Discussion: The Secretary has determined that limiting participation in an Upward Bound project to individuals who are enrolled in a target school is too restrictive and may prevent some unintended individuals from benefitting from the services of an Upward Bound project. However, the Secretary still believes that it is important that the majority of individuals who are selected as participants be enrolled in a target school so they can benefit from the cooperative relationship that exists between the target school staff and the staff of the project.

*Changes:* The Secretary has revised the definition of participant to allow individuals who reside in the target area to benefit from the services provided by an Upward Bound project.

*Comments:* Some commenters stated that the definition of "Potential first-generation college student" was not clear and would cause confusion in the field regarding foster parents and stepparents. The commenters suggested that the words "natural or adoptive" be inserted before parent(s) in both subparagraph (1) and (2) of the definition.

*Discussion:* The Secretary agrees with the commenters.

*Changes:* The definition has been revised to include "natural or adoptive" in the definition.

*Comments:* One commenter expressed concern that the definition of "veteran" was restrictive and did not allow all veterans to receive the services provided by an Upward Bound project.

*Discussion:* The proposed definition of "veteran" has been used since the Upward Bound Veterans program was established in 1972. The Secretary believes that this definition remains as valid as it was in 1972 and sees no need to change the definition.

Changes: None.

### What Kinds of Projects Are Supported Under the Upward Bound Program? (§ 645.10)

Comments: Several commenters suggested that the Secretary was expanding the expected outcomes of an Upward Bound Math and Science project by stating that a project is designed to prepare high school students for postsecondary education programs and for careers in the fields of math and science. The commenters stated that the Upward Bound Math and Science project should be required to prepare participants to enter postsecondary education programs prepared to study in fields of math and science. Preparation for careers in math and science is then the responsibility of the institution offering the postsecondary program.

*Discussion:* The Secretary agrees with the commenters.

*Changes:* The language of this section has been revised to reflect the suggestions of the commenters.

## What Services Do All Upward Bound Projects Provide? (§ 645.11)

*Comments:* Several commenters stated that § 645.11 should be revised to eliminate literature, foreign language, and mathematics through pre-calculus from the required core curriculum of the Upward Bound projects. *Discussion:* The requirement for a core curriculum is mandated in section 402 of the Higher Education Act and cannot be revised by the Secretary.

Changes: None.

*Comments:* Several commenters suggested that the core curriculum required by §645.11 should be offered during the summer component, the academic year component, or both.

*Discussion:* The Secretary will not specify when the curriculum should be offered. The Secretary believes that applicants should have the flexibility to design projects around the needs of the participants. Nonetheless, the Secretary clearly expects that most of the core curriculum will be offered in the summer component.

Changes: None.

#### How Are Regular Upward Bound Projects Organized? (§ 645.12)

*Comments:* Many commenters felt that  $\S 645.12(b)(2)$ , which requires that the services described in  $\S 645.11$  be offered on a daily basis, was not clear. The commenters stated that the regulations require projects to provide all services on a daily basis.

*Discussion:* The Secretary agrees that the section is unclear. A project must provide some of the project's services and activities at least five days a week. It does not have to provide every service and activity on a daily basis.

*Changes:* Section 645.12(b)(2) has been revised to require a project to provide participants with one or more of the services as described in § 645.11 at least five days a week in a summer component. Section 645.12 (c)(1) has also been revised to allow a project to provide program participants with one or more of the services on a weekly basis throughout the academic year component.

#### What Additional Services Do Math and Science Upward Bound Centers Provide and How Are They Organized? (§ 645.13)

*Comments:* Several commenters objected to the use of "state-of- the-art" computer facilities in § 645.13(a)(1) because the phrase is vague and extremely subjective.

*Discussion:* The Secretary agrees with the commenters.

*Changes:* The phrase "state-of-the-art" has been deleted from this section of the regulations.

*Comments:* Several commenters suggested that § 645.13(a)(2) was too restrictive. The commenters stated that restricting project participants to contact with research faculty from the applicant institution prevents an institution that does not have research faculty from using persons in the community or private industry who have math and science expertise.

*Discussion:* The Secretary agrees with the commenters that the language is restrictive and does not allow a project to use professionals in the community.

*Changes:* Section 645.13(a)(2) has been revised to allow a project to use math and science professionals from the community.

*Comments:* One commenter suggested that the Math and Science Upward Bound Project should allow participants the opportunity to participate in a summer bridge experience. The commenter felt that participants could benefit from the experience provided by a summer bridge component.

*Discussion:* The Secretary agrees with the commenter; however, the Secretary feels that the courses offered to participants in a Upward Bound Math and Science bridge component should be courses that are math and science related.

*Changes:* Language has been added to § 645.13 that allows Upward Bound Math and Science projects to offer a summer bridge component, provided the courses a participant enrolls in are math and science related.

### How Many Applications for an Upward Bound Project Award May an Eligible Applicant Submit? (§ 645.20)

*Comments:* Two commenters stated that the proposed regulations redefined and extended the definition of different populations beyond that used in the Higher Education Amendments of 1992.

*Discussion:* The Secretary disagrees with the commenters. The Secretary believes that the examples of different populations as defined in the NPRM are valid examples.

*Changes:* The Secretary has deleted language that provided examples of different populations. The deletion of this language will place the responsibility for demonstrating that the project outlined in a second application will serve a different population on the applicant.

# What selection criteria does the Secretary use? (§ 645.31)

*Comments:* Several commenters proposed that  $\S 645.31(a)(1)(v)$ , which requests information on families within the target area, be changed to the collection of information on individuals. The commenters felt that information on families was not readily available.

*Discussion:* The Secretary agrees with the commenters.

*Changes:* The criterion that requests the education attainment levels of adults has been changed to reflect the collection of data on "adults" rather than data on families.

*Comments:* Several commenters suggested that § 645.31(a)(2) be revised to include an Upward Bound Math and Science target area as well as Upward Bound Math and Science target schools. The commenters felt that by adding target areas to the criterion the applicant would be able to better document the need for a project, if that project proposes to serve participants from large geographical areas such as States or regions.

*Discussion:* The Secretary agrees with the commenters.

*Changes:* Section 645.31(a)(2) has been revised to allow applicants to provide data that consider the target area as well as the target schools.

*Comments:* Many commenters suggested that § 645.31(a)(1) and § 645.31(c) could be improved by reordering certain questions to encourage brevity in proposals and a more logical flow in applications. The commenters also expressed the view that reordering the criteria would allow the peer reviewers to better evaluate the application.