



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

Ms. Christine Butler
Junior College District of Kansas
3200 Broadway
Kansas City, MO 64111

6/11/2003

Rec'd 6/10/03 EJB.

Dear Ms Butler:

I regret to inform you that we did not have sufficient funds to award you a grant under the Fiscal Year 2003 Upward Bound (UB) Program competition. We received 1217 applications requesting more than \$477 million. With approximately \$252 million available for new grant awards, we were able to fund 792 applications. Of this number, 81 are first-time Upward Bound grantees. The statute requires that we award grants in rank-order based upon the total score received on the applications.

The cut-off score was 99 points on the rank-order slate. You are probably aware that existing grantees may receive up to 15 additional points for prior experience. Thus, the maximum possible score for existing grantees was 115. Since your application received fewer than 99 points, we regrettably are not able to award your institution a grant. A set of the three non-federal reviewers' evaluations of your application is enclosed.

Please accept my appreciation for your interest in serving the disadvantaged youth in your community through the Upward Bound Program.

Sincerely,

Larry Oxendine
Director
Office of Federal TRIO Programs

✓ See mail for message

Enclosure (1)
Non-federal Reviewers' Evaluations

Status: Submitted
Last Updated: 03/06/2003 12:23 PM

Technical Review Coversheet

Applicant: Junior College District of Kansas (P047A031151)

Reader #1:

	POINTS POSSIBLE	POINTS SCORED
Selection Criteria		
1. Need	24	21
2. Objectives	9	9
3. Plan of Operation	30	30
4. Applicant & Community	16	16
5. Quality of Personnel	8	8
6. Evaluation Plan	8	8
7. Budget & Cost	5	5
Reader Signature Form		
1. Reader Signature Form	N/A	N/A
TOTAL	100	97

Technical Review Form

onehundred-fourtythree: 84.047A

Reader #1:

Applicant: Junior College District of Kansas (P047A031151)

Selection Criteria

1. NEED : (0 - 24 points)

The application provides the information necessary to determine that a need for the project (Regular Upward Bound or Veterans) exists in the area the applicant plans to serve. The criterion for each type of project differs.

A. REGULAR UPWARD BOUND

Evaluate the need for a Regular Upward Bound project in the proposed area on the basis of:

- (a) The income level of families in the target area is low. [34 CFR 645.31(a)(1)(i)].
- (b) The education attainment level of adults in the target is low. [34 CFR 645.31(a)(1)(ii)]
- (c) Target high school dropout rates are high. [34 CFR 645.31(a)(1)(iii)].
- (d) College-going rates in target high schools are low. [34 CFR 645.31(a)(1)(iv)]
- (e) Student/counselor ratios in the target high schools are high. [34 CFR 645.31(a)(1)(v)].
- (f) Unaddressed academic, social and economic conditions in the target area pose serious problems for low-income, potentially first-generation college students. [CFR 645.31(a)(1)(vi)].

B. VETERANS UPWARD BOUND

Evaluate the need for a Veterans Upward Bound project in the proposed area on the basis of:

- (g) The proposed target area lacks the services for eligible veterans that the applicant proposes to provide. [CFR 645.31(a)(3)(i)].
- (h) A large number of veterans who reside in the target area are low income and potential first generation college students. [CFR 645.31(a)(3)(ii)].
- (i) A large number of veterans who reside in the target area who have not completed high school or, have completed high school but have not enrolled in a program of postsecondary education. [CFR 645.31(a)(3)(iii)].
- (j) Other indicators of need for a Veterans Upward Bound project, including the presence of unaddressed academic or socio-economic problems of veterans in the area. [CFR 645.31(a)(3)(iv)].

Strengths

- a. 12% of the residents in the target school districts lives below the poverty level. Approximately 25% of the students qualify for free or reduced lunch (4pts).
- b. 17% of the residents do not possess a high school diploma (U.S. Census,

2000). 16.6% of the resident have received a Bachelor's degree or higher (4pts).
 c. The high school drop out rate ranges from 3.9%-7.4% in the target schools compared to the Missouri average of 3.6%. (2pts).
 d. Nearly 26% of the high school graduates attempt to enter the work force directly upon completion of high school compared to the national average of 21% (Missouri Dept. of Elementary and Secondary Education, 2002) (3pts).
 e. The average combined counselor/student ratio in the target schools is 1/308 (4pts).
 f. The students often lack academic support after school and during the summer. The students are not provided opportunities to visit post-secondary institutions, attend cultural field trips, have college faculty and student mentors, are utilize technology, etc (4pts).

Weaknesses

a. None noted
 b. None noted
 c. The applicant could have strengthened this section by providing additional information on why the drop out rates are at this level along with providing more comparative data.
 d. The applicant could have provided more information that directly related to the college going rate of the population and not only providing information on the percentage of students who enter the work force.
 e. None noted
 f. None noted

Reader's Score: 21

2. OBJECTIVES: (0 - 9 points)

Evaluate the quality of the applicant's proposed project objectives on the basis of the extent to which they:

- (a) Include both process and outcome objectives relating to the purpose of the applicable Upward Bound programs for which they are applying. [CFR 645.31(b)(1)].
- (b) Address the needs of the target area or target population. [CFR 645.31(b)(2)].
- (c) Are measurable, ambitious, and attainable over the life of the project. [CFR 645.31(b)(3)].

Strengths

a. The process and outcome objectives are comprehensive and outline how the objectives are related to the purpose of the program (3pts).
 b. The objectives clearly outline how the program will address the stated needs of the target population through supportive services and initiatives (3pts).
 c. The objectives are ambitious, but attainable. The applicant has provided explanations as to how the objectives are measurable (3pts).

Weaknesses

None noted

Reader's Score: 9

3. PLAN OF OPERATION: (0 - 30 points)

Determine the quality of the applicant's plan of operation by assessing the quality of:

- (a) The plan to inform the faculty and staff at the applicant institution or agency and the interested individuals and organizations throughout the target area of the goals and objectives of the project. [CFR 645.31(c)(1).
- (b) The plan for identifying, recruiting, and selecting participants to be served by the project. [CFR 645.31(c)(2)].
- (c) The plan for assessing individual participant needs and monitoring the academic progress of participants while they are in Upward Bound. [CFR 645.31(c)(3)].
- (d) The plan for locating the project within the applicant's organizational structure. [CFR 645.31(c)(4)].
- (e) The curriculum, services and activities that are planned for participants in both the academic year and summer components. [CFR 645.31(c)(5)].
- (f) The planned timelines for accomplishing critical elements of the project. [CFR 645.31(c)(6)].
- (g) The plan to ensure effective and efficient administration of the project, including, but not limited to financial management, student records management, and personnel management. [CFR 645.31(c)(7)].
- (h) The applicant's plan to use its resources and personnel to achieve project objectives and to coordinate the Upward Bound project with other projects for disadvantaged students. [CFR 645.31(c)(8)].
- (i) The plan to work cooperatively with parents and key administrative, teaching, and counseling personnel at the target schools to achieve project objectives. [CFR 645.31(c)(9)].
- (j) A follow-up plan for tracking graduates of Upward Bound as they enter and continue in postsecondary education. [CFR 645.3 (c) (10)].

Strengths

- a. The applicant has outlined multiple methods that will be utilized to inform the target area residents, the target schools and the members of the host institution of the receipt of the grant (3pts).
- b. The staff will conduct a number of orientation activities to inform students of the program and to identify potential participants. The applicant has outlined an extensive process for selecting participants (3pts).
- c. A Student Success Plan will be designed for each student to encourage and motivate individuals toward becoming goal oriented and eventually entering a post secondary education program. An initial assessment will be included in the original application and will be updated annually. Standardized assessments will be used to monitor student proficiency in the academic disciplines (3pts).
- d. The Upward Bound Program will be located under the Dean of Instruction who oversees all curriculum and instruction issues on campus (3pts).
- e. The applicant has designed a curriculum to address student needs specifically in the areas of academic enrichment, college exposure and a variety of other activities that support the holistic development of the students (3pts).
- f. The timeline is appropriate, extensive and reasonable for the objectives. The applicant has provided information outlining the staff person responsible for each performance

- criteria and the method of evaluation to be used to assess its effectiveness (3pts).
- g. The applicant has a detailed plan for maintaining financial, student and personnel records that will coincide with the regulations of the institution and the funding agency (3pts).
 - h. The applicant has provided a detailed explanation of how the Upward Bound Program would collaborate with the other programs targeted to disadvantaged students at neighboring colleges and universities (3pts).
 - i. The applicant references the standing relationship with various entities within the community and how this will assist in reaching project goals. A table is provided to illustrate the collaboration that will occur with various entities (3pts).
 - j. The applicant provides a comprehensive, ambitious and attainable plan for assisting students in their transition and monitoring their progress throughout their academic career (3pts).

Weaknesses

- a-g None noted
- h. Although no points are deducted, including more explanation of how community resources would be used to achieve project objectives could strengthen this area.
- i-j None noted

Reader's Score: 30

4. APPLICANT AND COMMUNITY SUPPORT (0 - 16 points)

Evaluate the applicant and community support for the proposed project on the basis of the extent to which the applicant demonstrates that:

- (a) The applicant is committed to supplementing the project with resources that enhance the project such as: space, furniture and equipment, supplies, and time and effort of personnel other than those employed in the project. [CFR 645.31(d)(1)].
- (b) The applicant has secured written commitments of support from schools, community organizations, and businesses, including the commitment of resources that will enhance the project as described in paragraph (d)(1) of this section. [CFR 645.31(d)(2)].

Strengths

- a. There is also a commitment to allow a use of office space, computers, office equipment, classrooms and other university facilities. The university has demonstrated administrative support to the program by committing a number of administrators to assist in the program (8pts).
- b. The supporting letters demonstrated a commitment from the university, the target schools and the community at large (8pts).

Weaknesses

None noted

Reader's Score: 16

5. QUALITY OF PERSONNEL: (0 - 8 points)

Determine the quality of personnel the applicant plans to use that shows:

- (a) The qualifications required of the project director, including formal educational training or work in fields related to the objectives of the project and experience in designing, managing, or implementing similar projects. [CFR 645.31(e)(1)].
- (b) The qualifications required of each of the other personnel to be used in the project, including formal training or work experience in fields related to the objectives of the project. [CFR 645.31(e)(2)].
- (c) The quality of the applicant's plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project's target population. [CFR 645.31(e)(3)].

Strengths

- a. The requirements and qualifications of the director are sufficient for the magnitude of this program (3pts).
- b. The qualifications of the staff will be an asset to the overall program (3pts).
- c. The applicant indicates that the college adheres to Affirmative Action Policy guidelines. The employment practices of the college aid in the identification and recruitment of highly qualified applicants who have succeeded in overcoming disadvantages similar to program participants (2pts).

Weaknesses

None noted

Reader's Score: 8

6. EVALUATION PLAN: (0 - 8 points)

Evaluate the quality of the evaluation plan for the project on the basis of the extent to which the applicant's methods of evaluation:

- (a) Are appropriate to the project and include both quantitative and qualitative evaluation measures. [CFR 645.31(g)(1)].
- (b) Examine in specific and measurable ways, the success of the project in making progress toward achieving its process and outcomes objectives: [CFR 645.31(g)(2)].

Strengths

- a. The applicant has outline means to evaluate the program's success through formative and summative methods which will include both qualitative and quantitative methods (4pts)
- b. The current evaluation plan allows for a holistic evaluation of the program's activities. The plan is extremely comprehensive and will be an asset to the staff during the assessment phase of the program (4pts).

Weaknesses

None noted

Reader's Score: 8

7. BUDGET AND COST EFFECTIVENESS: (0 - 5 points)

Review each application to determine the extent to which:

(a) The budget for the project is adequate to support planned project services and activities. [CFR 645.31(f)(1)].

(b) Costs are reasonable in relation to the objectives and scope of the project. [CFR 645.31(f)(2)].

Strengths

- a. The budget is detailed and provides information regarding the operation of the Upward Bound Program. The intended services are extensive and the budget matches appropriately.
- b. The costs are aligned with the services provided to the students.

Weaknesses

None noted

Reader's Score: 5

Reader Signature Form

1. PR# PO47A03 _____

UPWARD BOUND PROGRAM (REGULAR AND VETERANS)
APPLICATION TECHNICAL REVIEW FORM
(CFDA NO. 84.047A)

Note: Please print, sign, and fax this form to the Program Office by January 30, 2003, for each application reviewed.

The fax numbers are; (202) 502-7857 and (202) 219-7074.

FIELD READER (Print Name) _____ PANEL NO _____

Telephone Number # Work () _____

Home () _____

I have reviewed the application in accordance with the Scope of Work statement that I have signed and returned to the Department of Education.

Technical Review - CREATOR

Signature of Reader _____

Date _____

I have reviewed this technical review form in accordance with the check sheet provided.

Name of ED Staff Person _____

Signature of ED Staff Person _____

Date _____

Status: Submitted

Last Updated: 03/06/2003 12:23 PM

Status: Submitted

Last Updated: 03/06/2003 12:59 PM

Technical Review Coversheet

Applicant: Junior College District of Kansas (P047A031151)

Reader #2:

	POINTS POSSIBLE	POINTS SCORED
Selection Criteria		
1. Need	24	20
2. Objectives	9	9
3. Plan of Operation	30	30
4. Applicant & Community	16	16
5. Quality of Personnel	8	7
6. Evaluation Plan	8	8
7. Budget & Cost	5	5
Reader Signature Form		
1. Reader Signature Form	N/A	N/A
TOTAL	100	95

Technical Review Form

onehundred-fourtythree: 84.047A

Reader #2:

Applicant: Junior College District of Kansas (P047A031151)

Selection Criteria

1. NEED : (0 - 24 points)

The application provides the information necessary to determine that a need for the project (Regular Upward Bound or Veterans) exists in the area the applicant plans to serve. The criterion for each type of project differs.

A. REGULAR UPWARD BOUND

Evaluate the need for a Regular Upward Bound project in the proposed area on the basis of:

- (a) The income level of families in the target area is low. [34 CFR 645.31(a)(1)(i)].
- (b) The education attainment level of adults in the target is low. [34 CFR 645.31(a)(1)(ii)]
- (c) Target high school dropout rates are high. [34 CFR 645.31(a)(1)(iii)].
- (d) College-going rates in target high schools are low. [34 CFR 645.31(a)(1)(iv)]
- (e) Student/counselor ratios in the target high schools are high. [34 CFR 645.31(a)(1)(v)].
- (f) Unaddressed academic, social and economic conditions in the target area pose serious problems for low-income, potentially first-generation college students. [CFR 645.31(a)(1)(vi)].

B. VETERANS UPWARD BOUND

Evaluate the need for a Veterans Upward Bound project in the proposed area on the basis of:

- (g) The proposed target area lacks the services for eligible veterans that the applicant proposes to provide. [CFR 645.31(a)(3)(i)].
- (h) A large number of veterans who reside in the target area are low income and potential first generation college students. [CFR 645.31(a)(3)(ii)].
- (i) A large number of veterans who reside in the target area who have not completed high school or, have completed high school but have not enrolled in a program of postsecondary education. [CFR 645.31(a)(3)(iii)].
- (j) Other indicators of need for a Veterans Upward Bound project, including the presence of unaddressed academic or socio-economic problems of veterans in the area. [CFR 645.31(a)(3)(iv)].

Strengths

a. Per capita income level in target area of Jackson County is \$20,788 compared to the national level of \$21,587. The applicant illustrated that more 30% of the population in the target area lives at 150% below poverty level. 4 points

b. The applicant notes that almost 17% of the adults in the target area do not possess a high diploma. Adult's educational attainment in Jackson County shows that 83.4% do not have a Bachelors Degree and this compares with 81.3% for the state and 80.4% for the nation. 4 points

c. The applicant provides information that showed drop out rates in target school districts are above state drop out rates.
2 points!

d. The applicant provided college-going rates for target school. They note more than 26% of high school graduates attempt to enter the work force rather than enroll in postsecondary education. 2 point!

e. The applicant provided information that showed the average combined ratio in the target schools is 308:1. They note that time is taken up with duties other than providing students with quality counseling and support. 4 points!

f. The applicant notes there is lack of academic support services after school and during the summer, lack of academic assistance, opportunities for neither cultural field trip, nor exposure to role models and mentors. 4 points!

Weaknesses

c. The applicant could have strengthened the proposal by including a breakdown of dropout rates, addition information and discussed contributing factors that lead to conclusions in Table 4.

d. Some of the information provides in Table 5 on college going rates seem to contradict the contention of lower postsecondary enrollment. The college going rates for Independence graduates is higher than state average.

Reader's Score: 20

2. OBJECTIVES: (0 - 9 points)

Evaluate the quality of the applicant's proposed project objectives on the basis of the extent to which they:

(a) Include both process and outcome objectives relating to the purpose of the applicable Upward Bound programs for which they are applying. [CFR 645.31(b)(1)].

(b) Address the needs of the target area or target population. [CFR 645.31(b)(2)].

(c) Are measurable, ambitious, and attainable over the life of the project. [CFR 645.31(b)(3)].

Strengths

a. Blue River Community College (BRCC) provided activities with measurable objectives and outcomes. The process and outcome are designed to provide service to 50 participants in basic academic skills and motivation necessary for success in secondary and postsecondary education. The applicant provided activities designed to ensure recruitment, monitor progress and prepare students for entry into postsecondary programs. 3 points!

b. The proposal provides for activities and strategies that include intensive instruction, academic, career and personal counseling, tutoring, field trips, and mentoring support. The applicant provides for ongoing assessment of participants' progress and improvement in student's academic competencies. 3 points!

c. The applicant provided measurable, ambitious and attainable objectives with dates, accountability assigned to individual(s) or departments. Strategies are quantifiable and outcomes related to the purpose of the project. 3 points!

Weaknesses

There are no weaknesses.

Reader's Score: 9

3. PLAN OF OPERATION: (0 - 30 points)

Determine the quality of the applicant's plan of operation by assessing the quality of:

(a) The plan to inform the faculty and staff at the applicant institution or agency and the interested individuals and organizations throughout the target area of the goals and objectives of the project. [CFR 645.31(c)(1)].

(b) The plan for identifying, recruiting, and selecting participants to be served by the project. [CFR 645.31(c)(2)].

(c) The plan for assessing individual participant needs and monitoring the academic progress of participants while they are in Upward Bound. [CFR 645.31(c)(3)].

(d) The plan for locating the project within the applicant's organizational structure. [CFR 645.31(c)(4)].

(e) The curriculum, services and activities that are planned for participants in both the academic year and summer components. [CFR 645.31(c)(5)].

(f) The planned timelines for accomplishing critical elements of the project. [CFR 645.31(c)(6)].

(g) The plan to ensure effective and efficient administration of the project, including, but not limited to financial management, student records management, and personnel management. [CFR 645.31(c)(7)].

(h) The applicant's plan to use its resources and personnel to achieve project objectives and to coordinate the Upward Bound project with other projects for disadvantaged students. [CFR 645.31(c)(8)].

(i) The plan to work cooperatively with parents and key administrative, teaching, and counseling personnel at the target schools to achieve project objectives. [CFR 645.31(c)(9)].

(j) A follow-up plan for tracking graduates of Upward Bound as they enter and continue in

postsecondary education. [CFR 645.3 (c) (10)].

Strengths

- a. The applicant provided appropriate information in the operation plan on how they will inform the community about BRCC Upward Bound. College email listserv will be utilized to inform faculty and staff. In targeting eligible students they will employ a variety of methods such as; personal contacts, hosting workshops for parents and with key school personnel, place classified advertisement in local papers, radio and television stations. 3 points!
- b. The staff will use a variety of techniques for identifying, recruiting and selecting participants to be served by the Upward Bound. They will distribute brochures; send letters to BRCC target schools and key personnel. School counselor's and community organization will also assist in the identification process. 3 points!
- c. The applicant will develop a Student Success Plan (SSP) for all participants. The applicant plans to monitor academic progress of participants through counseling, interviews and teachers/mentors, school records, parents/guardian reports
3 points!
- d. The BRCC program will be located under the organizational structure of the college. The program staff will report directly to the Dean of Instruction. The program will act as a separate division or department under the supervision of the Dean of Instruction. 3 points!
- e. The applicant provides participant with structured activities and opportunities for learning during the academic year and summer session. The core curriculum is designed to provide participant with academic skills enhancement, exposure to career services/technology, financial aid workshops and orientations programs. 3 points!
- f. The timeline for accomplishing critical elements of the project are reasonable and allow for recruitment of students, pre and post testing, academic advisement and monitoring.
3 points!
- g. Applicant provided a clear administrative plan to ensure program goals will be meet. The proposal provided definitive lines of authority, reporting/monitoring, record-keeping policies, and student and personnel management. 3 points!
- h. The proposal demonstrated effective use of institutional resources and identified skilled personnel that will be involved and assist in achieving project objectives. They intend to collaborate with the University of Kansas and the other TRIO programs in the area. 3 points!
- i. . The applicant included a detailed plan for working closely with parents and key administration in the target area. They will keep parents, schools and counseling personnel informed through calendar of events, the Advisory Board, and district meetings. 3 points!

j. The applicant provided comprehensive follow-up plans that include, maintaining personal contact -telephone, mail, use of Upward Bound Website, interviews, obtaining transcripts, and ongoing communication through community groups and alumni networks. 3 points!

Weaknesses

There are no weaknesses.

Reader's Score: 30

4. APPLICANT AND COMMUNITY SUPPORT (0 - 16 points)

Evaluate the applicant and community support for the proposed project on the basis of the extent to which the applicant demonstrates that:

(a)The applicant is committed to supplementing the project with resources that enhance the project such as: space, furniture and equipment, supplies, and time and effort of personnel other than those employed in the project. [CFR 645.31(d)(1)].

(b)The applicant has secured written commitments of support from schools, community organizations, and businesses, including the commitment of resources that will enhance the project as described in paragraph (d)(1) of this section. [CFR 645.31(d)(2)].

Strengths

a. The applicant notes that academic/administrative facilities, special areas, equipment/office supplies and college wide personnel that will be available for BRCC's Upward Bound program. 8 points!

b. The proposal includes letters of endorsements from school districts, community groups, businesses and academic departments. The widespread support will enhance the project and enable the applicant to meet the goals of the program. An example of support is a commitment for the Council for Economic to provide referrals, and to serve on the Advisory Board. 8 points!

Weaknesses

a. Although no points were taken off the applicant could strengthens the application by including a detailed list of equipment, lab, supplies and floor plan of space that will be made available to program participants.

Reader's Score: 16

5. QUALITY OF PERSONNEL: (0 - 8 points)

Determine the quality of personnel the applicant plans to use that shows:

- (a) The qualifications required of the project director, including formal educational training or work in fields related to the objectives of the project and experience in designing, managing, or implementing similar projects. [CFR 645.31(e)(1)].
- (b) The qualifications required of each of the other personnel to be used in the project, including formal training or work experience in fields related to the objectives of the project. [CFR 645.31(e)(2)].
- (c) The quality of the applicant's plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project's target population. [CFR 645.31(e)(3)].

Strengths

- a. The qualification and job description for the Project Director is appropriate. The applicant provided details on the requirements, formal education training and work experience necessary in the field to carry out the objectives of the program. 3 points!
- b. The job descriptions other key personnel connected with the project are appropriate and related to the objectives of the project. 2 points!
- c. The applicant operates in accordance with federal and state laws. Efforts will be made to hire persons who succeeded in overcoming harriers. They will advertise and use the newspaper to fill the positions. 1 points

Weaknesses

- c. The application could strengthen the proposal by citing specific news outlets, publications and organization that reach diverse groups. The applicants' strategies seem vague and do not go beyond citing affirmative action goals.

Reader's Score: 7

6. EVALUATION PLAN: (0 - 8 points)

Evaluate the quality of the evaluation plan for the project on the basis of the extent to which the applicant's methods of evaluation:

- (a) Are appropriate to the project and include both quantitative and qualitative evaluation measures. [CFR 645.31(g)(1)].
- (b) Examine in specific and measurable ways, the success of the project in making progress toward achieving its process and outcomes objectives: [CFR 645.31(g)(2)].

Strengths

- a. The applicant indicates the evaluation plan will accurately assess participant's accomplishment of objectives against pre-set quantifiable standards. The applicant provided specific and measurable plans for evaluating the success of each stage of the

program. Using feedback and reports, project staff will add, eliminate, and modify strategies as needed. 4 points!

b. The applicant's method of evaluation will include establishing baseline data in areas of enrollment of participants in secondary and postsecondary educational programs. Quantitative data sets and reports will be gathered at critical stages of the program to determine whether participants are making progress toward achieving project goals.
4 points!

Weaknesses

There are no weaknesses.

Reader's Score: 8

7. BUDGET AND COST EFFECTIVENESS: (0 - 5 points)

Review each application to determine the extent to which:

(a) The budget for the project is adequate to support planned project services and activities. [CFR 645.31(f)(1)].

(b) Costs are reasonable in relation to the objectives and scope of the project. [CFR 645.31(f)(2)].

Strengths

a. The project's cost and resources including facilities, personnel, training needs is reasonable to support the program. 3 points!

b. Cost is reasonable and seems in line with objectives and activities of the project. 2 points!

Weaknesses

There are no weaknesses.

Reader's Score: 5

Reader Signature Form

1. PR# PO47A03 _____

UPWARD BOUND PROGRAM (REGULAR AND VETERANS)
APPLICATION TECHNICAL REVIEW FORM
(CFDA NO. 84.047A)

Technical Review Checklist
Note: Please print, sign, and fax this form to the Program Office by January 30, 2003, for each application reviewed.
The fax numbers are; (202) 502-7857 and (202) 219-7074.

FIELD READER (Print Name) _____ PANEL NO _____

Telephone Number # Work () _____

Home () _____

I have reviewed the application in accordance with the Scope of Work statement that I have signed and returned to the Department of Education.

Signature of Reader _____

Date _____

I have reviewed this technical review form in accordance with the check sheet provided.

Name of ED Staff Person _____

Signature of ED Staff Person _____

Date _____

Status: Submitted

Last Updated: 03/06/2003 12:59 PM

Status: Submitted
Last Updated: 03/06/2003 1:24 PM

Technical Review Coversheet

Applicant: Junior College District of Kansas (P047A031151)

Reader #3:

	POINTS POSSIBLE	POINTS SCORED
Selection Criteria		
1. Need	24	24
2. Objectives	9	9
3. Plan of Operation	30	30
4. Applicant & Community	16	16
5. Quality of Personnel	8	8
6. Evaluation Plan	8	8
7. Budget & Cost	5	5
Reader Signature Form		
1. Reader Signature Form	N/A	N/A
TOTAL	100	100

Technical Review Form

onehundred-fourtythree: 84.047A

Reader #3:

Applicant: Junior College District of Kansas (P047A031151)

Selection Criteria

1. NEED : (0 - 24 points)

The application provides the information necessary to determine that a need for the project (Regular Upward Bound or Veterans) exists in the area the applicant plans to serve. The criterion for each type of project differs.

A. REGULAR UPWARD BOUND

Evaluate the need for a Regular Upward Bound project in the proposed area on the basis of:

- (a) The income level of families in the target area is low. [34 CFR 645.31(a)(1)(i)].
- (b) The education attainment level of adults in the target is low. [34 CFR 645.31(a)(1)(ii)]
- (c) Target high school dropout rates are high. [34 CFR 645.31(a)(1)(iii)].
- (d) College-going rates in target high schools are low. [34 CFR 645.31(a)(1)(iv)]
- (e) Student/counselor ratios in the target high schools are high. [34 CFR 645.31(a)(1)(v)].
- (f) Unaddressed academic, social and economic conditions in the target area pose serious problems for low-income, potentially first-generation college students. [CFR 645.31(a)(1)(vi)].

B. VETERANS UPWARD BOUND

Evaluate the need for a Veterans Upward Bound project in the proposed area on the basis of:

- (g) The proposed target area lacks the services for eligible veterans that the applicant proposes to provide. [CFR 645.31(a)(3)(i)].
- (h) A large number of veterans who reside in the target area are low income and potential first generation college students. [CFR 645.31(a)(3)(ii)].
- (i) A large number of veterans who reside in the target area who have not completed high school or, have completed high school but have not enrolled in a program of postsecondary education. [CFR 645.31(a)(3)(iii)].
- (j) Other indicators of need for a Veterans Upward Bound project, including the presence of unaddressed academic or socio-economic problems of veterans in the area. [CFR 645.31(a)(3)(iv)].

Strengths

- a.Low income status supported (4pts)
- b.83 % of population without Bachelor?s degree (4pts)
- c.Drop-out rates are above state average (4pts)

d.Low college-going rates (4pts)
e.308:1 student counselor rates (4pts)
f.Various low standardized test scores and lack of parental involvement cited as unaddressed problems(4pts)

Weaknesses

a.None cited
b.None cited
c.None cited
d.None cited
e.None cited
f.None cited

Reader's Score: 24

2. OBJECTIVES: (0 - 9 points)

Evaluate the quality of the applicant's proposed project objectives on the basis of the extent to which they:

(a) Include both process and outcome objectives relating to the purpose of the applicable Upward Bound programs for which they are applying. [CFR 645.31(b)(1)].
(b) Address the needs of the target area or target population. [CFR 645.31(b)(2)].
(c) Are measurable, ambitious, and attainable over the life of the project. [CFR 645.31(b)(3)].

Strengths

a.Well-defined objectives related to program purpose stated (3pts)
b.Objectives address the needs of the target population (3pts)
c.Objectives are measurable and obtainable (3pts)

Weaknesses

a.None cited
b.None cited
c.None cited

Reader's Score: 9

3. PLAN OF OPERATION: (0 - 30 points)

Determine the quality of the applicant's plan of operation by assessing the quality of:

(a)The plan to inform the faculty and staff at the applicant institution or agency and the interested individuals and organizations throughout the target area of the goals and objectives of the project.

<http://e-grants.ed.gov/e-read/reOnePrint.asp?EntId=100666&r=109894812108&APP=RE&...> 5/23/2003

[CFR 645.31(c)(1).

(b) The plan for identifying, recruiting, and selecting participants to be served by the project. [CFR 645.31(c)(2)].

(c) The plan for assessing individual participant needs and monitoring the academic progress of participants while they are in Upward Bound. [CFR 645.31(c)(3)].

(d) The plan for locating the project within the applicant's organizational structure. [CFR 645.31(c)(4)].

(e) The curriculum, services and activities that are planned for participants in both the academic year and summer components. [CFR 645.31(c)(5)].

(f) The planned timelines for accomplishing critical elements of the project. [CFR 645.31(c)(6)].

(g) The plan to ensure effective and efficient administration of the project, including, but not limited to financial management, student records management, and personnel management. [CFR 645.31(c)(7)].

(h) The applicant's plan to use its resources and personnel to achieve project objectives and to coordinate the Upward Bound project with other projects for disadvantaged students. [CFR 645.31(c)(8)].

(i) The plan to work cooperatively with parents and key administrative, teaching, and counseling personnel at the target schools to achieve project objectives. [CFR 645.31(c)(9)].

(j) A follow-up plan for tracking graduates of Upward Bound as they enter and continue in postsecondary education. [CFR 645.3(c)(10)].

Strengths

- a. Personal contact, electronic, and print media are cited as methods to inform parties (3pts)
- b. Applicant includes a plan to identify, recruit, and select participants (3pts)
- c. Applicant defined methods to assess participant needs and monitor progress (3pts)
- d. Program will operate under the supervision of the dean of Instruction (3pts)
- e. Curriculum, services for academic and summer terms cited (3pts)
- f. Timeline linked to objectives (3pts)
- g. Effective and efficient administration addressed (3pts)
- h. Applicant documented plans to use resources and personnel to achieve objectives (3pts)
- i. Applicant identified plan to include parents, key administrators, teachers, etc. within targeted school (3pts)
- j. Follow-up and tracking plan documented (3pts)

Weaknesses

- a. No points taken, but applicant could include electronic media in plan to announce program
- b. No points taken, but community involvement in the selection process could render more community support
- c. None cited
- d. None cited
- e. No points taken, but applicant could have addressed specific programming for various groups (9th, 10th, 11th graders etc.) within the targeted population
- f. None cited
- g. No points taken, but applicant could include a detailed plan to ensure employee efficiency to support measures for employee practices to remain in line with the program goals
- h. None cited
- i. None cited

j. None cited

Reader's Score: 30

4. APPLICANT AND COMMUNITY SUPPORT (0 - 16 points)

Evaluate the applicant and community support for the proposed project on the basis of the extent to which the applicant demonstrates that:

(a) The applicant is committed to supplementing the project with resources that enhance the project such as: space, furniture and equipment, supplies, and time and effort of personnel other than those employed in the project. [CFR 645.31(d)(1)].

(b) The applicant has secured written commitments of support from schools, community organizations, and businesses, including the commitment of resources that will enhance the project as described in paragraph (d)(1) of this section. [CFR 645.31(d)(2)].

Strengths

- a. Supplemental resources cited (8pts)
- b. A variety of written commitments of support included in the application (8pts)

Weaknesses

- a. None cited.
- b. None cited.

Reader's Score: 16

5. QUALITY OF PERSONNEL: (0 - 8 points)

Determine the quality of personnel the applicant plans to use that shows:

(a) The qualifications required of the project director, including formal educational training or work in fields related to the objectives of the project and experience in designing, managing, or implementing similar projects. [CFR 645.31(e)(1)].

(b) The qualifications required of each of the other personnel to be used in the project, including formal training or work experience in fields related to the objectives of the project. [CFR 645.31(e)(2)].

(c) The quality of the applicant's plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project's target population. [CFR 645.31(e)(3)].

Strengths

- a. Project director qualifications, experiences, and training requirements detailed (3 pts)
- b. Other personnel qualifications, experiences, and training expectations included (3pts)
- c. Plan to employ personnel with similar background of target population cited (2pt)

Weaknesses

- a. None cited
- b. None cited
- c. No points taken, but applicant could have improved program by developing a more focused plan to ensure that personnel with similar backgrounds are employed. This could possibly be achieved by hold a job fair or by including related questioning during the interview process.

Reader's Score: 8

6. EVALUATION PLAN: (0 - 8 points)

Evaluate the quality of the evaluation plan for the project on the basis of the extent to which the applicant's methods of evaluation:

(a) Are appropriate to the project and include both quantitative and qualitative evaluation measures. [CFR 645.31(g)(1)].

(b) Examine in specific and measurable ways, the success of the project in making progress toward achieving its process and outcomes objectives: [CFR 645.31(g)(2)].

Strengths

- a. Quantitative and qualitative measures addressed (4pts)
- b. Specific and measurable ways of examining formative and summative progresses was well-defined (4pts)

Weaknesses

- a. None cited
- b. None cited

Reader's Score: 8

7. BUDGET AND COST EFFECTIVENESS: (0 - 5 points)

Review each application to determine the extent to which:

(a) The budget for the project is adequate to support planned project services and activities. [CFR 645.31(f)(1)].

(b) Costs are reasonable in relation to the objectives and scope of the project. [CFR 645.31(f)(2)].

Strengths

- a. Budget is adequate for expected outcomes (2.5pts)
- b. Costs are reasonable (2.5 pts)

Weaknesses

a.None cited
b.None cited

Reader's Score: 5

Reader Signature Form

1. PR# PO47A03 _____

**UPWARD BOUND PROGRAM (REGULAR AND VETERANS)
APPLICATION TECHNICAL REVIEW FORM
(CFDA NO. 84.047A)**

Note: Please print, sign, and fax this form to the Program Office by January 30, 2003, for each application reviewed.
The fax numbers are; (202) 502-7857 and (202) 219-7074.

FIELD READER (Print Name) _____ PANEL NO _____

Telephone Number # Work () _____

Home () _____

I have reviewed the application in accordance with the Scope of Work statement that I have signed and returned to the Department of Education.

Signature of Reader _____

Date _____

I have reviewed this technical review form in accordance with the check sheet provided.

Name of ED Staff Person _____

Signature of ED Staff Person _____

Date _____

Status: Submitted

Last Updated: 03/06/2003 1:24 PM

Status: Submitted
Last Updated: 03/06/2003 12:28 PM

Technical Review Coversheet

Applicant: South Texas COMMUNITY COLLEGE (P047A031156)

Reader #1:

	POINTS POSSIBLE	POINTS SCORED
Selection Criteria		
1. Need	24	24
2. Objectives	9	9
3. Plan of Operation	30	30
4. Applicant & Community	16	16
5. Quality of Personnel	8	7
6. Evaluation Plan	8	8
7. Budget & Cost	5	5
Reader Signature Form		
1. Reader Signature Form	N/A	N/A
TOTAL	100	99

Technical Review Form

onehundred-fourtythree: 84.047A

Reader #1:

Applicant: South Texas COMMUNITY COLLEGE (P047A031156)

Selection Criteria

1. NEED : (0 - 24 points)

The application provides the information necessary to determine that a need for the project (Regular Upward Bound or Veterans) exists in the area the applicant plans to serve. The criterion for each type of project differs.

A. REGULAR UPWARD BOUND

Evaluate the need for a Regular Upward Bound project in the proposed area on the basis of:

- (a) The income level of families in the target area is low. [34 CFR 645.31(a)(1)(i)].
- (b) The education attainment level of adults in the target is low. [34 CFR 645.31(a)(1)(ii)]
- (c) Target high school dropout rates are high. [34 CFR 645.31(a)(1)(iii)].
- (d) College-going rates in target high schools are low. [34 CFR 645.31(a)(1)(iv)]
- (e) Student/counselor ratios in the target high schools are high. [34 CFR 645.31(a)(1)(v)].
- (f) Unaddressed academic, social and economic conditions in the target area pose serious problems for low-income, potentially first-generation college students. [CFR 645.31(a)(1)(vi)].

B. VETERANS UPWARD BOUND

Evaluate the need for a Veterans Upward Bound project in the proposed area on the basis of:

- (g) The proposed target area lacks the services for eligible veterans that the applicant proposes to provide. [CFR 645.31(a)(3)(i)].
- (h) A large number of veterans who reside in the target area are low income and potential first generation college students. [CFR 645.31(a)(3)(ii)].
- (i) A large number of veterans who reside in the target area who have not completed high school or, have completed high school but have not enrolled in a program of postsecondary education. [CFR 645.31(a)(3)(iii)].
- (j) Other indicators of need for a Veterans Upward Bound project, including the presence of unaddressed academic or socio-economic problems of veterans in the area. [CFR 645.31(a)(3)(iv)].

Strengths

- a. The unemployment rate averages 16% throughout the year. 47.4% of the county residents live in poverty compared to 12% in Texas and 9.2% in the U.S. (U.S. Bureau of the Census, 2000) (4pts).

- b. Almost two-thirds of the county residents have less than a high school diploma. 6.9% of the adults have Bachelor's degrees or higher (4pts).
- c. Public school attrition rates among target area students exceed those of the state, and Hispanic drop out rates are greater than those of White students. This area is comprised of 88% Hispanic students (4pts).
- d. 20.68% and 26.2% of the graduates at the target high schools enrolled in post secondary education (4pts).
- e. The counselor/student ratios in the target schools are 1/400 and 1/392 which make it difficult for students to get the individualized attention they need (4pts).
- f. A large percentage of the students are not proficient in English, yet the target schools do not provide English as Second language courses for them. There are financial barriers that add to the difficulty of the students to succeed (4pts).

Weaknesses

None noted

Reader's Score: 24

2. OBJECTIVES: (0 - 9 points)

Evaluate the quality of the applicant's proposed project objectives on the basis of the extent to which they:

- (a) Include both process and outcome objectives relating to the purpose of the applicable Upward Bound programs for which they are applying. [CFR 645.31(b)(1)].
- (b) Address the needs of the target area or target population. [CFR 645.31(b)(2)].
- (c) Are measurable, ambitious, and attainable over the life of the project. [CFR 645.31(b)(3)].

Strengths

- a. The process and outcome objectives are comprehensive and outline how the objectives are related to the purpose of the program. The applicant has articulated the resources and activities that will be used to achieve the objective (3pts).
- b. The objectives clearly outline how the program will address the stated needs of the target population through supportive services and initiatives (3pts).
- c. The objectives are ambitious, but attainable especially provided the detailed plan the applicant has for implementing and monitoring the objectives (3pts).

Weaknesses

None noted

Reader's Score: 9

3. PLAN OF OPERATION: (0 - 30 points)

Determine the quality of the applicant's plan of operation by assessing the quality of:

- (a) The plan to inform the faculty and staff at the applicant institution or agency and the interested individuals and organizations throughout the target area of the goals and objectives of the project. [CFR 645.31(c)(1).
- (b) The plan for identifying, recruiting, and selecting participants to be served by the project. [CFR 645.31(c)(2)].
- (c) The plan for assessing individual participant needs and monitoring the academic progress of participants while they are in Upward Bound. [CFR 645.31(c)(3)].
- (d) The plan for locating the project within the applicant's organizational structure. [CFR 645.31(c)(4)].
- (e) The curriculum, services and activities that are planned for participants in both the academic year and summer components. [CFR 645.31(c)(5)].
- (f) The planned timelines for accomplishing critical elements of the project. [CFR 645.31(c)(6)].
- (g) The plan to ensure effective and efficient administration of the project, including, but not limited to financial management, student records management, and personnel management. [CFR 645.31(c)(7)].
- (h) The applicant's plan to use its resources and personnel to achieve project objectives and to coordinate the Upward Bound project with other projects for disadvantaged students. [CFR 645.31(c)(8)].
- (i) The plan to work cooperatively with parents and key administrative, teaching, and counseling personnel at the target schools to achieve project objectives. [CFR 645.31(c)(9)].
- (j) A follow-up plan for tracking graduates of Upward Bound as they enter and continue in postsecondary education. [CFR 645.3 (c) (10)].

Strengths

- a. The applicant has provided a timeline illustrating how the applicant plans to inform the target area residents, the target schools and the members of the host institution of the receipt of the grant (3pts).
- b. The staff will incorporate formal and informal recruitment strategies to attract and select students. The applicant has provided the process for selection and the eligibility factors to be considered (3pts).
- c. The program will assess all participants within 30 days using multiple assessment tools. An Individualized Education Plan will be developed for each student and all members of the staff are responsible for monitoring participant success in actualizing the IEP (3pts).
- d. The Upward Bound Program will be located within the Office of Special Programs as a component supervised by the Vice President of Student Services and Development (3pts).
- e. The applicant has designed a curriculum to address student needs. Academic support and tutorial services will be provided to the students. The applicant provides information concerning the amount of contact hours each participant will receive in each area of the curriculum (3pts).
- f. The timeline is appropriate, extensive and reasonable for the objectives. (3pts).
- g. The applicant has indicated that a Management by objective approach will be used to ensure efficient and effective management of the program. The program director will participate in staff development and training opportunities to further their skills and knowledge in those areas related to the program's management (3pts).
- h. The applicant has provided a detailed explanation of how the Upward Bound Program would collaborate with the other entities to support the program's efforts (3pts).

- i. Parents will have the opportunity to participate in the program through an orientation, as a volunteer and through parent workshops. The applicant has outlined meetings, workshops and resources that will allow for collaboration among administrators and staff at the target schools (3pts).
- j. The applicant provides a comprehensive, ambitious and attainable plan for assisting students in their transition and monitoring their progress throughout their academic career. A six year follow up plan is included to further explain the strategies for tracking program graduates (3pts).

Weaknesses

None noted

Reader's Score: 30

4. APPLICANT AND COMMUNITY SUPPORT (0 - 16 points)

Evaluate the applicant and community support for the proposed project on the basis of the extent to which the applicant demonstrates that:

- (a) The applicant is committed to supplementing the project with resources that enhance the project such as: space, furniture and equipment, supplies, and time and effort of personnel other than those employed in the project. [CFR 645.31(d)(1)].
- (b) The applicant has secured written commitments of support from schools, community organizations, and businesses, including the commitment of resources that will enhance the project as described in paragraph (d)(1) of this section. [CFR 645.31(d)(2)].

Strengths

- a. There is also a commitment to allow a use of office space, computers, office equipment, classrooms and other facilities at the target high schools to ensure easier access to the program participants. The County Center has also provided space for the program to convene during the summer months and other scheduled activities. The university has demonstrated administrative support to the program by committing a number of administrators to assist in the program as well as field trips and activities (8pts).
- b. The supporting letters demonstrated a commitment from the university, the target schools and the community at large (8pts).

Weaknesses

None noted

Reader's Score: 16

5. QUALITY OF PERSONNEL: (0 - 8 points)

Determine the quality of personnel the applicant plans to use that shows:

- (a) The qualifications required of the project director, including formal educational training or work in fields related to the objectives of the project and experience in designing, managing, or implementing similar projects. [CFR 645.31(e)(1)].
- (b) The qualifications required of each of the other personnel to be used in the project, including formal training or work experience in fields related to the objectives of the project. [CFR 645.31(e)(2)].
- (c) The quality of the applicant's plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project's target population. [CFR 645.31(e)(3)].

Strengths

- a. The requirements and qualifications of the director are sufficient for the magnitude of this program (3pts).
- b. The qualifications of the staff are sufficient to the overall program (3pts).
- c. The applicant indicates that the program has adopted an Institutional Affirmative Action Plan and has an Employee Relations Officer who assists in this process. The applicant has provided an explanation of how they will comply with various equal employment laws such as Section 504 of the Rehabilitation Act (1pt).

Weaknesses

- a. Although no points are deducted, requiring the program director to have a Master's degree and more cumulative years of experience could strengthen this area. This program is large and will require extensive management.
- b. None noted
- c. The applicant could provide information on how they intend to make the community aware of the employment opportunities available with the Upward Bound Program.

Reader's Score: 7

6. EVALUATION PLAN: (0 - 8 points)

Evaluate the quality of the evaluation plan for the project on the basis of the extent to which the applicant's methods of evaluation:

- (a) Are appropriate to the project and include both quantitative and qualitative evaluation measures. [CFR 645.31(g)(1)].
- (b) Examine in specific and measurable ways, the success of the project in making progress toward achieving its process and outcomes objectives: [CFR 645.31(g)(2)].

Strengths

- a. The applicant has outline means to evaluate the program's success through formative and summative methods that will ensure feedback and continuous improvement of the program (4pts)
- b. The applicant has specific items to measure that can be conducted quantitatively and provide data regarding the achievement of the stated objectives. The current evaluation plan allows for a holistic evaluation of the program's activities (4pts).

Weaknesses

None noted

Reader's Score: 8

7. BUDGET AND COST EFFECTIVENESS: (0 - 5 points)

Review each application to determine the extent to which:

- (a) The budget for the project is adequate to support planned project services and activities. [CFR 645.31(f)(1)].
- (b) Costs are reasonable in relation to the objectives and scope of the project. [CFR 645.31(f)(2)].

Strengths

a. The budget is detailed and provides information regarding the operation of the Upward Bound Program. The intended services are extensive and the budget matches appropriately.

b. The costs are aligned with the services provided to the students. The program is large and will require extensive resources.

Weaknesses

None noted

Reader's Score: 5

Reader Signature Form

1. PR# PO47A03 _____

UPWARD BOUND PROGRAM (REGULAR AND VETERANS)
 APPLICATION TECHNICAL REVIEW FORM
 (CFDA NO. 84.047A)

Note: Please print, sign, and fax this form to the Program Office by January 30, 2003, for each application reviewed.
 The fax numbers are; (202) 502-7857 and (202) 219-7074.

FIELD READER (Print Name) _____ PANEL NO _____

Telephone Number # Work () _____

Home () _____

I have reviewed the application in accordance with the Scope of Work statement that I have signed

and returned to the Department of Education.

Signature of Reader _____

Date _____

I have reviewed this technical review form in accordance with the check sheet provided.

Name of ED Staff Person _____

Signature of ED Staff Person _____

Date _____

Status: Submitted

Last Updated: 03/06/2003 12:28 PM