- (iii) The extent to which such indicators as attendance data, dropout rates, college-going rates and student/ counselor ratios in the target area indicate the importance of having additional educational opportunities available to low-income, first-generation students; and
- (iv) The extent to which there are eligible students in the target area who have demonstrated interest and capacity to pursue academic programs and careers in mathematics and science, and who could benefit from an Upward Bound Math and Science program.
- (3) The Secretary evaluates the need for a Veterans Upward Bound project in the proposed target area on the basis of clear evidence that shows-
- (i) The proposed target area lacks the services for eligible veterans that the applicant proposes to provide;
- (ii) A large number of veterans who reside in the target area are low income and potential first generation college students;
- (iii) 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; and
- (iv) 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.
- (b) Objectives (9 points). The Secretary evaluates the quality of the applicant's proposed project objectives on the basis of the extent to which
- (1) Include both process and outcome objectives relating to the purpose of the applicable Upward Bound programs for which they are applying;
- (2) Address the needs of the target area or target population; and
- (3) Are measurable, ambitious, and attainable over the life of the project.
- (c) Plan of operation (30 points). The Secretary determines the quality of the applicant's plan of operation by assessing the quality of-
- (1) 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;
- (2) The plan for identifying, recruiting, and selecting participants to be served by the project;
- (3) The plan for assessing individual participant needs and for monitoring the academic progress of participants while they are in Upward Bound;

- (4) The plan for locating the project within the applicant's organizational
- (5) The curriculum, services and activities that are planned for participants in both the academic year and summer components;

(6) The planned timelines for accomplishing critical elements of the

project;

(7) The plan to ensure effective and efficient administration of the project, including, but not limited to, financial management, student records management, and personnel management:

(8) 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;

(9) The plan to work cooperatively with parents and key administrative, teaching, and counseling personnel at the target schools to achieve project objectives; and

(10) A follow-up plan for tracking graduates of Upward Bound as they enter and continue in postsecondary education.

- (d) Applicant and community support (16 points). The Secretary evaluates the applicant and community support for the proposed project on the basis of the extent to which-
- (1) The applicant is committed to supplementing the project with resources that enhance the project such as: space, furniture and equipment, supplies, and the time and effort of personnel other than those employed in the project.
- (2) 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.
- (e) Quality of personnel (8 points). To determine the quality of personnel the applicant plans to use, the Secretary looks for information that shows-
- (1) The qualifications required of the project director, including formal training or work experience in fields related to the objectives of the project and experience in designing, managing, or implementing similar projects;

(2) 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;

(3) 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.

- (f) Budget and cost effectiveness (5 points). The Secretary reviews each application to determine the extent to which-
- (1) The budget for the project is adequate to support planned project services and activities; and
- (2) Costs are reasonable in relation to the objectives and scope of the project.
- (g) Evaluation plan (8 points). The Secretary evaluates the quality of the evaluation plan for the project on the basis of the extent to which the applicant's methods of evaluation—
- (1) Are appropriate to the project and include both quantitative and qualitative evaluation measures; and
- (2) Examine in specific and measurable ways the success of the project in making progress toward achieving its process and outcomes objectives.

(Approved by the Office of Management and Budget under control number 1840-0550) (Authority: 20 U.S.C. 1070a-11 and 1070a-

§ 645.32 How does the Secretary evaluate prior experience?

- (a) In the case of an application described in § 645.30(a)(2), the Secretary reviews information relating to an applicant's performance under its expiring Upward Bound grant. This information includes information derived from annual performance reports, audit reports, site visit reports, project evaluation reports, and any other verifiable information submitted by the applicant.
- (b) The Secretary evaluates the applicant's prior experience in delivering services on the basis of the following criteria:
- (1) (3 points) Whether the applicant serves the number of participants agreed to under the approved application;
- (2) (3 points) The extent to which project participants have demonstrated improvement in academic skills and competencies as measured by standardized achievement tests and grade point averages;
- (3) (3 points) The extent to which project participants continue to participate in the Upward Bound Program until they complete their secondary education program;
- (4) The extent to which participants who complete the project, or were scheduled to complete the project, undertake programs of postsecondary education; and
- (5) (3 points) The extent to which participants who complete the project, or were scheduled to complete the project, succeed in education beyond high school, including the extent to