

Archived Information

TRIO PROGRAMS

Goal: Provide increased educational opportunities for low-income, first-generation students.

Relationship of Program to Volume 1, Department-wide Objectives: Supports Objective 3.1 (secondary school students get college preparatory support) and Objective 3.2 (postsecondary students receive support for high-quality education) by funding organizations to provide the necessary support services to enable disadvantaged students to pursue postsecondary opportunities.

FY 2000—\$645,000,000

FY 2001—\$725,000,000 (Requested budget)

OBJECTIVE 1: INCREASE PARTICIPATION AND COMPLETION RATES OF LOW-INCOME, FIRST-GENERATION INDIVIDUALS IN THE ACADEMIC PIPELINE.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality	
<i>Upward Bound (UB): Length of time Upward Bound students participate in the project during high school, and college enrollment rates of UB participants</i>			Status: No 1999 data.	Source: Mathematica Upward Bound evaluation, 1999. <i>Frequency:</i> Annually. <i>Next update:</i> 2000.	
Year	Actual Performance		Performance Targets	Westat SSS evaluation, 1999. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000.	
	Project Persistence	College Enrollment			
1996:	19 months (base)	No data available		McNair performance reports, 1998-99. <i>Frequency:</i> Annually. <i>Next Update:</i> 2000 for Upward Bound evaluation and the SSS and McNair performance reports; Upward Bound performance report data will be available in 2002.	
1997:	No data available	78% (in 1998-99)			
1999:	No data available		No target set	Validation Procedures: The data collected by the national evaluation studies met the data quality standards developed by the Department, Mathematica Policy Research, Inc., and Westat, Inc., used sampling techniques consistent with National Center for Education Statistics (NCES) guidelines. Further, response rate for students surveyed also meets Department standards.	
2000:					
2001:					
<i>College persistence</i>			Upward Bound (UB): On average, Upward Bound participants persist in the project for only 19 months. The national evaluation of UB has shown that longer participation in the program (at least 24 months) significantly increases the educational benefits to students. Evaluation findings also show that college enrollment rates significantly increase for Upward Bound participants academically at risk or with lower educational expectations, but that the program has little impact on college enrollment rates or other educational outcomes of most participants.	The McNair performance report data come from the universe of grantees. Under contract with the Department, Mathematica will be reviewing and editing the data so that valid estimates of graduate school enrollment and persistence rates of McNair participants can be determined. The 1998-99 data will be used as the base.	
Year	Actual Performance				Performance Targets
1994:	67% (base)				
1999:	No data available				No target set
2000:					67%
2001:			67%		
<i>College completion</i>			The 1998-99 followup survey of Upward Bound participants conducted by Mathematica showed that 78 percent of the students offered an opportunity to participate in the Upward Bound program enrolled in a 2- or 4-year college.		
Year	Actual Performance				Performance Targets
1998:	29% (base)				
1999:	No data available				No target set
2000:					29%
2001:			29%		

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>McNair: Percentage of McNair participants who enroll in graduate school within a year of completing the bachelor's degree, and percentage persisting toward or completing graduate degree</i>			<p>Student Support Services (SSS): Preliminary analysis of data from the national evaluation of SSS showed that 67 percent of full-time freshman participants in SSS returned to the same school for the second year. The study also showed that 29 percent of the SSS students earned an associate's, bachelor's, or higher degree within 6 years of starting postsecondary education at the same college (68 percent earned an associate's or higher from any college within 6 years of starting).</p> <p>The college completion targets for SSS are based on the percentage of SSS students who complete an associate's degree or higher within 6 years of starting college at the same college. Although this substantially underestimates the percentage that received a postsecondary degree, the SSS performance report only requires grantees to track the academic progress of students who remain at their institution through graduation. Therefore, reliable data on graduation rates is only available annually for SSS students who remain at the same college. Because approximately 45 percent of SSS grants are at 2-year institutions, the target is based on students who earn an associate's or higher degree.</p> <p>Performance targets for 2000 and 2001 are set at the baseline. Based on the findings of the national evaluation of the SSS program, SSS participants benefit significantly from the program. Although increases in the persistence and college completion rates of SSS students are desirable, increases are unlikely in 2000 and 2001 given the current funding levels for these projects.</p> <p>McNair: Preliminary data from the 1998-99 performance reports show that 35 percent of McNair participants enroll in graduate school within a year of completing the bachelor's degree. Further, 48 percent of McNair students who have begun a graduate program are persisting. Although these percentages appear to be reasonably valid, they are based on incomplete data. Therefore, these percentages may be adjusted in the future when more complete information on graduate school enrollment and persistence rates can be collected.</p>	<p>Limitations of Data and Planned Improvements: The national evaluations have provided baseline data for the UB and SSS programs and also provide data on appropriate comparison groups. However, these evaluations cannot be used to measure program improvements on an annual basis. Therefore, the Department has been developing new performance reports to collect the needed information. Currently, the data collected from the SSS and McNair reports can be used to determine if annual performance targets are met. The new Upward Bound performance report is being designed to capture data appropriate to the performance indicators.</p>
<i>Graduate school enrollment</i>				
Year	Actual Performance	Performance Targets		
1998:	35% (base)			
1999:	No data available	35%		
2000:		35%		
2001:		35%		
<i>Graduate school persistence</i>				
1998:	48% (base)			
1999:	No data available	48%		
2000:		48%		
2001:		48%		

OBJECTIVE 2: IMPROVE SERVICE DELIVERY.

Indicator 2.1 Streamlined grants award process: The time from receipt of applications to the notification/awards to grantees will be reduced.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>Average time elapsed</i>		<p>Status: Over the last few years the Office of Federal TRIO programs has substantially reduced the time between receipt of applications and the notification of awards from an average of 10 months to 8 months.</p> <p>Explanation: Further reductions in the time elapsed are not realistic for most TRIO competitions because of the number of applications received and the number of grants awarded (i.e., in fiscal year 2001, 1,200 to 1,300 applications are anticipated with between 800 and 900 awards).</p>	<p>Source: ED grant review schedule, 1999. <i>Frequency:</i> Annually. <i>Next Update:</i> Fiscal Year 2000.</p> <p>Validation Procedures: Review of grant award process from application deadline through notification of awards.</p> <p>Limitations of Data and Planned Improvements: None.</p>	
Year	Actual Performance			Performance Targets
1997:	10 months			
1998:	9 months			
1999:	7-8 months			8 months
2000:		8 months		
2001:		8 months		

KEY STRATEGIES

Strategies Continued from 1999

- ❖ To better measure the success of funded projects in meeting the goals of the Federal TRIO programs, the performance reports have been redesigned for the Student Support Services and McNair programs. Staff have used some of the data to provide better feedback to grantees on project and student performance that may be used to improve the quality and effectiveness of funded projects.

New or Strengthened Strategies

- ❖ In FY 2000, the Department plans to use the increase in funding for the Federal TRIO programs for the following:
 - To improve the operations and effectiveness of TRIO projects and to familiarize TRIO staff with new educational technology and effective strategies for using technology, an additional \$1 million have been allocated to the TRIO Staff Training Program.
 - To expand the use of technology in the TRIO programs that will help bridge the “digital divide” for low-income students and to help projects prepare for the electronic submission of grant applications, \$10 million are allocated assist projects in upgrading equipment and implement programs that use new educational technologies.
 - To enhance recruitment strategies in Upward Bound projects, we have allocated some funds. According to the national evaluation of the Upward Bound Program, students with lower preparation and expectations benefit the most from Upward Bound services.
- ❖ With the Department’s FY 2001 budget request of \$725 million for the Federal TRIO programs, some funds will be available to implement recommendations from the national evaluation studies of the Student Support Services and Upward Bound programs:
 - To increase the intensity of services provided to Student Support Services project participants, per student funding levels will increase. The national evaluation has shown that greater service levels result in greater educational impacts.
 - To provide scholarship assistance and summer programs for Student Support Services (SSS) participants, \$35 million have been allocated.
 - To increase the retention (length of participation) of Upward Bound participants in the program, allocate some funds to begin funding the newly authorized work-study activities are planned.. The national evaluation has shown that the longer a student participates in the program the greater the educational benefits. Nonetheless, many Upward Bound students leave the program early, often citing the need to work as the main reason.
- ❖ To capture data appropriate to the performance indicators, the performance report is being redesigned for the Upward Bound (UB) Program. This new form is being developed with substantial input from the TRIO community. Data from a redesigned Upward Bound performance report will be available to assess performance targets as early as 2002.
- ❖ To help projects successfully implement program improvements, the Department of Education will continue to disseminate information on effective practices and strategies obtained from the national evaluation studies of the Student Support Services and Upward Bound programs.
- ❖ To better serve our customers, a number of initiatives have been undertaken, including the following:
 - Streamlining the grants award process.
 - Posting application packages for TRIO funding on the Web.
 - Conducting application preparation workshops to encourage more high-quality applications for TRIO funding.
- ❖ To provide information on effective intervention and opportunity programs, funds will continue to the TRIO Clearinghouse.

HOW THIS PROGRAM COORDINATES WITH OTHER FEDERAL ACTIVITIES

- ❖ TRIO projects work closely with the newly authorized and funded Gear-Up projects. Because many low-income communities have both TRIO and Gear Up projects, there has been some coordination of activities at the local level. TRIO projects work closely with the Office of Student Financial Assistance (OSFA) in order to assist TRIO students in getting adequate financial aid to attend college. In addition to disseminating information on financial aid to TRIO projects, Office of Student Financial Assistance staff have provided training to TRIO staff on financial aid issues. Upward Bound projects continue to receive funding for student meals during the summer component from the U.S. Department of Agriculture. Data on students eligible for free and reduced-price lunch are also used by many TRIO projects to identify participants and document eligibility for services. Further, many of the TRIO outreach projects (Upward Bound, Talent Search, and Educational Opportunity Centers) work closely at the local level with Private Industry councils and Work Force centers funded through the U.S. Department of Labor.

CHALLENGES TO ACHIEVING PROGRAM GOAL

- ❖ The Planning and Evaluation Service has sponsored national evaluation studies of the Student Support Services and Upward Bound programs. In the case of both of these programs, the indicators and strategies directly relate to recent evaluation findings. For example, the Upward Bound study noted that the average length of participation in the program is 19 months but that program impact is greater for students who remain in the program for at least 24 months. Therefore, one of the performance targets for Upward Bound is to increase the average number of months a Upward Bound student participates in the program (or increase the percentage of Upward Bound students that participate in the program for longer than 19 months). Further, in FY 2000 some funds have been allocated to help Upward Bound projects enhance recruitment strategies for students who according to the national evaluation, can benefit most from participation in the Upward Bound Program. Over the past several years, we have given Student Support Services projects have received small funding increases so that those projects may increase the intensity of services provided. In our FY 2001 budget, we also have requested substantial funds to increase the per student funding levels in Student Support Services projects. Also included in our FY 2001 budget request are some funds to begin to fund work-study activities to increase the retention of students in the Upward Bound Program. However, effectively implementing evaluation recommendations will require substantial increases in TRIO funding as well as the support of all the stakeholders, including the TRIO community.

INDICATOR CHANGES

From FY 1999 Annual Plan (two years old)

Adjusted

- ❖ Indicator 1.2—Postsecondary enrollment in the FY 1999 plan was revised for the FY 2000 plan to include only Upward Bound participants. Further, the comparison group was changed from “comparable nonparticipants” to the “national average.”

Dropped

- ❖ Indicator 1.1—High school completion in the FY 1999 plan was dropped from the FY 2000 plan.
- ❖ Indicator 2.1 (postsecondary persistence and completion)—the third part of this indicator was dropped from the FY 2000 plan.
- ❖ Indicator 3.1 (graduate school enrollment and completion)—the second part of this indicator was dropped from the FY 2000 plan.
- ❖ Indicators 4.1, 4.3, 4.4 were dropped as well as Objective 5 and all of its indicators.

From FY 2000 Annual Plan (last year's)

Adjusted—None.

Dropped

- ❖ Indicators 1.1, 2.1, and 3.1 were dropped and replaced by one new indicator to measure TRIO students' persistence and completion of their educational programs. Because reliable baseline data on postsecondary graduation rates of Upward Bound participants and graduate degree attainment rates for McNair participants are not yet available, these measures are not included in the FY 2001 plan.
- ❖ References in the FY 2000 plan to “comparable nonparticipants” have been deleted.
- ❖ Indicator 2.2 was also dropped, because we have no plans at this time to collect additional data on customer satisfaction.

New

- ❖ New baseline data and annual performance targets for the Upward Bound, Student Support Services, and McNair programs have been added to the FY 2001 plan.