



ALAMO
COLLEGES

PALO ALTO COLLEGE

MEMORANDUM

TO: Dr. Mike Flores, Palo Alto College President
Mike Flores

THROUGH: Gil Becerra, Vice-President of Student Success
Katherine Beaumont-Doss, Dean of Student Success
Monica Ayala, Director of High School Programs *KB*
MA

FROM: Anna Villarreal, TRIO Upward Bound Senior Coordinator *AV*

DATE: November 18, 2016

RE: TRIO Upward Bound-Annual Performance Report 2015-2016

UPWARD BOUND ANNUAL PERFORMANCE REPORT 2015-2016

Attached is a copy of the final 2015-2016 TRIO Upward Bound Annual Performance Report as required by the Department of Education, due by Friday, December 2, 2016.

FIELD	PAGE	REASON	STUDENT NAMES
Cohort Year for Postsecondary Education Enrollment-9999	7	Difference of 4 due to 4 students in original class of 2016 that did not enroll at a postsecondary institution upon high school graduation.	Jacie Fournier Andrew Garcia Mallory Sorola Megan Spape
30-Grade level at beginning of reporting year (2015-2016)	13	Foster care student whom we have been unable to track for the last two years. Student was unknown in 2014-2015 UB APR.	Jazmine Hernandez
31-Secondary Grade Level or Postsecondary Status at beginning of AY following year being reported (2016-2017)	13	Students have moved outside of the UB service area. Last known high schools were not able to provide a status update on students. Students were unknown during the 2014-2015 UB APR.	Jazmine Hernandez Damion High Kaitlyn Lee
32-High School Cumulative GPA	13	Student left in the middle of the 2015-2016 school year outside of the UB service area. High school was contacted but would not release the students' updated records.	Andrea Lira

36-Rigorous secondary school program	13	Students have moved outside of the UB service area. Last known high schools were not able to provide a status update on students. Students were unknown during the 2014-2015 UB APR.	Jazmine Hernandez Damion High Kaitlyn Lee Jasmine Leija
38- Met HS state standard-RLA	13	Students have moved outside of the UB service area: unable to access state assessment records, not required to take state assessments, or dropped out of high school.	Justine Alvarado Roxanne Cruz Karisma Estrada Damion High Angelica Rivera Tabitha Solorzano
39- Met HS state standard-Math	13	Students have moved outside of the UB service area: unable to access state assessment records, not required to take state assessments, or dropped out of high school.	Justine Alvarado Roxanne Cruz Karisma Estrada Damion High Angelica Rivera Tabitha Solorzano
Postsecondary Education Completion	18	6 out of 11 of the Class of 2010 cohort participants graduated from the following institutions of postsecondary education: <ul style="list-style-type: none"> • Angelo State University • Palo Alto College • Texas State University San Marcos • Texas Tech University • University of Texas Rio Grande Valley 	Stacey Benavente Vanessa Guerra Briseida Ramirez LeAnn Soria Tammy Torres Miguel Valdez

We have reviewed the content of this report and attest, in completion, to the accuracy of the data submitted. Please sign the certification Section I of the report, which needs to be faxed to the Department of Education by Friday, December 2, 2016.

If you have any questions, please feel free to call me at 210-486-3192.

Thank you for your assistance and support for Upward Bound.

Important Read!

You must submit a signed copy of Section I of your annual performance report (APR) that certifies that the information submitted electronically is accurate, complete, and readily verifiable. Section I of the completed APR form includes signature lines for the project director and certifying official for the grantee institution or agency. Once you have secured the required signatures, please scan the signed Section I and then log back into the APR Web site to upload the document using the functionality on the APR site.

Section I, Part 1 - Project Identification, Certification and Warning

1. PR/Award Number: P047A121161
2. Name of Grantee: Palo Alto College
3. Address: Campus: Palo Alto College
Street: 1400 W. VILLARET BLVD.
City: San Antonio State: TX Zip: 78224-2499
4. Name of Project Director: Anna Villarreal
5. Telephone Number: 210-486-3192 ext.
Fax Number: 210-486-9183 ext.
Email Address: avillarreal423@alamo.edu
6. Report Period: 09/01/2015 to 08/31/2016
7. Type of Project: Upward Bound
8. For UBMS projects only:
9. Project Characteristics (*not applicable to VUB*):
a. Summer residential program: No
b. Number of weeks of summer program: 6
c. Frequency of academic year contacts between project staff and participants:
Weekly
10. Data Entry Person: Anna Villarreal
Telephone Number: 210-486-3192 ext.
Email Address: avillarreal423@alamo.edu

Certification: We certify that the performance report information reported and submitted electronically on _____ is readily verifiable. The information reported is accurate and complete to the best of our knowledge.

Anna Villarreal
Name of Project Director (Print)

 11/18/16
Signature and Date

Walter Flores
Name of Certifying Official (Print)

 11/29/16
Signature and Date

Warnings: Any person who knowingly makes a false statement or misrepresentation on this report is subject to penalties which may include fines, imprisonment, or both, under the United States Criminal Code and 20 U.S.C. 1097.

Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C. 1231a) and regulations (34 CFR 75.590 and 75.720).

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Anna Villarreal

Name of Project Director (Print)

AS 11/13/14

Signature and Date

Mike Flores

Name of Certifying Official (Print)

Mike Flores 11/29/16

Signature and Date

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Section I, Part 2: Competitive Preference Priorities (If Applicable)

The 2012 UB and UBMS grant competitions established three competitive preference priorities concerning persistently lowest-achieving schools, data-based decision-making, and improvements in productivity. The Department will derive data for the first competitive preference, concerning projects' service to persistently lowest-achieving schools, from the "Target School—NCES Identification Number" field (#23) in Section II, which provides identifying information on the target school attended by each participant.

For the two remaining competitive preference priorities, the Department has provided the information you submitted in the 2012-13 APR in a format that cannot be edited in the current APR. If you wish to provide any updates, please contact your program specialist.

Competitive Preference Priority #2: The Secretary encourages applicants to work with appropriate State agencies to use data from State longitudinal data systems or to obtain data from reliable third-party sources when providing information on the implementation of their UB/UBMS projects and their participants' outcomes.

1A. Not applicable ☐

1B. Yes ☒

If "Yes", indicate below which data systems your project utilized.

State longitudinal data systems	Third-party data systems
National Student Clearinghouse	Cambridge Educational Services

Competitive Preference Priority #3: The Secretary encourages applicants to design projects that serve the same or increased number of students at a lower cost per participant while improving or keeping steady student outcomes.

3A. Not applicable ☐

3B. Yes ☒

If "Yes", indicate below how your project achieved this productivity by increasing efficiency in the use of time, staff, money or other resources.

Resource/Measure used with increased efficiency	Improved Outcome
In-kind College Testing Cost	Increase invested cost per participant
In-Kind Transportation Cost	Increase invested cost per participant
In-kind Professional Development	Increase college & career counseling knowledge

Section II - Record Structure For Participant List (P047A121161)

Section II of the APR can be downloaded from the UB/UBMS/VUB APR Web site as an Excel file.

**Upward Bound and Upward Bound Math-Science Programs
Standardized Objectives from 2012 Competition
P047A121161**

Your Standardized objectives from 2012 competition are listed below.

NUMBER FUNDED TO SERVE:

FOR 2015-16, THIS PROJECT WAS FUNDED TO SERVE 75 PARTICIPANTS.

PROJECT OBJECTIVES:

Academic Performance-Grade Point Average (GPA):

85% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

Academic Performance on Standardized Test:

90% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.

Secondary School Retention and Graduation:

98% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Secondary School Graduation (Rigorous Secondary School Program of Study):

95% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.

Postsecondary Enrollment:

70% of all current and prior-year UB participants who graduated from high school during the school year with a regular secondary school diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester (e.g., spring semester).

Postsecondary Completion:

35% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance but deferred enrollment, will attain either an associate or bachelor's degree within six years following graduation from high school.

Match to Prior report

The Web application runs this report which compares the participants on the 2015-16 APR with the UB system of records for your project to ensure that you have included all participants on the 2015-16 file.

Postsecondary Education Enrollment Cohort Year report (explanations)

The Web application runs this report after you add and update any student records required by the Match to Prior report; those students then become part of the 2015-16 file. This report compares the data provided in field #54 (PSE enrollment cohort year) of the 2015-16 file with the UB system of records for your project. All participants' PSE enrollment cohort year data (field #54) on your 2015-16 data file match the UB system of records.

Cohort Comparison Report

The Cohort Comparison Report compares the number of participants with various values for field #54, Postsecondary Education Enrollment Cohort (PSECohort), for both the UB system of records and your 2015-16 APR data file. A cohort year can be set for a participant only when he or she has graduated high school in an academic year (for example, 2015-16) and enrolled in postsecondary education by the fall of that year (in this example, fall 2016).

Comparison of Values for the Postsecondary Education Enrollment Cohort (field #54) Data in the UB System of Records vs. Your 2015-16 APR Data		
Cohort Year for Postsecondary Education Enrollment (PSECohort)	Number of Participants in Cohort Year According to UB System of Records	Number of Participants in Cohort Year in Your 2015-16 APR Data File
2008 (graduated HS in AY 0708 w/regular diploma and enrolled in PSE by fall 2008)	21	21
2009	14	14
2010	11	11
2011	19	19
2012	15	15
2013	17	17
2014	15	15
2015	21	21
9999	53	57
Additional Information for Field #54		
Cohort Year for Postsecondary Education Enrollment (PSECohort)	Number of Participants in Cohort Year According to UB System of Records	Number of Participants in Cohort Year in Your 2015-16 APR Data File
2016	N/A	22
8888	71	71

New Participant Verification Report

This report compares the participants listed as "new", "reentry" or "transfer" on the 2015-16 APR with those participants listed on the 2014-15 APR. If you reported a participant on the 2014-15 file, that individual's participation status must be updated for the current reporting year.

The "New Participant Verification Report" was not displayed, since none of the "new", "reentry" or "transfer" participants listed on your 2015-16 APR were also listed on your 2014-15 APR.

**Funded Rate and Eligibility Requirements Table and
Current Participants and Eligibility Status Report**

2015-16 Funded Rate and Eligibility Requirements Table

The table below provides information on: (a) the number of participants funded to serve and actually served and (b) the total number and percent of participants served who were either first-generation and low-income or first-generation, low income and at high risk for academic failure. The expectation is that a project will serve at least as many participants (i.e., 100% or more) as the project was funded to serve and that at least two-thirds (i.e., 66% or greater) of the participants served during the reporting year will be either first-generation and low-income or first-generation, low-income, and at high risk for academic failure.

Please review the information contained in the table below. If your project did not meet the requirements mentioned above, please verify that the participant and eligibility codes for each current participant for whom you provided information are correct. Your "current participants" are coded in field #27 as 1, 2, 3 and 6. Only current participants coded 1 (low-income and first-generation) and 7 (low-income, first-generation and high risk for academic failure) in field #16 are reflected in the column entitled 2/3 Eligibility Percentage.

Funded Rate and Eligibility Requirements Table				
Number of Participants Funded to Serve & Served			2/3 Eligibility Requirements	
Number Funded to Serve	Number of Current Participants Served	Percentage Served	Number of first-generation & low-income participants, and first-generation, low income & high risk for academic failure participants	2/3 Eligibility Percentage
75	76	101%	51	67%

2015-16 Current Participants and Eligibility Status Report

The report below provides a list of your new, continuing, reentry, and transfer participants who received project services (1, 2, 3, and 6) along with the participant's eligibility status.

1. Your current participants are derived from field #27 and are coded as follows:
 - 1 = New participant during reporting period
 - 2 = Continuing participant
 - 3 = Reentry participant, previously served by project submitting report
 - 6 = Transfer participant in reporting year

2. The eligibility status codes are derived from field #16 and are:
 - 1 = Low-income and first-generation
 - 2 = Low-income only
 - 3 = First-generation only
 - 4 = At risk for academic failure only
 - 5 = Low-income and at high risk for academic failure
 - 6 = First generation and at high risk for academic failure
 - 7 = Low-income, first-generation, and at high risk for academic failure
 - 0 = Unknown

Please review the information carefully and

- verify that the participant and eligibility status codes are correct.
- verify that all students reported as current participants (1, 2, 3, and 6) were actually served during this

reporting period.

- verify that you correctly updated the participant status field for all participants served in a previous reporting period.
- provide an explanation if you did not meet the number of participants you were funded to serve.

Current Participants and Eligibility Status Report for 2015-16

Participant's Name	Participant Status Code	Eligibility Status Code
1 ARACELY AGUILAR	2 = Continuing participant	1 = Low-income and first-generation
2 DAVID AGUILAR	2 = Continuing participant	3 = First-generation only
3 ANTHONY AMBRIZ	2 = Continuing participant	3 = First-generation only
4 DESIREE ARREDONDO	2 = Continuing participant	1 = Low-income and first-generation
5 VALERIE BARRON	2 = Continuing participant	3 = First-generation only
6 ELRIC BOTELLO	2 = Continuing participant	5 = Low-income and at high risk for academic failure
7 JEALOUSY BUTLER	2 = Continuing participant	1 = Low-income and first-generation
8 MAURICIO CASTILLO	2 = Continuing participant	1 = Low-income and first-generation
9 ZOE CASTILLO	1 = New participant during reporting period	1 = Low-income and first-generation
10 RICHARD COLMENERO	2 = Continuing participant	1 = Low-income and first-generation
11 PHILLIP CORONADO OCHOA	2 = Continuing participant	1 = Low-income and first-generation
12 ANGELICA CUENCA	2 = Continuing participant	1 = Low-income and first-generation
13 JESSICA CUENCA	1 = New participant during reporting period	7 = Low-income, first-generation, and at high risk for academic failure
14 CLARISSA DELGADO	2 = Continuing participant	1 = Low-income and first-generation
15 CHRISTIAN DOUGLAS	1 = New participant during reporting period	3 = First-generation only
16 JACLYNN EROSA	2 = Continuing participant	1 = Low-income and first-generation
17 EMRY ESPINOSA	2 = Continuing participant	1 = Low-income and first-generation
18 MONZERAT FLORES	2 = Continuing participant	1 = Low-income and first-generation
19 OSCAR FRAGOSO	1 = New participant during reporting period	7 = Low-income, first-generation, and at high risk for academic failure
20 ALEXANDRIA GARCIA	1 = New participant during reporting period	1 = Low-income and first-generation
21 MARCO GARCIA-GONZALEZ	1 = New participant during reporting period	1 = Low-income and first-generation
22 SAMUEL GARCIA-RODRIGUEZ	1 = New participant during reporting period	1 = Low-income and first-generation
23 CHRISTIAN GOMEZ	1 = New participant during reporting period	1 = Low-income and first-generation
24 PATRICK GONZALES	2 = Continuing participant	1 = Low-income and first-generation
25 ALEXANDRA GUERRA	1 = New participant during reporting period	2 = Low-income only
26 KIRSTEN GUERRERO	2 = Continuing participant	1 = Low-income and first-generation

27 MANUEL GUTIERREZ	2 = Continuing participant	7 = Low-income, first-generation, and at high risk for academic failure
28 SARAH HANZALIK	2 = Continuing participant	1 = Low-income and first-generation
29 DANIELLE HOWELL	1 = New participant during reporting period	1 = Low-income and first-generation
30 ZACHARY HOWELL	2 = Continuing participant	1 = Low-income and first-generation
31 LOGAN HUERECA	1 = New participant during reporting period	3 = First-generation only
32 IRMA HUIZAR	2 = Continuing participant	1 = Low-income and first-generation
33 MARIAH KENNETT	1 = New participant during reporting period	1 = Low-income and first-generation
34 SARA LINES	2 = Continuing participant	3 = First-generation only
35 ANDREA LIRA	2 = Continuing participant	7 = Low-income, first-generation, and at high risk for academic failure
36 DANIKA LOPEZ	2 = Continuing participant	7 = Low-income, first-generation, and at high risk for academic failure
37 BAILEY LUCKMAN	2 = Continuing participant	6 = First generation and at high risk for academic failure
38 JOE MADRIGAL	2 = Continuing participant	1 = Low-income and first-generation
39 ELSIE MAJESKY	1 = New participant during reporting period	3 = First-generation only
40 FAITH MARTINEZ	1 = New participant during reporting period	1 = Low-income and first-generation
41 JOHANNA MARTINEZ	2 = Continuing participant	1 = Low-income and first-generation
42 MARISSA MARTINEZ	1 = New participant during reporting period	6 = First generation and at high risk for academic failure
43 RICO MARTINEZ	1 = New participant during reporting period	1 = Low-income and first-generation
44 SYLVIA MARTINEZ	1 = New participant during reporting period	7 = Low-income, first-generation, and at high risk for academic failure
45 ZORAYDA MARTINEZ	1 = New participant during reporting period	3 = First-generation only
46 NATALIE MENCHACA	2 = Continuing participant	1 = Low-income and first-generation
47 MACEY MINTON	1 = New participant during reporting period	3 = First-generation only
48 DIANA MORIN	2 = Continuing participant	1 = Low-income and first-generation
49 PAIGE O'BRIEN	2 = Continuing participant	7 = Low-income, first-generation, and at high risk for academic failure
50 JOSEPH OBREGON	1 = New participant during reporting period	3 = First-generation only
51 SCARLETT OCHOA	2 = Continuing participant	1 = Low-income and first-generation
52 DESTINEE PENA	2 = Continuing participant	7 = Low-income, first-generation, and at high risk for academic failure
53 TRISTEN RAMIREZ	1 = New participant during reporting period	3 = First-generation only

54 RICARDO RAMIREZ III	2 = Continuing participant	1 = Low-income and first-generation
55 JOSE RAMOS	2 = Continuing participant	1 = Low-income and first-generation
56 STEFANI RAMOS	1 = New participant during reporting period	1 = Low-income and first-generation
57 SEBASTIAN RANGEL	1 = New participant during reporting period	1 = Low-income and first-generation
58 ARMANDO RESENDIZ	2 = Continuing participant	1 = Low-income and first-generation
59 NOELIA REYES	2 = Continuing participant	3 = First-generation only
60 MARLENE REYNA	1 = New participant during reporting period	6 = First generation and at high risk for academic failure
61 MARISA RIOS	2 = Continuing participant	2 = Low-income only
62 ALEJANDRO RIVERA	2 = Continuing participant	7 = Low-income, first-generation, and at high risk for academic failure
63 MYA RIVERA CARRASCO	2 = Continuing participant	1 = Low-income and first-generation
64 ALEJANDRO RODRIGUEZ	2 = Continuing participant	1 = Low-income and first-generation
65 JAIME RODRIGUEZ	2 = Continuing participant	1 = Low-income and first-generation
66 LOGEN RODRIGUEZ	2 = Continuing participant	3 = First-generation only
67 SERGIO RODRIGUEZ	2 = Continuing participant	3 = First-generation only
68 MATTHEW SAN MIGUEL	1 = New participant during reporting period	1 = Low-income and first-generation
69 ALEXIS SANCHEZ	2 = Continuing participant	3 = First-generation only
70 MALLORY SOROLA	2 = Continuing participant	3 = First-generation only
71 RACHEL TERZADO	2 = Continuing participant	1 = Low-income and first-generation
72 VICTORIA TORRES	2 = Continuing participant	2 = Low-income only
73 MARISSA TUCKER	2 = Continuing participant	1 = Low-income and first-generation
74 BENJAMIN URIBE	2 = Continuing participant	3 = First-generation only
75 JOANNA VELAZQUEZ	2 = Continuing participant	1 = Low-income and first-generation
76 ALEXIS WELCH	1 = New participant during reporting period	3 = First-generation only

Critical Fields Verification Report

TRIO has identified the following fields as critical. TRIO would like to ensure a minimal number of 'No Response/Unknown' entries. In most cases these are valid responses, however, high percentages of these responses are not desired. The table below lists the critical fields and the number and percentage of participants with a 'No Response/Unknown' entry in that field.

You have 283 participant records.

Field Name	Number with No Response/Unknown	Percent
8. Student DOB	0 records	0%
24. Date of First Project Service	0 records	0%
25. Grade Level at First Service	0 records	0%
27. Participant Status, for reporting year (2015-16)	0 records	0%
30. Grade level at beginning of reporting year (2015-16)	1 records	0%
31. Secondary Grade Level or Postsecondary Status at beginning of AY following year being reported (2016-17)	3 records	1%
32. High School Cumulative Grade Point Average (GPA)	1 records	0%
36. Rigorous secondary school program	4 records	1%
38. Met HS state standard-RLA	6 records	2%
39. Met HS state standard-math	6 records	2%
53. Date of first Postsecondary School Enrollment	0 records	0%
63. PS Enrollment objective--numerator for reporting year (2015-16)	0 records	0%

**U.S Department of Education
Office of Postsecondary Education/Student Service Area/Federal TRIO Programs
Upward Bound and Upward Bound Math-Science Programs
Individual Prior Experience (PE) Points Report
2015-16 Reporting Period**

PR/Award Number: P047A121161

Grantee: Palo Alto College

State: TX

Sector: Public Two-Year

Introduction

Prior experience (PE) points earned for the 2015-16 reporting period were awarded on the basis of serving the approved number of students and meeting or exceeding the project's approved objectives. The Department calculated PE points using student-level data as reported in the project's 2015-16 annual performance report (APR). For a summary of policies and procedures for assessing a project's prior experience and the formulas for calculating PE points, please see the Appendix.

The Department will not accept any changes to the project's 2015-16 APR data after the APR is submitted, and will not recalculate PE points. Moreover, the Department may adjust a calculated PE score or decide not to award any PE points if other information, such as audit reports, site visit reports, or project evaluation reports, indicates that the APR data used to calculate PE points was incorrect (see 34 CFR 645.32(a)(3)).

A project that served less than 90 percent of the number of students the project was funded to serve in 2015-16 (please refer to the Funded Number in the table below) is not eligible to earn points for any of the PE criteria in this assessment year (see 34 CFR 645.32(b)).

To earn PE points for the postsecondary completion criterion in this reporting period, a project must have served at least one participant with a postsecondary education enrollment cohort (field #54) of 2010.

Summary of Prior Experience (PE) Scores for the 2015-16 Reporting Period (P047A121161)				
PE Criteria	Maximum points allowed	Approved rate	Actual attained rate	PE points earned
Academic performance - GPA	1.5	85%	96%	1.5
Academic performance - standardized tests	1.5	90%	100%	1.5
Secondary school retention and graduation	3	98%	100%	3
Secondary school graduation - rigorous program	1.5	95%	100%	1.5
Postsecondary enrollment	3	70%	85%	3
Postsecondary education completion	1.5	35%	55%	1.5
Funded Number	3	# of participants funded to serve	# of participants actually served	3
		75	76 101%	
Total Points	15			15

PR/Award Number: P047A121161
 Grantee: Palo Alto College
 State: TX
 Sector: Public Two-Year

Funded Number

The funded number criterion is based on whether the project served the number of participants that the Department funded the grantee to serve. To earn PE points for this criterion, the actual number served must be equal to, or greater than, the number of participants the project was funded to serve. For a detailed discussion of how the rate was calculated, please see *"How is the Funded Number Criterion Calculated?"* in the Appendix.

PE Assessment Score for 2015-16 Reporting Period: Funded Number Maximum Points Allowed: 3			
Number of participants project was funded to serve	Number of participants served	Met Requirement	PE points earned
75	76	Yes	3

Academic performance - GPA

The rate for academic performance—GPA is defined as the percentage of participants served during the reporting period who had a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

Certain participants are not included in the calculation: Those who were served during the reporting period but subsequently were deceased or permanently incapacitated, and those for whom no high school GPA was possible. For a detailed discussion of how the rate was calculated, please see *"How is the Academic Performance - GPA Criterion Calculated?"* in the Appendix.

Note: The academic performance - GPA rate uses the greater of two numbers as the denominator: participants whom the project was funded to serve, or participants actually served.

PE Assessment Score for 2015-16 Reporting Period: Academic Performance--GPA Maximum Points Allowed: 1.5						
Number of participants funded to serve	Number of participants served	Denominator (greater of the two preceding columns)	Number of participants with GPA ≥ 2.5	Approved objective for academic performance—GPA	Actual rate for GPA objective	PE points earned
75	76	76	73	85%	96%	1.5

PR/Award Number: P047A121161
 Grantee: Palo Alto College
 State: TX
 Sector: Public Two-Year

Academic performance on standardized tests

The rate for academic performance on standardized tests is defined as the percentage of seniors served during the project year who achieved at the proficient level on state assessments in reading/language arts and math. Those who were served during the reporting period but subsequently were deceased or permanently incapacitated are not included in the calculation. For a detailed discussion of how the rate was calculated, please see *"How is the Academic Performance on Standardized Tests Criterion Calculated?"* in the Appendix.

Note: If a project served no seniors, it will earn 0 PE points for this objective in the reporting period.

PE Assessment Score for 2015-16 Reporting Period: Academic Performance on Standardized Tests Maximum Points Allowed: 1.5				
Number of seniors served	Seniors who met state standard at proficient level for reading/language arts and math	Approved objective for academic performance on standardized tests	Actual rate for academic performance on standardized tests	PE points earned
15	15	90%	100%	1.5

Secondary school retention and graduation

The rate for secondary school retention and graduation is defined as the percentage of participants served during the reporting period who continue in school for the next academic year at the next grade level, or who graduate from secondary school with a regular secondary school diploma. Those who were served during the reporting period but subsequently were deceased or permanently incapacitated are not included in the calculation. For a detailed discussion of how the rate was calculated, please see *"How is the Secondary School Retention and Graduation Criterion Calculated?"* in the Appendix.

Note: The rate for secondary school retention and graduation uses the greater of two numbers as the denominator: participants whom the project was funded to serve, or participants actually served.

PE Assessment Score for 2015-16 Reporting Period: Secondary School Retention and Graduation Maximum Points Allowed: 3						
Number of participants funded to serve	Number of participants served	Denominator (greater of the two preceding columns)	Number of participants promoted in, or graduated from, high school	Approved objective for secondary school retention and graduation	Actual rate for secondary school retention and graduation	PE points earned
75	76	76	76	98%	100%	3

PR/Award Number: P047A121161
 Grantee: Palo Alto College
 State: TX
 Sector: Public Two-Year

Secondary school graduation (rigorous secondary school program of study)

The rate for secondary school graduation after having completed a rigorous secondary school program of study is defined as the percentage of current and prior-year participants, graduating from high school during the school year with a regular secondary school diploma, who complete a rigorous secondary school program of study. Deceased or permanently incapacitated individuals are not included in the calculation. For a detailed discussion of how the rate was calculated, please see *"How is the Criterion on Secondary School Graduation (Rigorous Secondary School Program of Study) Calculated?"* in the Appendix.

Note: If the project served no participants who graduated from high school during the school year with a regular diploma, the project will earn 0 PE points for this objective in the reporting period.

PE Assessment Score for 2015-16 Reporting Period: Secondary School Graduation (Rigorous Secondary School Program of Study) Maximum Points Allowed: 1.5				
Denominator: Current and prior participants who graduated high school during school year with a regular diploma	Numerator: Those in denominator who completed a rigorous secondary school program of study	Approved objective for secondary school graduation (rigorous program of study)	Actual rate for secondary school graduation (rigorous program of study)	PE points earned
26	26	95%	100%	1.5

Postsecondary enrollment

The postsecondary enrollment rate is defined as the percentage of current and prior participants, graduating high school during the school year with a regular secondary school diploma, who enroll in a program of postsecondary education by the fall term immediately following high school graduation, or who receive notification by the fall term from an institution of higher education of acceptance for deferred enrollment in the next academic semester. Deceased or permanently incapacitated individuals are not included in the calculation. For a detailed discussion of how the rate was calculated, please see *"How is the Criterion on Postsecondary Enrollment Calculated?"* in the Appendix.

Note: If the project served no participants who graduated from high school during the school year with a regular diploma, the project will earn 0 PE points for this objective in the reporting period.

PE Assessment Score for 2015-16 Reporting Period: Postsecondary Enrollment Maximum Points Allowed: 3				
Denominator: Current and prior participants who graduated high school during school year with a regular diploma	Numerator: Those in denominator who enrolled in a postsecondary program by fall term 2016, or whom the IHE accepted but deferred until next semester	Approved objective on postsecondary enrollment	Actual rate for postsecondary enrollment	PE points earned
26	22	70%	85%	3

PR/Award Number: P047A121161
Grantee: Palo Alto College
State: TX
Sector: Public Two-Year

Postsecondary education completion

The rate for postsecondary education completion is defined as the percentage of participants in a postsecondary education enrollment cohort who attain either an associate or bachelor's degree within six years following high school graduation. Deceased or permanently incapacitated individuals are not included in the calculation. For a detailed discussion of how the rate was calculated, please see *"How is the Criterion on Postsecondary Education Completion Calculated?"* in the Appendix.

Note: To earn PE points for the postsecondary completion criterion in this reporting period, a project must have served at least one participant with a postsecondary education enrollment cohort (field #54) of 2010. No project first funded in 2012 will be eligible to earn PE points for this objective in reporting period 2015-16.

PE Assessment Score for 2015-16 Reporting Period: Postsecondary Education Completion Maximum Points Allowed: 1.5				
Participants in the 2010 postsecondary education enrollment cohort	2010 cohort members who attained an associate or bachelor's degree within six years of high school graduation	Approved objective on postsecondary education completion	Actual rate for postsecondary education completion	PE points earned
11	6	35%	55%	1.5