

Upward Bound

Upward Bound

Introduction

The Upward Bound program provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families as well as high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education.

Performance Objective 1 Identify, evaluate, and select qualified participants for the Upward Bound Program and ensure parental and student satisfaction.

1 Assessment and Benchmark

Benchmark: For the program, 72 eligible participants will be selected.

1.1 Data

Participants Enrolled in Program:

Academic Year	#	Benchmark met?
2015-2016	72	Yes
2016-2017	72	Yes
2017-2018	78	Yes

1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Revise:

- Increase family-oriented activities.
- Increase participant exposure to highly reputable community organizations and causes.

Develop:

- A family counseling component in coordination with referral services.

2017-2018:

Enrollment increased from 78 students to 82 students. While our funding is limited, we would like to serve more students. The absolute maximum number of students we could serve under this grant is 90 when we consider funding. We will increase enrollment by targeted recruiting in middle schools, and high schools (LaGrange and Washington Marion). The counselor will collaborate with school officials to recruit students. We target freshmen because they can stay in our program for four years, giving us time to assist them with their academic goals.

2 Assessment and Benchmark

Benchmark: 10 eligible participants will be recruited from four or more middle schools and two high schools.

2.1 Data

2016-2017:

The participants were recruited from four middle and two high schools, meeting the performance indicator.

2017-2018:

Middle schools and number recruited:

- F.K. White Middle School: 0
- Molo Middle School: 2
- Oak Park Middle School: 4

High schools and number recruited:

- LaGrange High School: 0
- Washington Marion High School: 0

2.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Revise:

- Increase family-oriented activities.
- Increase participant exposure to highly reputable community organizations and causes.

Develop:

- A family counseling component in coordination with referral services.

2017-2018:

The benchmark explicitly states that we would recruit from four or more middle schools. This year, we were only able to recruit from three. At the time, we were not fully staffed.

Now that we have an assistant director, he and the academic coordinator can share recruiting loads. Each can take two schools. Our goal is to recruit four more students than last year, increasing from six to 10 students.

3 Assessment and Benchmark

Benchmark: 2/3 or more of participants will be first generation and from low income families.

Prior to 2017-2018, the benchmark was 70% or more participants will be from low income families.

3.1 Data

Percent of First Generation Participants from Low Income Families:

Academic Year	%	Benchmark met?
2016-2017	76%	Yes
2017-2018	Not yet reported	

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Revise:

- Increase family-oriented activities.
- Increase participant exposure to highly reputable community organizations and causes.

Develop:

- A family counseling component in coordination with referral services.

2017-2018:

We exceeded our benchmark of two-thirds (66.6%). This year, our percentage was 76%. Due to grant regulations, as long as 2/3 of students are low income and first-generation, then we have satisfied federal requirements.

4 Assessment and Benchmark

Benchmark: On the survey for parents of Upward Bound program participants, score at least 4.00 (agree/satisfied) on all items listed.

4.1 Data

Parental Survey Results:

Response Item	Academic Year Ending	
	2017	2018
Overall the UB Summer Program is helpful	5.00	n/a
Overall the UB After-School Program is helpful	5.00	n/a
The UB staff is genuinely concerned about my child's success	5.00	n/a
The information I receive from UB is helpful	5.00	n/a
My child's grades have improved because of UB	5.00	n/a
My child's character and conduct has improved because of UB	4.50	n/a
My child is more likely to complete high school because of UB	5.00	n/a
My child is more likely to attend college because of UB	5.00	n/a
My child is more likely to successfully complete college because of UB	5.00	n/a

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Revise:

- Increase family-oriented activities.
- Increase participant exposure to highly reputable community organizations and causes.

Develop:

- A family counseling component in coordination with referral services.

2017-2018:

The assessment was not administered for the previous assessment cycle due to a change in office leadership. The assessment will continue to be administered in the next assessment cycle.

5 Assessment and Benchmark

Benchmark: On the survey for Upward Bound program participants, score at least 4.00 (agree/satisfied) on all items listed.

5.1 Data

Program Participant Survey Results:

Response Item	Academic Year Ending	
	2017	2018
Overall the UB Summer Program is helpful	5.00	n/a
Overall the UB After-School Program is helpful	5.00	n/a
The UB staff is genuinely concerned about my success	5.00	n/a
The information I receive from UB is helpful	5.00	n/a
My grades have improved because of UB	5.00	n/a
My character and conduct have improved because of UB	5.00	n/a
I am more likely to complete high school because of UB	5.00	n/a
I am more likely to attend college because of UB	5.00	n/a
I am more likely to successfully complete college because of UB	5.00	n/a

5.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Revise:

- Increase family-oriented activities.
- Increase participant exposure to highly reputable community organizations and causes.

Develop:

- A family counseling component in coordination with referral services.

2017-2018:

The assessment was not administered for the previous assessment cycle due to a change in office leadership. The assessment will continue to be administered in the next assessment cycle.

Performance Objective 2 Increase scores on standardized tests and enrollment in college of Upward Bound participants.

1 Assessment and Benchmark

Benchmark: 95% of participants will score Fair or higher on the state End of Course (EOC) tests in reading/language arts and math.

1.1 Data

Participants Scoring Fair or Higher on State EOC Tests:

Academic Year	%	Benchmark met?
2015-2016	95%	Yes
2016-2017	95%	Yes

2017-2018	Not yet reported	
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1.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Implemented:

- Developed peer to peer tutoring/mentoring to encourage peer accountability for ACT Testing registration, preparation, and attendance.

Develop:

- Develop an ACT-Intensive Summer Component two-weeks prior to summer testing.
- Increase exposure to STEM-focused programs and careers along with Innovation Center.
- Develop program incentives for participating in ACT Testing and achieving a composite of 20 and or making significant progress.

2017-2018:

We will not be able to report on the 2017-2018 school year until the fall of the next school year. Counselors will submit student scores to our office, and then we will report it in our master plan.

As a new director, however, there is need for improvement in the areas of math and language arts based on student data from the summer enrichment program. This year we are implementing several new initiatives.

1. Targeted, individualized academic counseling.
2. Individualized, differentiated instruction through IXL learning program.
3. Common formative assessments administered during Saturday workshops to drive instruction from tutors.
4. ACT-focused instruction through Cambridge curriculum.
5. Provide incentives for students who master standards in curriculum.

2 Assessment and Benchmark

Benchmark: 55% of all seniors participating in the program will score a composite of 20 or above on the ACT.

Prior to 2018-2019, the benchmark was 50%.

Prior to 2017-2018, the benchmark was 40%.

2.1 Data

Graduating Seniors in Program Scoring 20 or Above on ACT:

Academic Year	%	Benchmark met?
2015-2016	50%	Yes
2016-2017	60%	Yes
2017-2018	50%	Yes

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

We developed peer-to-peer tutoring and mentoring to encourage peer accountability for ACT Testing registration, preparation, and attendance.

This year, we will work to increase the percentage from 50% to 55%. We will do this through hosting six Saturday workshops throughout the school year that targets students' weakness. We will also utilize ACT resources to test students and assess their progress throughout the year.

3 Assessment and Benchmark

Benchmark: 85% of all seniors participating in the program will enroll in postsecondary education by the fall term after their high school graduation.

Prior to 2018-2019, the benchmark was 75%.

3.1 Data

Participants Enrolled in Post-Secondary Institution
by Fall Following High School Graduation:

Academic Year	%	Benchmark met?
2015-2016	80%	Yes
2016-2017	72%	Yes
2017-2018	81%	Yes

3.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Implemented:

- Developed peer to peer tutoring/mentoring to encourage peer accountability for ACT Testing registration, preparation, and attendance.

Develop:

- Develop an ACT-Intensive Summer Component two-weeks prior to summer testing.
- Increase exposure to STEM-focused programs and careers along with Innovation Center.
- Develop program incentives for participating in ACT Testing and achieving a composite of 20 and or making significant progress.

2017-2018:

This year, 13 out of 18 students (81%) are attending college in the fall of 2018. These students benefited from the after-school tutoring sessions, and summer enrichment program.

For the upcoming year, 2018-2019, we will begin targeted, differentiated instruction using the IXL program to improve students' weaknesses. Our goal for next year is that 85% of students will enroll in the fall.

4 Assessment and Benchmark

Benchmark: 35% of all seniors participating in the program will attend the Summer Bridge program at McNeese.

4.1 Data

Seniors Participating in Summer Bridge Program at McNeese:

Academic Year	%	Benchmark met?
2015-2016	25%	No
2016-2017	35%	Yes
2017-2018	13%	No

4.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Implemented:

- Developed peer to peer tutoring/mentoring to encourage peer accountability for ACT Testing registration, preparation, and attendance.

Develop:

- Develop an ACT-Intensive Summer Component two-weeks prior to summer testing.
- Increase exposure to STEM-focused programs and careers along with Innovation Center.
- Develop program incentives for participating in ACT testing and achieving a composite of 20 and or making significant progress.

2017-2018:

This year, we did not meet the goal of 35%. Therefore, we will make improvements by having our senior meeting in the fall to discuss admissions to McNeese, the ACCUPLACER test/ACT test, and explain the Summer Bridge Program in more detail. We will also have exit counseling in the spring of 2019 to ensure the students are prepared for enrollment regarding summer 2019.

Performance Objective 3 Administer the Upward Bound program in accordance with US Department of Education guidelines and state and University policies and procedures.

1 Assessment and Benchmark

Benchmark: Zero exceptions on US Department of Education program audits.

1.1 Data

2017-2018:

A US Department of Education audit was not conducted during the year. Therefore, there is no data to report from an audit.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

An audit was not conducted this year. Therefore, areas of improvement cannot be driven from a report from an audit. However, the office will make improvements for the 2018-2019 year regarding record keeping. Our office will follow the updated federal regulations for record keeping that includes, but is not limited to, the following procedures:

- Folders with sensitive information regarding participants will be locked in a filing cabinet.
- Records will be shredded six years after participants have graduated high school.
- Copies of requisitions, travel requests, and other items indicating grant funds were utilized will be kept in organized binders.
- The grant specialist will approve funding for operational purposes only when it falls within the regulatory guidelines.
- The grant accountant will approve the amount of money that can be spent for such purposes that the grant specialist approves.
- Annual reporting will be submitted in a timely manner and consist of all necessary components as outlined in regulations.

2 Assessment and Benchmark

Benchmark: Zero exceptions on any additional audits or program reviews conducted internally or externally throughout the year.

2.1 Data

2018-2019:

There were no audits conducted internally or externally in the Upward Bound Office. Therefore, there is no data to report from an audit.

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Improvements for recording keeping regarding the 2018-2019 year will be the same as mentioned for Benchmark 1, regarding federal audits from the U.S. Department of Education.