). UBMS cohort participants were more likely to earn a bachelor's degree than UB participants (18 percent and 9 percent, respectively).

Exhibit 6. Among Upward Bound (UB) and Upward Bound Math-Science (UBMS) participants who first enrolled at a 4-year institution, percentage earning a bachelor's degree by time to degree, overall and by program type

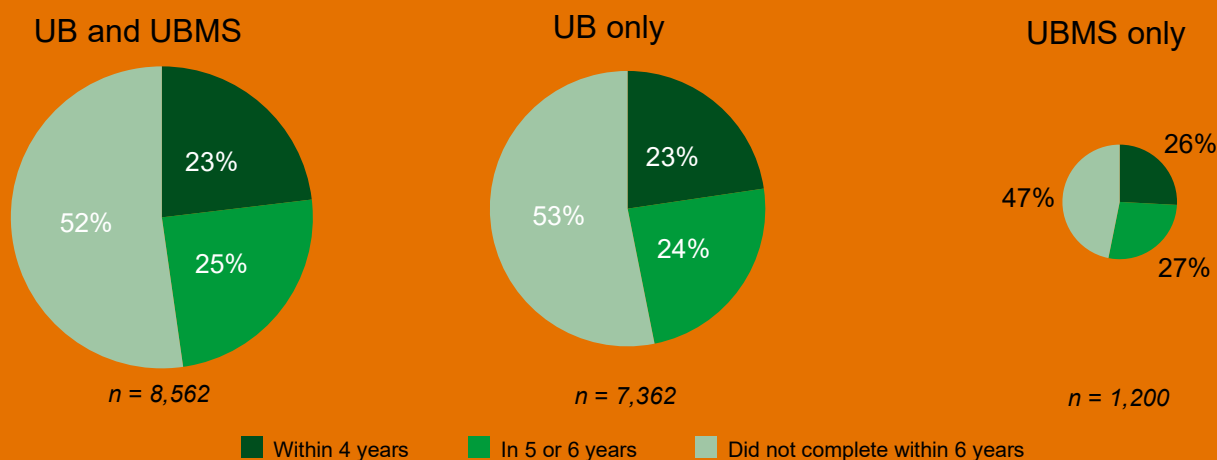
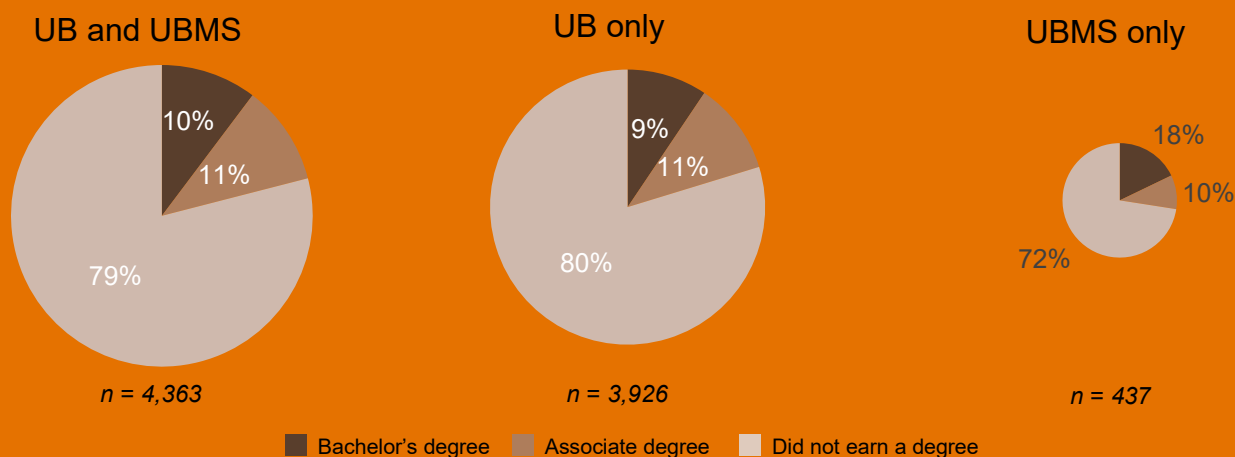


Exhibit 7. Among Upward Bound (UB) and Upward Bound Math-Science (UBMS) participants who first enrolled at a 2-year institution, percentage earning a bachelor's or associate degree within 150% of normal time by highest degree earned, overall and by program type



The majority of UB and UBMS participants achieved the immediate assessment academic performance outcomes. Overall, 86 percent of participants who received UB and UBMS services during the 2017–18 program year had a cumulative GPA of 2.5 or higher on a 4.0 scale at the end of the school year (see Exhibit 8). The achievement rate for this same outcome was higher for UBMS than UB participants (89 percent and 85 percent, respectively).

Among UB and UBMS participants who received UB/UBMS services in 2017–18 and were in 12th

grade during this same year, nearly three-fourths (73 percent) achieved at the proficient level of state assessments in both reading/language arts and mathematics (see Exhibit 8). UBMS participants were more likely to achieve at the proficient level in both of these subjects than were UB participants (79 percent and 72 percent, respectively).

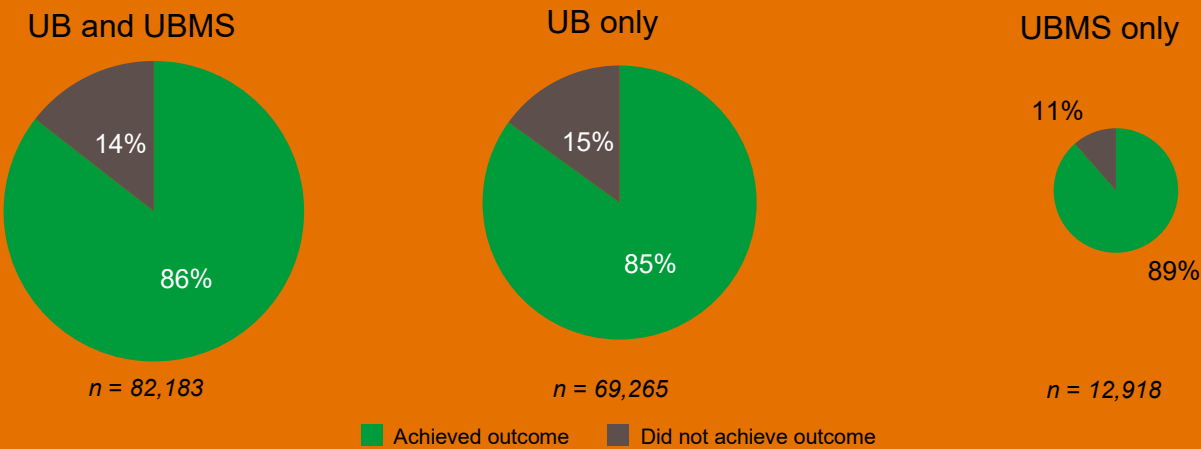
Tables A-2 and A-6 in Appendix A present additional results for program outcomes. These tables show an association between program eligibility criteria and

outcomes, such that the greater the number of program eligibility criteria that a participant possesses, the lower the likelihood that the participant achieved a program objective. For example, the overall postsecondary enrollment rate for UB and UBMS participants was 84 percent. Among UB and UBMS participants who were low income, first-generation college students, and had a high risk for academic

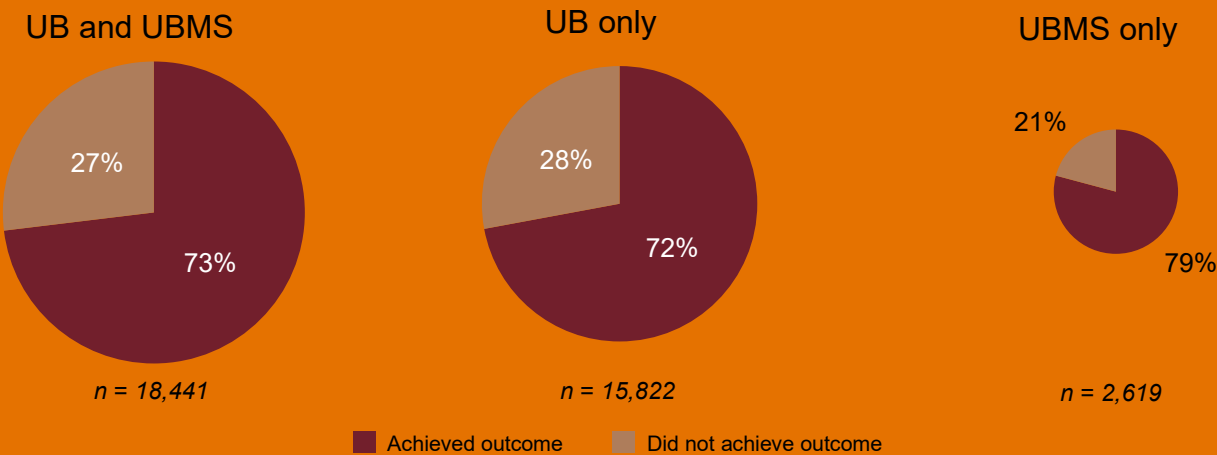
failure, this enrollment rate was 76 percent (see table A-2). UB projects are more likely than UBMS projects to serve participants who have all three eligibility criteria (28 percent and 20 percent, respectively; see table A-1).

Exhibit 8. Percentage of Upward Bound and Upward Bound Math-Science participants achieving immediate assessment academic performance outcomes, overall and by program type

Academic performance – cumulative GPA was 2.5 or higher at the end of the school year



Academic performance – achieved at the proficient level of state assessments in both reading/language arts and mathematics



For Further Reference

For more information on the UB and UBMS programs, the TRIO umbrella program, and low-income and first-generation college students, see the resources listed in this section.

TRIO webpage (provides links to the webpages for individual TRIO programs; TRIO news and information; and links to TRIO reports, maps, and other resources):
<https://www2.ed.gov/about/offices/list/ope/trio/index.html>

TRIO Story Maps:

- Project Sites Throughout the U.S. and Outlying Territories:
<https://ope.ed.gov/programs/maped/storymaps/trio/>
- Grantee data for all TRIO programs:
<https://ope.ed.gov/programs/trio/trioexplorer/>
- Target school search radius map (allows users to search for secondary public schools within a specified distance); TS and UB/UBMS grantees are also plotted on the map:
<https://ope.ed.gov/programs/trio/DiscoverTRIOTargetSchools/>
- Talent Search grantees and associated target schools map:
<https://ope.ed.gov/programs/trio/tsmap/#>
- Upward Bound and Upward Bound Math Science grantees and associated target schools:
<https://ope.ed.gov/programs/trio/ububmsmap>

UB webpage (provides information on UB program funding and other resources):
<https://www2.ed.gov/programs/trioupbound/index.html>

UBMS webpage (provides information on UBMS program funding and other resources):
<https://www2.ed.gov/programs/triomathsci/index.html>

TRIO UB/UBMS published reports:
<https://www2.ed.gov/programs/trioupbound/resources.html> and
<https://www2.ed.gov/programs/triomathsci/resources.html>

- Upward Bound and Upward Bound Math-Science Programs Postsecondary Outcomes Report (2016)
- Upward Bound and Upward Bound Math-Science Program Outcomes for Participants Expected to Graduate High School in 2004-05, With Supporting Data From 2005-06
- A Profile of the Upward Bound Program: 2000-2001
- A Profile of the Upward Bound Math-Science Program: 2000-2001

Institute of Education Sciences (IES) publications and products search webpage (by entering search words such as “low income,” “first-generation,” and “at risk” in the search box, users will access reports related to these student populations):
<https://ies.ed.gov/pubsearch/>

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Appendix A. Detailed Tables



Table A-1. Number and percentage distribution of Upward Bound and Upward Bound Math-Science participants served in 2017–18, by grantee and participant characteristics, and by program type: 2017–18

Characteristic			Program type			
	Total		UB		UBMS	
	Number	Percent	Number	Percent	Number	Percent
Total	84,934	100.0	71,542	100.0	13,392	100.0
Grantee type ¹						
4-year public institution	39,911	47.0	32,990	46.1	6,921	51.7
4-year private institution	13,657	16.1	11,614	16.2	2,043	15.3
2-year public institution	22,439	26.4	19,227	26.9	3,212	24.0
Other type of organization	8,927	10.5	7,711	10.8	1,216	9.1
Project funding history ²						
Newly funded in 2017–18	16,188	19.1	12,608	17.6	3,580	26.7
Funded in 2012–17 funding cycle and in 2017–18	68,746	80.9	58,934	82.4	9,812	73.3
Gender						
Female	55,978	65.9	47,451	66.3	8,527	63.7
Male	28,934	34.1	24,072	33.7	4,862	36.3
Underrepresented minority member ³						
Yes	60,785	71.6	51,535	72.1	9,250	69.1
No	24,077	28.4	19,940	27.9	4,137	30.9
Grade level, at time of program selection						
Rising 9th-grader/9th grader	47,357	55.9	40,580	56.8	6,777	50.8
Rising 10th-grader/10th grader	25,368	29.9	21,163	29.6	4,205	31.5
Rising 11th-grader/11th grader	9,832	11.6	7,901	11.1	1,931	14.5
Rising 12th-grader/12th grader/in 5th year of high school	2,206	2.6	1,774	2.5	432	3.2
UB/UBMS eligibility status, at time of program selection⁴						
Low income only (not first generation or high risk for academic failure)	4,480	5.3	3,596	5.0	884	6.6
First generation only (not low income or high risk for academic failure)	7,058	8.3	5,860	8.2	1,198	8.9
High risk for academic failure only (not low income or first generation)	394	0.5	338	0.5	56	0.4
Low income and first generation (not high risk for academic failure)	45,374	53.5	37,366	52.3	8,008	59.8
Low income and at high risk for academic failure (not first generation)	2,155	2.5	1,884	2.6	271	2.0
First generation and at high risk for academic failure (not low income)	2,885	3.4	2,575	3.6	310	2.3
Low income, first generation, and at high risk for academic failure	22,503	26.5	19,840	27.8	2,663	19.9
At risk for academic failure criterion, at time of program selection⁵						
Met none of the criteria	56,971	67.5	46,881	65.9	10,090	75.7
Met one criterion: not proficient	12,684	15.0	11,181	15.7	1,503	11.3
Met one criterion: low GPA	6,955	8.2	6,033	8.5	922	6.9
Met one criterion: not completed algebra	1,270	1.5	1,140	1.6	130	1.0
Met two criteria: not proficient, low GPA	3,747	4.4	3,339	4.7	408	3.1
Met two criteria: not proficient, not completed algebra	787	0.9	698	1.0	89	0.7
Met two criteria: low GPA, not completed algebra	1,014	1.2	899	1.3	115	0.9
Met all three criteria: not proficient, low GPA, not completed algebra	1,019	1.2	942	1.3	77	0.6

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Table A-1. Number and percentage distribution of Upward Bound and Upward Bound Math-Science participants served in 2017–18, by grantee and participant characteristics, and by program type: 2017–18—Continued

Characteristic	Total		Program type			
			UB		UBMS	
	Number	Percent	Number	Percent	Number	Percent
Student had limited English proficiency, at time of program selection ⁶						
Yes	5,040	5.9	4,503	6.3	537	4.0
No	79,744	94.1	66,895	93.7	12,849	96.0
Student met one or more criteria in definition of disconnected youth ⁷						
Yes	1,326	1.6	1,191	1.7	135	1.0
No	82,383	98.4	69,261	98.3	13,122	99.0
Participation level in 2017–18						
Participated in academic year and summer components	40,579	47.8	34,345	48.1	6,234	46.6
Participated in academic year and summer bridge	2,791	3.3	2,330	3.3	461	3.4
Participated in academic year component only	33,836	39.9	28,866	40.4	4,970	37.1
Participated in summer component only	6,767	8.0	5,058	7.1	1,709	12.8
Participated in summer bridge only	864	1.0	849	1.2	15	0.1
Federally funded college access program(s) that services were received from in 2017–18						
UB or UBMS only	80,589	95.1	68,251	95.6	12,338	92.1
Both UB and UBMS	464	0.5	249	0.3	215	1.6
UB or UBMS and Talent Search	1,749	2.1	1,361	1.9	388	2.9
UB or UBMS and GEAR UP	1,595	1.9	1,277	1.8	318	2.4
UB or UBMS and another federally funded college access program	187	0.2	110	0.2	77	0.6
UB/UBMS and more than one other federally funded college access program	200	0.2	145	0.2	55	0.4
UB/UBMS services received						
Work study position						
Yes	4,447	5.2	4,032	5.6	415	3.1
No	56,077	66.0	47,610	66.6	8,467	63.3
Not offered by project	24,379	28.7	19,891	27.8	4,488	33.6
Employment						
Yes, at job arranged by the project	1,403	1.7	1,209	1.7	194	1.5
Yes, at job that the student secured without assistance from project	12,785	15.5	11,142	16.0	1,643	12.6
No	68,318	82.8	57,111	82.2	11,207	85.9
Cultural activities						
Yes	59,437	70.0	50,002	69.9	9,435	70.6
No	25,173	29.7	21,353	29.9	3,820	28.6
Not offered by project	282	0.3	166	0.2	116	0.9
Community service						
Yes	37,457	44.1	31,487	44.0	5,970	44.7
No	41,657	49.1	35,030	49.0	6,627	49.6
Not offered by project	5,775	6.8	5,005	7.0	770	5.8

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Table A-1. Number and percentage distribution of Upward Bound and Upward Bound Math-Science participants served in 2017–18, by grantee and participant characteristics, and by program type: 2017–18—Continued

Characteristic	Total		Program type			
			UB		UBMS	
	Number	Percent	Number	Percent	Number	Percent
Instruction/tutorial for students with limited English proficiency						
Yes	3,159	3.7	2,793	3.9	366	2.7
No	58,388	68.8	49,077	68.6	9,311	69.6
Not offered by project	23,355	27.5	19,648	27.5	3,707	27.7

¹ Other type of organization includes 4-year private for-profit and 2-year private institutions, secondary schools, nonprofit agencies, and "other" organizations.

² The 2017–18 program year was the first year in the 2017–22 funding cycle; 19% of projects that are funded for the 2017–22 funding cycle were not funded in the previous funding cycle (2012–17).

³ Underrepresented minority members include participants who were reported in the American Indian/Alaska Native, Black or African American, and/or Hispanic race/ethnicity groups.

⁴ These Upward Bound participant eligibility criteria are outlined in the UB statutory requirements (see Title 34, Section 645.3). The criterion of at risk for academic failure was added in the 2012–17 grant cycle and, beginning with the 2013–14 project year, grantees were required to assess a new participant's eligibility using all three eligibility criteria.

⁵ The at risk for academic failure criteria are specified in the Upward Bound regulations (see Title 34, Section 645.6). "Not proficient" means did not achieve at the proficient level on state assessments in both reading/language arts and mathematics. "Low GPA" means GPA was 2.5 or less. "Not completed algebra" means had not successfully completed pre-algebra or algebra course by the beginning of 10th grade.

⁶ Limited English proficiency, with reference to an individual, means an individual whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

⁷ Disconnected youth is defined as individuals between the ages of 14 and 24 who are homeless, in foster care, involved in the juvenile justice system, or are neither employed nor enrolled in an educational institution.

NOTE: GEAR UP = Gaining Early Awareness and Readiness for Undergraduate Programs; GPA = grade point average; UB = Upward Bound; UBMS = Upward Bound Math-Science. The results presented for each of the participant characteristics exclude participants who had an unknown response for the given characteristic. Detail may not sum to totals due to rounding.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound/Upward Bound Math-Science Annual Performance Report data, 2017–18 and Funded Projects database, 2012–18.



Table A-2. Postsecondary enrollment rates for Upward Bound and Upward Bound Math-Science participants in the 2017–18 high school graduation cohort by grantee and participant characteristics, and distribution of cohort participants by level of postsecondary institution first attended

Characteristic	Total in cohort	Immediately enrolled in postsecondary education ¹								Did not immediately enroll in postsecondary education	
		Total enrolled		Level of postsecondary institution first attended ²							
				4-year institution		2-year institution		Level of institution unknown			
		Number	Percent ³	Number	Percent ³	Number	Percent ³	Number	Percent ³	Number	Percent ³
Total	20,818	17,468	83.9	11,811	56.7	5,319	25.6	338	1.6	3,350	16.1
Program type											
UB	17,819	14,890	83.6	9,951	55.8	4,645	26.1	294	1.7	2,929	16.4
UBMS	2,999	2,578	86.0	1,860	62.0	674	22.5	44	1.5	421	14.0
Grantee type ⁴											
4-year public institution	9,943	8,178	82.2	6,084	61.2	1,916	19.3	178	1.8	1,765	17.8
4-year private institution	3,680	3,162	85.9	2,285	62.1	832	22.6	45	1.2	518	14.1
2-year public institution	5,428	4,588	84.5	2,386	44.0	2,120	39.1	82	1.5	840	15.5
Other type of organization	1,767	1,540	87.2	1,056	59.8	451	25.5	33	1.9	227	12.9
Project funding history ⁵											
Newly funded in 2017–18	988	883	89.4	570	57.7	280	28.3	33	3.3	105	10.6
Funded in 2012–17 funding cycle and in 2017–18	19,830	16,585	83.6	11,241	56.7	5,039	25.4	305	1.5	3,245	16.4
Gender											
Female	13,520	11,630	86.0	7,945	58.8	3,469	25.7	216	1.6	1,890	14.0
Male	7,297	5,837	80.0	3,865	53.0	1,850	25.4	122	1.7	1,460	20.0
Underrepresented minority member ⁶											
Yes	14,672	12,473	85.0	8,580	58.5	3,665	25.0	228	1.6	2,199	15.0
No	6,133	4,984	81.3	3,222	52.5	1,653	27.0	109	1.8	1,149	18.7
Grade level, at time of program selection											
Rising 9th-grader/9th grader	10,148	8,369	82.5	5,631	55.5	2,574	25.4	164	1.6	1,779	17.5
Rising 10th-grader/10th grader	6,565	5,508	83.9	3,787	57.7	1,625	24.8	96	1.5	1,057	16.1
Rising 11th-grader and higher grade level (11 th grader, 12 th grader, 5th year of high school)	4,044	3,539	87.5	2,353	58.2	1,109	27.4	77	1.9	505	12.5
UB/UBMS eligibility status, at time of program selection ⁷											
Low income only (not first generation or high risk for academic failure)	1,141	1,028	90.1	823	72.1	193	16.9	12	1.1	113	9.9
First generation only (not low income or high risk for academic failure)	1,736	1,533	88.3	1,091	62.8	406	23.4	36	2.1	203	11.7
High risk for academic failure only (not low income or first generation)	86	76	88.4	51	59.3	‡	‡	‡	‡	10	11.6
Low income and first generation (not high risk for academic failure)	11,267	9,769	86.7	6,997	62.1	2,614	23.2	158	1.4	1,498	13.3
Low income and at high risk for academic failure (not first generation)	534	431	80.7	270	50.6	‡	‡	‡	‡	103	19.3
First generation and at high risk for academic failure (not low income)	628	486	77.4	259	41.2	214	34.1	13	2.1	142	22.6
Low income, first generation, and at high risk for academic failure	5,388	4,107	76.2	2,295	42.6	1,703	31.6	109	2.0	1,281	23.8

—Continued



Table A-2. Postsecondary enrollment rates for Upward Bound and Upward Bound Math-Science participants in the 2017–18 high school graduation cohort by grantee and participant characteristics, and distribution of cohort participants by level of postsecondary institution first attended—Continued

Characteristic	Total in cohort	Immediately enrolled in postsecondary education ¹								Did not immediately enroll in postsecondary education	
		Total enrolled		Level of postsecondary institution first attended ²							
				4-year institution		2-year institution		Level of institution unknown			
		Number	Percent ³	Number	Percent ³	Number	Percent ³	Number	Percent ³	Number	Percent ³
At risk for academic failure criterion, at time of program selection⁸											
Met none of the criteria	14,180	12,366	87.2	8,935	63.0	3,224	22.7	207	1.5	1,814	12.8
Met one criterion: not proficient only	2,851	2,390	83.8	1,545	54.2	809	28.4	36	1.3	461	16.2
Met one criterion: low GPA only	1,689	1,209	71.6	569	33.7	591	35.0	49	2.9	480	28.4
Met one criterion: not completed algebra only	397	323	81.4	205	51.6	113	28.5	5	1.3	74	18.6
Met two criteria: not proficient, low GPA	954	651	68.2	313	32.8	318	33.3	20	2.1	303	31.8
Met two criteria: not proficient, not completed algebra	193	156	80.8	86	44.6	‡	‡	‡	‡	37	19.2
Met two criteria: low GPA, not completed algebra	249	171	68.7	61	24.5	98	39.4	12	4.8	78	31.3
Met all three criteria: not proficient, low GPA, not completed algebra	225	146	64.9	63	28.0	‡	‡	‡	‡	79	35.1
Student had limited English proficiency, at time of program selection⁹											
Yes	1,273	1,098	86.3	709	55.7	362	28.4	27	2.1	175	13.7
No	19,519	16,351	83.8	11,093	56.8	4,950	25.4	308	1.6	3,168	16.2
Student met one or more criteria in definition of disconnected youth¹⁰											
Yes	340	245	72.1	166	48.8	75	22.1	4	1.2	95	27.9
No	20,206	16,993	84.1	11,490	56.9	5,176	25.6	327	1.6	3,213	15.9
Cumulative GPA											
3.67 - 5.00 (A)	5,680	5,459	96.1	4,502	79.3	892	15.7	65	1.1	221	3.9
2.67 - 3.66 (B)	9,442	8,203	86.9	5,441	57.6	2,617	27.7	145	1.5	1,239	13.1
0.01 - 2.66 (C, D and F)	3,092	2,068	66.9	887	28.7	1,098	35.5	83	2.7	1,024	33.1
Prior year participant in 2017–18	2,436	1,616	66.3	904	37.1	669	27.5	43	1.8	820	33.7
Met proficiency standard — Reading/Language Arts											
Yes	16,736	14,402	86.1	10,081	60.2	4,069	24.3	252	1.5	2,334	13.9
No	2,730	2,026	74.2	1,077	39.5	887	32.5	62	2.3	704	25.8
Not applicable	1,171	910	77.7	574	49.0	316	27.0	20	1.7	261	22.3
Met proficiency standard — Math											
Yes	15,496	13,320	86.0	9,327	60.2	3,752	24.2	241	1.6	2,176	14.0
No	4,023	3,141	78.1	1,844	45.8	1,223	30.4	74	1.8	882	21.9
Not applicable	1,130	886	78.4	566	50.1	300	26.5	20	1.8	244	21.6
AP or IB course completed											
Yes	9,351	8,612	92.1	6,636	71.0	1,858	19.9	118	1.3	739	7.9
No	9,674	7,446	77.0	4,312	44.6	2,948	30.5	186	1.9	2,228	23.0
Not applicable, enrolled at school that offers neither AP nor IB	1,655	1,296	78.3	783	47.3	484	29.2	29	1.8	359	21.7

—Continued



Table A-2. Postsecondary enrollment rates for Upward Bound and Upward Bound Math-Science participants in the 2017–18 high school graduation cohort by grantee and participant characteristics, and distribution of cohort participants by level of postsecondary institution first attended—Continued

Characteristic	Total in cohort	Immediately enrolled in postsecondary education ¹								Did not immediately enroll in postsecondary education	
		Level of postsecondary institution first attended ²									
		Total enrolled		4-year institution		2-year institution		Level of institution unknown			
		Number	Percent ³	Number	Percent ³	Number	Percent ³	Number	Percent ³	Number	Percent ³
Participated in dual enrollment program											
Yes	3,452	3,133	90.8	2,378	68.9	710	20.6	45	1.3	319	9.2
No	17,177	14,192	82.6	9,340	54.4	4,576	26.6	276	1.6	2,985	17.4
Dual enrollment: pre-diploma credentials or coursework completed											
Completed a certificate	214	188	87.9	134	62.6	‡	‡	‡	‡	26	12.1
Completed an associate degree	209	197	94.3	189	90.4	‡	‡	‡	‡	12	5.7
Did not enroll in dual enrollment program but completed at least one course undertaken for postsecondary credit	4,346	3,935	90.5	2,842	65.4	1,046	24.1	47	1.1	411	9.5
All other participants with known dual enrollment information	15,854	13,000	82.0	8,547	53.9	4,190	26.4	263	1.7	2,854	18.0
Completed 2 years of math beyond algebra 1 in high school											
Yes	16,492	14,250	86.4	10,039	60.9	3,970	24.1	241	1.5	2,242	13.6
No	4,205	3,119	74.2	1,704	40.5	1,321	31.4	94	2.2	1,086	25.8
FAFSA completed											
Yes	17,706	15,979	90.3	10,936	61.8	4,759	26.9	284	1.6	1,727	9.8
No	1,517	399	26.3	192	12.7	184	12.1	23	1.5	1,118	73.7
Length of participation in UB/UBMS program											
Less than 1 year	2,596	2,024	78.0	1,213	46.7	757	29.2	54	2.1	572	22.0
1 year to less than 2 years	3,015	2,379	78.9	1,543	51.2	785	26.0	51	1.7	636	21.1
2 years to less than 3 years	5,196	4,413	84.9	3,024	58.2	1,310	25.2	79	1.5	783	15.1
3 years to less than 4 years	6,868	5,943	86.5	4,180	60.9	1,659	24.2	104	1.5	925	13.5
4 years or more	880	784	89.1	549	62.4	220	25.0	15	1.7	96	10.9

‡ Reporting standard not met.

¹ Cohort participants were considered to have immediately enrolled in postsecondary education if they enrolled in postsecondary education by the fall term immediately following high school graduation.

² Information on the postsecondary institution first attended was obtained from UB and UBMS annual performance report and National Student Loan Data System data. Two percent of participants in the 2017–18 high school graduation cohort were missing information on the postsecondary institution attended.

³ Percentage results are among those in the 2017–18 high school graduation cohort. The 2017–18 high school graduation cohort includes participants who graduated with a regular high school diploma in the 2017–18 academic year.

⁴ Other type of organization includes 4-year private for-profit and 2-year private institutions, secondary schools, nonprofit agencies, and "other" organizations.

⁵ The 2017–18 program year was the first year in the 2017–22 funding cycle; 19% of projects that are funded for the 2017–22 funding cycle were not funded in the previous funding cycle (2012–17).

⁶ Underrepresented minority members include participants who were reported in the American Indian/Alaska Native, Black or African American, and/or Hispanic race/ethnicity groups.

⁷ These Upward Bound participant eligibility criteria are outlined in the UB statutory requirements (see Title 34, Section 645.3). The criterion of at risk for academic failure was added in the 2012–17 grant cycle and, beginning with the 2013–14 project year, grantees were required to assess a new participant's eligibility using all three eligibility criteria.

⁸ The at risk for academic failure criteria are specified in the Upward Bound regulations (see Title 34, Section 645.6). "Not proficient" means did not achieve at the proficient level on state assessments in both reading/language arts and mathematics. "Low GPA" means GPA was 2.5 or less. "Not completed algebra" means had not successfully completed pre-algebra or algebra course by the beginning of 10th grade.

⁹ Limited English proficiency, with reference to an individual, means an individual whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

¹⁰ Disconnected youth is defined as individuals between the ages of 14 and 24 who are homeless, in foster care, involved in the juvenile justice system, or are neither employed nor enrolled in an educational institution.

NOTE: AP = Advanced Placement; FAFSA = Free Application for Federal Student Aid; GPA = grade point average; HS = high school; IB = International Baccalaureate; NSLDS = National Student Loan Data System; UB = Upward Bound; UBMS = Upward Bound Math-Science. The results presented for each of the participant characteristics exclude participants who had an unknown response for the given characteristic.

SOURCE: U.S. Department of Education, Federal TRIO Programs, UB/UBMS longitudinal data file 2000–17 and Funded Projects database, 2012–18; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System 2018; and National Student Loan Data System data, Fall 2017 through Fall 2018.



Table A-3. Among Upward Bound and Upward Bound Math-Science 2012 postsecondary education enrollment cohort members who first attended a 4-year postsecondary institution, rates of postsecondary degree completion within 6 years by grantee and participant characteristics and distribution of cohort participants by time to degree completion

Characteristic	First enrolled at a 4-year institution								
	Total in cohort	Completed a bachelor's degree within 6 years ¹						Did not complete bachelor's degree within 6 years	
		Total degree completers		Time to degree completion					
		Number	Percent ²	Within 4 years	Percent ²	In 5 or 6 years	Percent ²	Number	Percent ²
Total	8,562	4,088	47.7	1,979	23.1	2,109	24.6	4,474	52.3
Program type									
UB	7,362	3,450	46.9	1,669	22.7	1,781	24.2	3,912	53.1
UBMS	1,200	638	53.2	310	25.8	328	27.3	562	46.8
Grantee type ³									
4-year public institution	4,592	2,060	44.9	976	21.3	1,084	23.6	2,532	55.1
4-year private institution	1,673	821	49.1	428	25.6	393	23.5	852	50.9
2-year public institution	1,640	862	52.6	434	26.5	428	26.1	778	47.4
Other type of organization	657	345	52.5	141	21.5	204	31.1	312	47.5
Gender									
Female	5,506	2,780	50.5	1,423	25.8	1,357	24.6	2,726	49.5
Male	3,055	1,308	42.8	556	18.2	752	24.6	1,747	57.2
Underrepresented minority member ⁴									
Yes	6,169	2,878	46.7	1,279	20.7	1,599	25.9	3,291	53.3
No	2,384	1,209	50.7	700	29.4	509	21.4	1,175	49.3
Grade level, at time of program selection									
Rising 9th-grader/9th grader	4,709	2,220	47.1	1,096	23.3	1,124	23.9	2,489	52.9
Rising 10th-grader/10th grader	2,719	1,319	48.5	630	23.2	689	25.3	1,400	51.5
Rising 11th-grader and higher grade level (11th grader, 12th grader, 5th year of high school)	1,132	549	48.5	253	22.3	296	26.1	583	51.5
UB/UBMS eligibility status, at time of program selection									
Low income only (not first generation)	644	331	51.4	173	26.9	158	24.5	313	48.6
First generation only (not low income)	1,185	620	52.3	330	27.9	290	24.5	565	47.7
Low income and first generation	6,725	3,134	46.6	1,474	21.9	1,660	24.7	3,591	53.4
Student had limited English proficiency, at time of program selection ⁵									
Yes	568	294	51.8	128	22.5	166	29.2	274	48.2
No	7,939	3,757	47.3	1,832	23.1	1,925	24.2	4,182	52.7
Cumulative GPA ⁶									
3.67 - 5.00 (A)	2,080	1,455	70.0	844	40.6	611	29.4	625	30.1
2.67 - 3.66 (B)	4,360	1,999	45.8	884	20.3	1,115	25.6	2,361	54.2
0.01 - 2.66 (C, D and F)	1,232	267	21.7	81	6.6	186	15.1	965	78.3
Met proficiency standard — Reading/Language Arts									
Yes	7,425	3,666	49.4	1,803	24.3	1,863	25.1	3,759	50.6
No	451	158	35.0	72	16.0	86	19.1	293	65.0
Not applicable	575	235	40.9	94	16.3	141	24.5	340	59.1
Met proficiency standard — Math									
Yes	7,217	3,567	49.4	1,768	24.5	1,799	24.9	3,650	50.6
No	634	241	38.0	99	15.6	142	22.4	393	62.0
Not applicable	576	241	41.8	98	17.0	143	24.8	335	58.2

—Continued



Table A-3. Among Upward Bound and Upward Bound Math-Science 2012 postsecondary education enrollment cohort members who first attended a 4-year postsecondary institution, rates of postsecondary degree completion within 6 years by grantee and participant characteristics and distribution of cohort participants by time to degree completion—Continued

Characteristic	First enrolled at a 4-year institution								Did not complete bachelor's degree within 6 years
	Total in cohort	Completed a degree within 6 years ¹							
		Total degree completers	Time to degree						
			Within 4 years		In 5 or 6 years				
		Number	Percent ²	Number	Percent ²	Number	Percent ²	Number	Percent ²
Length of participation in UB/UBMS program									
Less than 1 year	600	257	42.8	115	19.2	142	23.7	343	57.2
1 year to less than 2 years	1,306	597	45.7	280	21.4	317	24.3	709	54.3
2 years to less than 3 years	2,452	1,182	48.2	555	22.6	627	25.6	1,270	51.8
3 years to less than 4 years	3,518	1,710	48.6	863	24.5	847	24.1	1,808	51.4
4 years or more	620	314	50.7	155	25.0	159	25.6	306	49.4
Participated in project's summer bridge component									
Yes	6,386	3,013	47.2	1,428	22.4	1,585	24.8	3,373	52.8
No	2,162	1,070	49.5	548	25.4	522	24.1	1,092	50.5

¹For the 2012 postsecondary education enrollment cohort, completion of the bachelor's degree within 6 years had to be on or before September 30, 2018 (within 6 years of entering postsecondary education). For results by time to degree, completion of the bachelor's degree "within 4 years" had to be on or before September 30, 2016 and completion of the bachelor's degree "in 5 or 6 years" had to be on or before September 30, 2018.

²Percentage results are among those in the 2012 UB/UBMS postsecondary education enrollment cohort who first attended a 4-year institution. This group includes participants who graduated high school during the 2011–12 academic year and enrolled in a 4-year postsecondary institution by the fall year immediately following high school graduation (fall 2012).

³Other type of organization includes 4-year private for-profit and 2-year private institutions, secondary schools, nonprofit agencies, and "other" organizations.

⁴Underrepresented minority members include participants who were reported in the American Indian/Alaska Native, Black or African American, and/or Hispanic race/ethnicity groups.

⁵Limited English proficiency, with reference to an individual, means an individual whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

⁶Cumulative GPA at beginning of 2011–12 academic year.

NOTE: GPA = grade point average; UB = Upward Bound; UBMS = Upward Bound Math-Science. The results presented for each of the participant characteristics exclude participants who had an unknown response for the given characteristic.

SOURCE: U.S. Department of Education, Federal TRIO Programs, UB/UBMS longitudinal data file 2000–17 and Funded Projects database, 2012–18; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System 2012; and National Student Loan Data System data, Fall 2011 through Fall 2018.



Table A-4. Among Upward Bound and Upward Bound Math-Science 2012 postsecondary education enrollment cohort members who first attended a 2-year postsecondary institution, rates of postsecondary degree completion within 150 percent of normal time by grantee and participant characteristics and distribution of cohort participants by highest degree earned

Characteristic	First enrolled at a 2-year institution								Did not complete bachelor's or associate degree within 150% of normal time
	Total in cohort	Completed a degree within 150% of normal time ¹							
		Highest level of degree completed							
		Total degree completers		Bachelor's degree		Associate degree			
		Number	Percent ²	Number	Percent ²	Number	Percent ²	Number	Percent ²
Total	4,363	916	21.0	448	10.3	468	10.7	3,447	79.0
Program type									
UB	3,926	796	20.3	370	9.4	426	10.9	3,130	79.7
UBMS	437	120	27.5	78	17.9	42	9.6	317	72.5
Grantee type ³									
4-year public institution	1,704	334	19.6	185	10.9	149	8.7	1,370	80.4
4-year private institution	649	129	19.9	61	9.4	68	10.5	520	80.1
2-year public institution	1,737	408	23.5	183	10.5	225	13.0	1,329	76.5
Other type of organization	273	45	16.5	19	7.0	26	9.5	228	83.5
Gender									
Female	2,723	593	21.8	303	11.1	290	10.7	2,130	78.2
Male	1,639	323	19.7	145	8.9	178	10.9	1,316	80.3
Underrepresented minority member ⁴									
Yes	2,962	556	18.8	303	10.2	253	8.5	2,406	81.2
No	1,397	360	25.8	145	10.4	215	15.4	1,037	74.2
Grade level, at time of program selection									
Rising 9th-grader/9th grader	2,554	529	20.7	252	9.9	277	10.9	2,025	79.3
Rising 10th-grader/10th grader	1,283	273	21.3	138	10.8	135	10.5	1,010	78.7
Rising 11th-grader and higher grade level (11th grader, 12th grader, 5th year of high school)	522	114	21.8	58	11.1	56	10.7	408	78.2
UB/UBMS eligibility status, at time of program selection									
Low income only (not first generation)	218	59	27.1	30	13.8	29	13.3	159	72.9
First generation only (not low income)	566	139	24.6	67	11.8	72	12.7	427	75.4
Low income and first generation	3,576	718	20.1	351	9.8	367	10.3	2,858	79.9
Student had limited English proficiency, at time of program selection ⁵									
Yes	326	69	21.2	30	9.2	39	12.0	257	78.8
No	4,004	839	21.0	415	10.4	424	10.6	3,165	79.0
Cumulative GPA ⁶									
3.67 - 5.00 (A)	344	171	49.7	93	27.0	78	22.7	173	50.3
2.67 - 3.66 (B)	1,826	457	25.0	231	12.7	226	12.4	1,369	75.0
0.01 - 2.66 (C, D and F)	1,509	167	11.1	67	4.4	100	6.6	1,342	88.9
Met proficiency standard — Reading/Language Arts									
Yes	3,657	817	22.3	410	11.2	407	11.1	2,840	77.7
No	353	57	16.1	20	5.7	37	10.5	296	83.9
Not applicable	260	30	11.5	15	5.8	15	5.8	230	88.5

—Continued



Table A-4. Among Upward Bound and Upward Bound Math-Science 2012 postsecondary education enrollment cohort members who first attended a 2-year postsecondary institution, rates of postsecondary degree completion within 150 percent of normal time by grantee and participant characteristics and distribution of cohort participants by highest degree earned—Continued

Characteristic	First enrolled at a 2-year institution								Did not complete bachelor's or associate degree within 150% of normal time
	Completed a degree within 150% of normal time ¹								
	Highest level of degree completed								
	Total in cohort	Total degree completers		Bachelor's degree		Associate degree			
Number		Percent ²	Number	Percent ²	Number	Percent ²	Number	Percent ²	
Met proficiency standard — Math									
Yes	3,522	785	22.3	384	10.9	401	11.4	2,737	77.7
No	481	86	17.9	44	9.1	42	8.7	395	82.1
Not applicable	267	30	11.2	14	5.2	16	6.0	237	88.8
Length of participation in UB/UBMS program									
Less than 1 year	410	77	18.8	43	10.5	34	8.3	333	81.2
1 year to less than 2 years	769	156	20.3	82	10.7	74	9.6	613	79.7
2 years to less than 3 years	1,206	233	19.3	111	9.2	122	10.1	973	80.7
3 years to less than 4 years	1,619	373	23.0	171	10.6	202	12.5	1,246	77.0
4 years or more	325	72	22.2	39	12.0	33	10.2	253	77.8
Participated in project's summer bridge component									
Yes	3,401	651	19.1	322	9.5	329	9.7	2,750	80.9
No	959	265	27.6	126	13.1	139	14.5	694	72.4

¹ For the 2012 postsecondary education enrollment cohort, the bachelor's degree completion date had to be on or before September 30, 2018 (within 6 years of entering postsecondary education) and the associate degree date by September 30, 2015 (within 3 years of entering postsecondary education) for within 150% of normal time.

² Percentage results are among those in the 2012 UB/UBMS postsecondary education enrollment cohort who first attended a 2-year institution. This group includes participants who graduated high school during the 2011–12 academic year and enrolled in a 2-year postsecondary institution by the fall year immediately following high school graduation (fall 2012).

³ Other type of organization includes 4-year private for-profit and 2-year private institutions, secondary schools, nonprofit agencies, and "other" organizations.

⁴ Underrepresented minority members include participants who were reported in the American Indian/Alaska Native, Black or African American, and/or Hispanic race/ethnicity groups.

⁵ Limited English proficiency, with reference to an individual, means an individual whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

⁶ Cumulative GPA at beginning of 2011–12 academic year.

Notes: GPA = grade point average; UB = Upward Bound; UBMS = Upward Bound Math-Science. The results presented for each of the participant characteristics exclude participants who had an unknown response for the given characteristic.

SOURCES: U.S. Department of Education, Federal TRIO Programs, UB/UBMS longitudinal data file 2000–17 and Funded Projects database, 2012–18; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System 2012; and National Student Loan Data System data, Fall 2011 through Fall 2018.



Table A-5. Among Upward Bound and Upward Bound Math-Science 2012 postsecondary education enrollment cohort members, number and percentage distribution of participants by highest degree earned within 150% of normal time, and by level of postsecondary institution first attended

Characteristic	Overall		Level of institution first attended ¹			
			4-year institution		2-year institution	
	Number	Percent	Number	Percent	Number	Percent
Total	13,021	100.0	8,562	100.0	4,363	100.0
Highest postsecondary degree completed within 150 percent of normal time ²						
Bachelor's degree	4,552	35.0	4,088	47.7	448	10.3
Associate degree	657	5.0	185	2.2	468	10.7
Certificate/diploma	278	2.1	76	0.9	192	4.4
Did not complete a bachelor's or associate degree or certificate/diploma within 150 percent of normal time	7,534	57.9	4,213	49.2	3,255	74.6

¹Participants who were missing information on the level of the postsecondary institution first attended are not included in the results by level of institution first attended. Information on the postsecondary institution first attended was obtained from UB and UBMS annual performance report and National Student Loan Data System data. One percent of participants in the 2012 postsecondary education enrollment cohort were missing information on the postsecondary institution attended.

²For the 2012 postsecondary education enrollment cohort, the bachelor's degree completion date had to be on or before September 30, 2018 (within 6 years of entering postsecondary education); and the associate degree and certificate/diploma date by September 30, 2015 (within 3 years of entering postsecondary education) for within 150 percent of normal time.

NOTE: UB = Upward Bound; UBMS = Upward Bound Math-Science. The 2012 UB/UBMS postsecondary education enrollment cohort includes participants who graduated high school during the 2011–12 academic year and enrolled in postsecondary education by the fall term immediately following high school graduation (fall 2012). The results presented by level of institution first attended exclude participants who were missing information on this characteristic.

SOURCE: U.S. Department of Education, Federal TRIO Programs, UB/UBMS longitudinal data file 2000–17 and Funded Projects database, 2012–18; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System 2012; and National Student Loan Data System data: Fall 2011 through Fall 2018.



Table A-6. Number and percentage of Upward Bound and Upward Bound Math-Science participants who achieved the immediate assessment outcomes, by grantee and participant characteristics: 2017–18 program year

Characteristic	Immediate assessment outcomes											
	Academic performance — GPA ¹			Academic performance — standardized tests ²			Secondary school retention and graduation ³			Secondary school graduation — rigorous study ⁴		
	Achieved outcome			Achieved outcome			Achieved outcome			Achieved outcome		
	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent
Total participants in immediate assessment outcome	82,183	70,286	85.5	18,441	13,477	73.1	84,878	83,110	97.9	20,834	18,042	86.6
Program type												
UB	69,265	58,849	85.0	15,822	11,404	72.1	71,495	69,818	97.7	17,834	15,345	86.0
UBMS	12,918	11,437	88.5	2,619	2,073	79.2	13,383	13,292	99.3	3,000	2,697	89.9
Grantee type ⁵												
4-year public institution	38,617	33,212	86.0	8,923	6,663	74.7	39,888	39,037	97.9	9,961	8,614	86.5
4-year private institution	13,364	11,288	84.5	3,152	2,375	75.3	13,648	13,174	96.5	3,680	3,293	89.5
2-year public institution	21,504	18,394	85.5	4,708	3,389	72.0	22,420	22,121	98.7	5,426	4,537	83.6
Other type of organization	8,698	7,392	85.0	1,658	1,050	63.3	8,922	8,778	98.4	1,767	1,598	90.4
Project funding history ⁶												
Newly funded in 2017–18	15,167	12,292	81.0	1,013	601	59.3	16,177	16,030	99.1	988	781	79.1
Funded in 2012–17 funding cycle and in 2017–18	67,016	57,994	86.5	17,428	12,876	73.9	68,701	67,080	97.6	19,846	17,261	87.0
Gender												
Female	54,154	47,812	88.3	11,987	8,748	73.0	55,940	54,820	98.0	13,536	11,864	87.6
Male	28,010	22,458	80.2	6,453	4,728	73.3	28,916	28,268	97.8	7,297	6,177	84.7
Underrepresented minority member ⁷												
Yes	58,722	49,228	83.8	13,180	9,530	72.3	60,745	59,513	98.0	14,687	12,867	87.6
No	23,392	21,000	89.8	5,249	3,938	75.0	24,062	23,529	97.8	6,134	5,163	84.2
Grade level, at time of program selection												
Rising 9th-grader/9th grader	44,768	38,154	85.2	8,532	6,312	74.0	47,323	46,405	98.1	10,155	8,814	86.8
Rising 10th-grader/10th grader	25,243	21,697	86.0	5,905	4,420	74.9	25,352	24,794	97.8	6,572	5,726	87.1
Rising 11th-grader and higher grade level (11th grader, 12th grader, 5th year of high school)	12,005	10,292	85.73	3,946	2,715	68.8	12,032	11,752	97.7	4,046	3,450	85.3
UB/UBMS eligibility status, at time of program selection⁸												
Low income only (not first generation or high risk for academic failure)	4,339	4,123	95.0	999	818	81.9	4,478	4,400	98.3	1,142	1,046	91.6
First generation only (not low income or high risk for academic failure)	6,813	6,516	95.6	1,569	1,302	83.0	7,056	6,935	98.3	1,738	1,561	89.8
High risk for academic failure only (not low income or first generation)	373	285	76.4	68	37	54.4	392	390	99.5	86	71	82.6
Low income and first generation (not high risk for academic failure)	43,870	41,365	94.3	10,151	8,262	81.4	45,347	44,498	98.1	11,277	10,204	90.5
Low income and at high risk for academic failure (not first generation)	2,093	1,448	69.2	446	250	56.1	2,154	2,098	97.4	534	444	83.1
First generation and at high risk for academic failure (not low income)	2,798	1,959	70.0	543	308	56.7	2,884	2,812	97.5	628	496	79.0
Low income, first generation, and at high risk for academic failure	21,816	14,528	66.6	4,629	2,495	53.9	22,482	21,894	97.4	5,391	4,183	77.6
At risk for academic failure criterion, at time of program selection⁹												
Met none of the criteria	55,080	52,054	94.5	12,753	10,385	81.4	56,940	55,891	98.2	14,193	12,846	90.5
Met one criterion: not proficient only	12,256	11,357	92.7	2,467	1,212	49.1	12,676	12,498	98.6	2,850	2,396	84.1
Met one criterion: low GPA only	6,743	2,778	41.2	1,438	972	67.6	6,949	6,701	96.4	1,692	1,298	76.7
Met one criterion: not completed algebra only	1,257	1,151	91.6	356	238	66.9	1,267	1,242	98.0	397	305	76.8
Met two criteria: not proficient, low GPA	3,597	1,393	38.7	754	338	44.8	3,745	3,613	96.5	954	715	74.9
Met two criteria: not proficient, not completed algebra	779	708	90.9	176	88	50.0	785	773	98.5	193	127	65.8

—Continued



Table A-6. Number and percentage of Upward Bound and Upward Bound Math-Science participants who achieved the immediate assessment outcomes, by grantee and participant characteristics: 2017–18 program year—Continued

Characteristic	Immediate assessment outcomes											
	Academic performance — GPA ¹			Academic performance — standardized tests ²			Secondary school retention and graduation ³			Secondary school graduation — rigorous study ⁴		
	Achieved outcome			Achieved outcome			Achieved outcome			Achieved outcome		
	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent
Met two criteria: low GPA, not completed algebra	1,002	280	27.9	214	129	60.3	1,012	956	94.5	249	158	63.5
Met all three criteria: not proficient, low GPA, not completed algebra	1,015	323	31.8	213	95	44.6	1,018	972	95.5	226	139	61.5
Student had limited English proficiency, at time of program selection ¹⁰												
Yes	4,878	4,154	85.2	1,184	691	58.4	5,036	4,950	98.3	1,272	1,037	81.5
No	77,170	66,028	85.6	17,232	12,773	74.1	79,692	78,026	97.9	19,536	16,987	87.0
Student met one or more criteria in definition of disconnected youth ¹¹												
Yes	1,278	978	76.5	312	193	61.9	1,323	1,272	96.1	340	261	76.8
No	79,699	68,323	85.7	17,872	13,111	73.4	82,331	80,658	98.0	20,222	17,551	86.8
Participation level in 2017–18												
Participated in academic year and summer components	40,513	35,652	88.0	4,295	3,211	74.8	40,561	40,159	99.0	4,147	3,786	91.3
Participated in academic year and summer bridge	2,786	2,582	92.7	2,423	1,953	80.6	2,790	2,772	99.4	2,423	2,171	89.6
Participated in academic year component only	33,703	28,010	83.1	11,328	7,984	70.5	33,805	33,191	98.2	11,090	9,628	86.8
Participated in summer component only	4,481	3,470	77.4	167	129	77.2	6,762	6,613	97.8	121	106	87.6
Participated in summer bridge only	616	528	85.7	213	194	91.1	863	289	33.5	103	96	93.2
Federally funded college access program(s) that services were received from in 2017–18												
UB or UBMS only	77,980	66,584	85.4	17,392	12,745	73.3	80,536	78,841	97.9	16,849	14,851	88.1
Both UB and UBMS	450	408	90.7	93	79	84.9	463	458	98.9	93	87	93.5
UB or UBMS and Talent Search	1,652	1,478	89.5	361	233	64.5	1,748	1,738	99.4	359	320	89.1
UB or UBMS and GEAR UP	1,574	1,406	89.3	482	328	68.0	1,594	1,562	98.0	486	443	91.2
UB or UBMS and another federally funded college access program	181	151	83.4	75	62	82.7	187	182	97.3	72	58	80.6
UB/UBMS and more than one other federally funded college access program	196	185	94.4	29	22	75.9	200	200	100.0	29	27	93.1
UB/UBMS services received												
Work study position												
Yes	4,291	3,872	90.2	1,167	824	70.6	4,445	4,258	95.8	1,121	1,022	91.2
No	54,415	46,279	85.0	12,005	8,938	74.5	56,042	54,901	98.0	11,674	10,274	88.0
Not offered by project	23,446	20,121	85.8	5,268	3,715	70.5	24,360	23,925	98.2	5,101	4,495	88.1
Employment												
Yes, at job arranged by the project	1,375	1,214	88.3	437	344	78.7	1,403	1,341	95.6	415	377	90.8
Yes, at job that the student secured without assistance from project	12,633	10,946	86.6	5,226	3,778	72.3	12,778	12,413	97.1	5,101	4,455	87.3
No	65,806	56,254	85.5	12,291	8,984	73.1	68,270	67,050	98.2	11,910	10,570	88.8
Cultural activities												
Yes	57,267	49,829	87.0	11,443	8,472	74.0	59,402	58,320	98.2	11,178	9,970	89.2
No	24,594	20,235	82.3	6,941	4,967	71.6	25,154	24,474	97.3	6,665	5,777	86.7
Not offered by project	280	197	70.4	46	30	65.2	280	280	100.0	44	35	79.5
Community service												
Yes	36,286	31,805	87.7	7,601	5,762	75.8	37,437	36,681	98.0	7,409	6,669	90.0
No	40,294	33,809	83.9	9,720	6,994	72.0	41,623	40,795	98.0	9,378	8,182	87.2
Not offered by project	5,559	4,644	83.5	1,108	712	64.3	5,773	5,595	96.9	1,099	930	84.6

—Continued



Table A-6. Number and percentage of Upward Bound and Upward Bound Math-Science participants who achieved the immediate assessment outcomes, by grantee and participant characteristics: 2017–18 program year—Continued

Characteristic	Immediate assessment outcomes											
	Academic performance — GPA ¹			Academic performance — standardized tests ²			Secondary school retention and graduation ³			Secondary school graduation — rigorous study ⁴		
	Achieved outcome			Achieved outcome			Achieved outcome			Achieved outcome		
	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent	Total	Number	Percent
Instruction/tutorial for students with limited English proficiency												
Yes	3,050	2,643	86.7	579	330	57.0	3,157	3,103	98.3	565	501	88.7
No	56,705	48,305	85.2	12,728	9,640	75.7	58,352	57,196	98.0	12,334	10,982	89.0
Not offered by project	22,396	19,314	86.2	5,123	3,498	68.3	23,337	22,788	97.6	4,987	4,298	86.2

¹ For the academic performance—GPA measure, the denominator includes participants who were served in 2017–18, excluding those who were deceased/permanently incapacitated or no GPA was possible; and the numerator includes those who had a GPA of 2.5 or higher.

² For the academic performance—standardized test measure, the denominator includes participants who were both served and high school seniors in 2017–18, excluding those who were deceased/permanently incapacitated; and the numerator includes those who achieved at the proficient level on state assessments in reading/language arts and mathematics.

³ For the secondary school retention and graduation measure, the denominator includes participants who were served in 2017–18, excluding those who were deceased/permanently incapacitated; and the numerator includes those who continued in school for the next academic year at the next grade level, or who graduated from secondary school with a regular secondary school diploma.

⁴ For the secondary school graduation—rigorous study measure, the denominator includes current and prior-year participants who graduated high school during the 2017–18 academic year, excluding those who were deceased/permanently incapacitated; and the numerator includes those who completed a rigorous secondary school program of study.

⁵ Other organizations include 4-year private for-profit and 2-year private institutions, secondary schools, nonprofit agencies, and "other" organizations.

⁶ The 2017–18 program year was the first year in the 2017–22 funding cycle; 19% of projects that are funded for the 2017–22 funding cycle were not funded in the previous funding cycle (2012–17).

⁷ Underrepresented minority members include participants who were reported in the American Indian/Alaska Native, Black or African American, and/or Hispanic race/ethnicity groups.

⁸ These Upward Bound participant eligibility criteria are outlined in the UB statutory requirements (see Title 34, Section 645.3). The criterion of at risk for academic failure was added in the 2012–17 grant cycle and, beginning with the 2013–14 project year, grantees were required to assess a new participant's eligibility using all three eligibility criteria.

⁹ The at risk for academic failure criteria are specified in the Upward Bound regulations (see Title 34, Section 645.6). "Not proficient" means did not achieve at the proficient level on state assessments in both reading/language arts and mathematics. "Low GPA" means GPA was 2.5 or less. "Not completed algebra" means had not successfully completed pre-algebra or algebra course by the beginning of 10th grade.

¹⁰ Limited English proficiency, with reference to an individual, means an individual whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

¹¹ Disconnected youth is defined as individuals between the ages of 14 and 24 who are homeless, in foster care, involved in the juvenile justice system, or are neither employed nor enrolled in an educational institution.

NOTE: GEAR UP = Gaining Early Awareness and Readiness for Undergraduate Programs; GPA = grade point average; UB = Upward Bound; UBMS = Upward Bound Math-Science. The results presented for each of the participant characteristics exclude participants who had an unknown response for the given characteristic.

SOURCE: U.S. Department of Education, Federal TRIO Programs, Upward Bound/Upward Bound Math-Science Annual Performance Report data, 2017–18 and Funded Projects database, 2012–18.



Appendix B. National Rates of Postsecondary Degree Completion

To provide some context for the UB and UBMS participant degree completion rates presented in the Program Outcomes section of this report, estimates of national postsecondary degree completion rates for low-income and first-generation students are presented below. The estimates are based on data from the 2012/17 Beginning Postsecondary Students Longitudinal Study (*BPS:12/17*). The *BPS:12/17* is a nationally representative cohort of students who enrolled in postsecondary education for the first time during 2011–12 and were followed up during the sixth year after entry into postsecondary education (2016–2017). When generating the national rates of postsecondary degree completion presented in this Appendix, the *BPS:12/17* sample was limited to students who graduated high school in 2011 or 2012 with a regular high school diploma and were both low-income and first-generation college students.^{vii} Although results are presented by these TRIO eligibility criteria, differences may exist between the UB and UBMS participants and the *BPS:12/17* sample that limits the ability to directly compare degree completion rates.^{viii}

Exhibit B-1 summarizes the postsecondary degree completion rates for the *BPS:12/17* subsample and UB/UBMS 2012 postsecondary education enrollment cohort participants, by level of the institution first attended.^{ix} Among low-income and first-generation college students who first enrolled at a 4-year

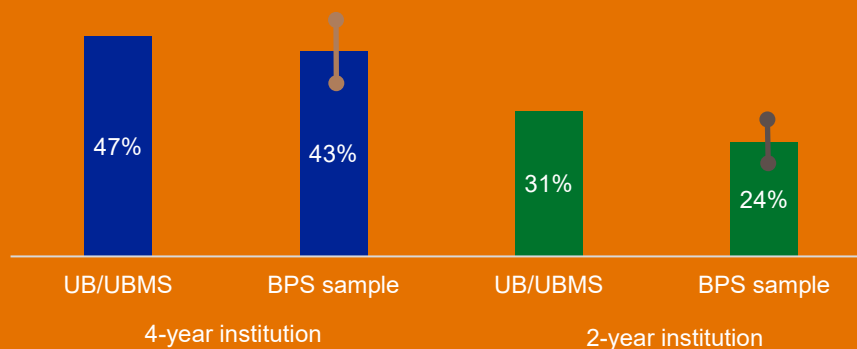
institution, 47 percent of UB/UBMS participants and 43 percent of the BPS sample earned a bachelor's degree within 6 years (the 95 percent confidence interval for this BPS estimate extends from 37 to 50 percent).

For low-income and first-generation college students who first attended a 2-year institution, 31 percent of UB/UBMS participants and 24 percent of the BPS sample completed a bachelor's degree or an associate degree within 6 years (the 95 percent confidence interval for this BPS estimate extends from 20 to 29 percent).

While the data from the BPS national sample add valuable context, readers are cautioned against attributing differences in degree completion rates to UB and UBMS participation status, since differences in degree completion rates may instead be a function of other differences (e.g. characteristics of postsecondary institution attended, enrollment intensity, family responsibilities) between these two groups. A more rigorous program evaluation (such as one that includes experimental or quasi-experimental designs) is required to make such direct comparisons. In addition, given that the BPS-based estimates are generated from sample survey data, a confidence interval is associated with each of these estimates (as shown in Exhibit B-1), and readers are encouraged to consider these confidence intervals along with the associated estimates.



Exhibit B-1. Among UB/UBMS and BPS students who graduated high school and immediately enrolled in postsecondary education, percentage earning a degree within 6 years of matriculation, by level of institution first attended



NOTES: BPS = Beginning Postsecondary Students; UB = regular Upward Bound; and UBMS = Upward Bound Math-Science. The bars for the BPS sample display estimates of the degree completion rate and the associated 95 percent confidence interval (CI) for this rate (95% CI for 4-year institution attendees: 37, 50; 95% CI for 2-year attendees: 20, 29). The UB/UBMS results include participants who graduated from high school during the 2011–12 school year and enrolled in postsecondary education by the fall term immediately following high school graduation (fall 2012). The BPS sample results include students who graduated high school in 2011 or 2012 with a regular high school diploma and enrolled in a program of postsecondary education for the first time during 2011–12. Results for both UB/UBMS and BPS sample students are limited to students who were both low-income and first-generation college students. For students who first attended a 4-year institution, degree completion is measured as earning a bachelor's degree within 6 years; for students who first attended a 2-year institution, degree completion is measured as earning a bachelor's or associate degree within 6 years.

SOURCE: U.S. Department of Education, Federal TRIO Programs, UB/UBMS longitudinal data file 2000–17 and Funded Projects database, 2012–18; U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System 2012 and National Student Loan Data System data, Fall 2011 through Fall 2012; U.S. Department of Education, National Center for Education Statistics, 2011–12 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:12/17). Results computed using NCES PowerStats (at <https://nces.ed.gov/datalab>) on August 12, 2020.

Endnotes

ⁱ The program outcomes reported on in this report are primarily based on information that grantees reported in the APR.

ⁱⁱ To determine whether participants had enrolled in postsecondary education, APR and NSLDS data were checked for evidence of enrollment. The unique identification codes for participants' postsecondary enrollment institution (as reported in the APR and/or NSLDS data) were matched with the unique identification codes in the IPEDS data to obtain information from IPEDS on the characteristics of the institution first attended. Among 2017–18 high school graduation cohort participants who enrolled in postsecondary education, 77 percent had evidence of enrollment in both the APR and NSLDS data, 21 percent had evidence in APR data only, and 3 percent had evidence in NSLDS data only. Possible reasons for participants having evidence of postsecondary enrollment in the APR data but not in the NSLDS data include UB/UBMS participants attending postsecondary institutions without federal grants or loans, and difficulties matching cohort member information (name, date of birth, and Social Security Number) to the NSLDS files.

ⁱⁱⁱ As defined in Upward Bound regulations (Title 34, Section 645.6), low-income individual means an individual whose family taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participates in the project. First-generation college student means an individual neither of whose natural or adoptive parents received a baccalaureate degree; or a student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree. Individual who has a high risk for academic failure means an individual who has not achieved at the proficient level on state assessments in reading or language arts; has not achieved at the proficient level on state assessments in math; has not successfully completed pre-algebra or algebra by the beginning of the tenth grade; or has a grade point average of 2.5 or less (on a 4.0 scale) for the most recent school year for which grade point averages are available. The criterion of high risk for academic failure was added in the 2012–17 grant cycle and grantees were first required to assess a new participant's eligibility using all three eligibility criteria in the 2013–14 project year.

^{iv} No less than two-thirds of the project's participants each year must be both low-income and first-generation college students; the remaining one-third must be low-income individuals, first-generation college students, or individuals who have a high risk for academic failure.

^v Exhibit 2 is based on TRIO Story Maps, which present TRIO's footprint across the U.S. For a link to TRIO Story Maps, visit the main TRIO webpage (<https://www2.ed.gov/about/offices/list/opec/trio/index.html>) and scroll down to the "Maps" section. The TRIO Story Maps are regularly updated, and so the number and geographic distribution of TRIO grantees will no longer represent the 2017–18 project year.

^{vi} A significance test result is not reported because we are neither making an inference from a sample to a population nor are we purporting to make causal inferences.

^{vii} Since the national sample includes those who met the TRIO eligibility criteria, some students in the national sample could have received UB and UBMS services.

^{viii} For example, it is possible that the two groups differ on high school academic performance and unobserved characteristics like personality traits, attitudes, motivations, and expectations.

^{ix} The BPS results include students who enrolled in a program of postsecondary education for the first time during 2011–12 at Title IV-eligible postsecondary institutions in the 50 states, the District of Columbia, and Puerto Rico. The reported results are based on the U.S. Department of Education, National Center for Education Statistics, 2011–12 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:12/17). Results were computed using NCES PowerStats (at <https://nces.ed.gov/datalab>) on August 12, 2020.



This report was produced under U.S. Department of Education (ED) Contract No. ED-OPE-17-O-0031. Sabrina Ratchford served as the contracting officer's representative. The views expressed herein do not necessarily represent the positions or policies of the ED. No official endorsement by the ED of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred.

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June 2021

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