



Upward Bound

#8 Plan cycle - 8

Plan cycle 2023/2024

7/1/23 - 6/30/24

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: 72 eligible participants will be selected for the program.

1.1 Data

Participants Enrolled in Program:

Academic Year	#	Benchmark met?
2015-2016	72	Yes
2016-2017	78	Yes
2017-2018	80	Yes
2018-2019	80	Yes
2019-2020	75	Yes
2020-2021	73	Yes
2021-2022	73	Yes
2022-2023	75	Yes
2023-2024	76	Yes

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

We met our goal this year. Initially, we were concerned that it may be difficult to recruit students while facing a global pandemic. However, we refined our online interest form and circulated the online form on social media. Upward Bound instructors and other teachers from the school district, who help us recruit students, shared our form with parents and people in the community. We are grateful that this strategy worked. Furthermore, we plan to use this online recruitment strategy next year. If public health restrictions allow, we will also return to face-to-face recruitment presentations next year.

2020-2021:

We met our goal this year. Initially, we were concerned that it may be difficult to recruit students while facing a global pandemic. However, we refined our online interest form and circulated the online form on social media. Upward Bound instructors and other teachers from the school district, who help us recruit students, shared our form with parents and people in the community. We are grateful that this strategy worked. Furthermore, we plan to use this online recruitment strategy next year. If public health restrictions allow, we will also return to face-to-face recruitment presentations for the up and coming year.

2021-2022:

Revise:

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

Implement:

- Social Emotional wellbeing component in coordination with referral services.

We met our goal this year. Initially, we were concerned that it may be difficult to recruit students while still facing a global pandemic. However, we hosted several in-person recruitment events, refined our online interest form, circulated the online form on social media, as well as was approved to add a third target school. Upward Bound instructors and other teachers from the school district, who help us recruit students, shared our form with parents and people in the community. We are grateful that this strategy worked. Furthermore, we plan to use this online recruitment strategy and implement an online fillable application next year.

2022-2023:

Each year, we replace participants with incoming freshmen as senior participants graduate. We have increased recruit through expanding our social media presence, and by announcing our program through partnerships in the community such as churches and community organizations. We were also approved to begin serving a third target school. We will continue to evaluate recruiting strategies to develop and revise for the upcoming year to target, as well as attract the population eligible for our grant.

2023-2024:

Each year, we update our participant list with incoming freshmen as senior participants graduate. We identify, evaluate, and select participants in accordance with the United States Department of Education Upward Bound Program regulations, through recruitment events, along with referrals from throughout the community. We have continued to expand our recruitment strategies by our increasing our social media presence, and by announcing our program through partnerships in the community such as churches and community organizations. We will continue to evaluate recruiting strategies to develop and revise for the upcoming year to target, as well as attract the population eligible services. To monitor parent and student satisfaction, six surveys, assessments, and evaluations, per year (both Academic and Summer), are made available in written and electronic formats to, parents, students, and teaching staff for evaluation and analysis of program services.

2 Assessment and Benchmark

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

2.1 Data**2019-2020:****High Schools**

- LaGrange High School: 9
- Washington Marion High School: 3

Middle Schools

- Molo Middle School: 2
- Oak Park Middle School: 3
- F.K. White: 1
- S.J. Welsh: 1

2020-2021:**High Schools**

- LaGrange High School: 2
- Washington Marion High School: 1

Middle Schools

- Molo Middle School: 2
- Oak Park Middle School: 9
- F.K. White: 1

2021-2022:**High Schools**

- LaGrange High School: 2
- Lake Charles College Prep: 1
- Washington Marion High School: 2

Middle Schools

- Molo Middle School: 3
- Oak Park Middle School: 6
- F.K. White: 0
- Southwest Charter Academy: 0

- Lake Charles Charter Academy: 4

2022-2023:

High Schools

- LaGrange High School: 4
- Lake Charles College Prep: 8
- Washington Marion High School: 5

Middle Schools

- Molo Middle School: 4
- Oak Park Middle School: 1
- F.K. White:1
- Southwest Charter Academy: 2
- Lake Charles Charter Academy: 4

2023-2024:

High Schools

- LaGrange High School: 2
- Lake Charles College Prep: 4
- Washington Marion High School: 2

Middle Schools

- Molo Middle School: 1
- Oak Park Middle School:3
- F.K. White:1
- Southwest Charter Academy: 2
- Lake Charles Charter Academy: 0

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

We met our goal this year. In Fall 2019, we worked hard to recruit freshmen and sophomores to fill spots in these cohorts. We were able to add nine students from LaGrange High School and three students from Washington-Marion High School in Fall 2019. We accomplished this by visiting high schools and collaborating with school personnel. During Spring 2020, we had 14 students complete an online interest form. While 14 students completed an interest form, we were only able to add seven new students from area middle schools. We will continue recruitment of more students in the fall via online forms and social media as well as continuing to collaborate with teachers in schools. If public health policies allow, we will visit schools in the fall. Still, we will continue to use electronic forms of recruitment as a strategy.

2020-2021:

We met our goal this year. Due to Hurricanes Laura and Delta in Fall 2020, we worked hard in Spring 2020-2021 to recruit freshmen and sophomores to fill spots in these cohorts. We were able to add twelve incoming freshmen and two upperclassmen students going to LaGrange High School and one student entering Washington-Marion High School in Fall 2021. We accomplished this by visiting high schools in the Spring 2020-2021, school year, utilizing social media/ online recruiting strategies, and collaborating with school personnel. During Spring 2021, we had 20 students complete an online interest form. While 20 students completed an interest form, we were only able to add twelve new students from area middle schools. We will continue recruitment of more students in the fall via online forms and social media as well as continuing to collaborate with teachers in schools. If public health policies allow, we will visit schools in the fall. Still, we will continue to use electronic forms of recruitment as a strategy.

2021-2022:

We met our goal this year. We worked hard in Spring 2021-2022, to recruit freshmen and sophomores to fill spots in these cohorts. We were able to add 15 incoming freshmen and three upperclassmen, going to LaGrange High School and one student entering Washington-Marion High School in Fall 2022. We

accomplished this by visiting high schools in Spring 2021-2022 school year, utilizing social media/ online recruiting strategies, and collaborating with school personnel. During Spring 2022, we had 25 students complete online interest forms. While 25 students completed the interest form, we were only able to add 13 new students from area middle schools. We will continue recruitment of more students in the fall via online forms, social media, and in-person as well as continuing to collaborate with teachers in schools.

2022-2023:

We met and exceeded our goal this year. We worked hard in Spring 2022-2023 to recruit freshmen and sophomores to fill spots in these cohorts. We were able to add 11 incoming freshmen and six upperclassmen. We accomplished this by visiting high schools in the spring of 2022-2023 school year, utilizing social media/ online recruiting strategies, collaborating with school personnel, and attending community events. During Spring 2023, we had 30 students complete online/in person interest forms. While 30 students completed the interest form, we were only able to add 17 new students from area middle schools and target high schools. We also have a waiting list of currently 20 students. We will continue recruitment of more students in the fall via online forms, social media, and in-person as well as continuing to collaborate with teachers in schools.

2023-2024:

We met and exceeded our goal this year. We worked hard in the spring of 2023-2024 to recruit freshmen and sophomores to fill spots in these cohorts. We recruited seven incoming freshmen and eight upperclassmen. We accomplished this by visiting high schools in the spring of 2023-2024 school year, utilizing social media/ online recruiting strategies, collaborating with school personnel, and attending community events. During Spring 2023, we had 30 students complete online/in person interest forms. We will continue recruitment of more students in the fall via online forms, social media, recruiting events in the community, as well as continue to collaborate with teachers and schools.

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?
2017-2018	58/80	73%	Yes
2018-2019	62/80	78%	Yes
2019-2020	62/75	83%	Yes
2020-2021	57/73	78%	Yes
2021-2022	63/75	84%	Yes
2022-2023	72/72	100%	Yes
2023-2024	72/76	95%	Yes

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

We met our goal this year. Per federal guidelines 2/3 or more of our students must be low-income and a potential first-generation college students. Due to screening of applicants via an online interest form, we can target this population better. We plan to continue using the interest form (online and paper version) as a screening tool, yet we still try to serve other students as allowed by federal guidelines.

2020-2021:

We met our goal this year. Per federal guidelines 2/3 or more of our students must be low-income and a potential first-generation college students. Due to screening of applicants via an online interest form, we can target this population better. We plan to continue using the interest form (online and paper version) as a screening tool, yet we still try to serve other students as allowed by federal guidelines.

2021-2022:

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2023-2024:

We met our goal this year. Per federal guidelines 2/3 or more of our students must be low-income and a potential first-generation college students. Due to screening of applicants via an online interest form, we can target this population better. We plan to continue using the interest form (online and paper version) as a screening tool, yet we still try to serve other students as allowed by federal guidelines.

4 Assessment and Benchmark

Benchmark: On the survey for parents of Upward Bound program participants, score satisfactory or above on all survey items for at least 80% of responses.

Prior to 2019-2020, then benchmark was to score at least 4.00 (agree/satisfied) on all items listed.

4.1 Data

Academic Year	Response Rate	
	#	%
2018-2019	8/80	10%
2019-2020	34/75	45%
2020-2021	25/73	34%
2021-2022	40/75	53%
2022-2023	42/75	56%
2023-2024	56/76	74%

Parental Survey Results:

Response Item	Academic Year Ending						
	2017	2018	2019	2020	2021	2022	2023
Overall the UB Summer Program is helpful	5.00	—	4.50	4.50	4.50	5.00	5.00
Overall the UB After-School Program is helpful	5.00	—	3.75	3.75	3.75	4.00	4.00
The UB staff is genuinely concerned about my child's success	5.00	—	4.50	4.50	5.00	5.00	5.00
The information I receive from UB is helpful	5.00	—	4.75	4.75	5.00	5.00	5.00
My child's grades have improved because of UB	5.00	—	3.25	3.25	4.75	4.50	5.00
My child's character and conduct has improved because of UB	4.50	—	4.00	4.00	4.75	4.75	4.75
My child is more likely to complete high school because of UB	5.00	—	3.50	3.50	5.00	5.00	5.00
My child is more likely to attend college because of UB	5.00	—	4.25	4.25	4.50	4.50	5.00

My child is more likely to successfully complete college because of UB	5.00	—	4.00	4.00	4.00	4.50	4.75
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Response Item	Academic Year Ending						
	2024	2025	2026	2027	2028	2029	2030
Overall the UB Summer Program is helpful	5						
Overall the UB After-School Program is helpful	5						
The UB staff is genuinely concerned about my child's success	5						
The information I receive from UB is helpful	5						
My child's grades have improved because of UB	5						
My child's character and conduct has improved because of UB	5						
My child is more likely to complete high school because of UB	5						
My child is more likely to attend college because of UB	5						
My child is more likely to successfully complete college because of UB	5						

Parental Survey Results (New Survey Instrument) - Percentage Indicating Satisfactory or Above:

Response Item	Academic Year Ending			
	2020	2021	2022	2023
Overall the UB Summer Program is helpful.	94%	94%	93%	95%
The staff is genuinely concerned about my child's academic future.	94%	94%	95%	95%
The information I received helped me understand financial resources available to pay for college.	64%	64%	66%	67%
My child learned about college expectations that will help him or her navigate and persist through college until graduation.	74%	74%	72%	76%
My child is motivated to obtain a 4-year degree and finish within six years.	85%	85%	83%	84%
My child receives assistance with admissions and/or financial aid information when he/she needs it.	55%	55%	57%	60%
When my child attends academic tutorials or the summer academy, he/she receives adequate support.	85%	85%	88%	89%
When my child attends college tours, cultural events, workshops and /or community service events, he/she learns more about how to become a well-rounded college student.	74%	74%	76%	80%

Response Item	Academic Year Ending			
	2024	2025	2026	2027
Overall the UB Summer Program is helpful.	100%			
The staff is genuinely concerned about my child's academic future.	100%			
The information I received helped me understand financial resources available to pay for college.	93%			

My child learned about college expectations that will help him or her navigate and persist through college until graduation.	100%			
My child is motivated to obtain a 4-year degree and finish within six years.	86%			
My child receives assistance with admissions and/or financial aid information when he/she needs it.	86%			
When my child attends academic tutorials or the summer academy, he/she receives adequate support.	100%			
When my child attends college tours, cultural events, workshops and /or community service events, he/she learns more about how to become a well-rounded college student.	100%			

4.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

We did not meet our goal this year. For parent responses, four survey items scored below 80%. When analyzing these categories, we have new participants who have not had services related to the items. These items reflect college admissions, financial aid resources, and some experiences in UB that are voluntary for participants. For example, most of our freshman and sophomores participants have not had exposure to information concerning financial aid and college admissions. They currently receive general information about these areas. Juniors and seniors receive more specific information concerning financial aid and admissions processes. However, we spend most of participants' senior year discussing financial aid and college admissions in parental workshops. We can do more to start targeted discussions with freshmen and sophomores.

Regarding experiences in Upward Bound, we plan to be more explicit about what activities each participant needs to take part concerning their interests and goals after high school. This year, we are revamping our advising structure to be more student centered. This should also make improvements toward participants satisfaction.

2020-2021:

2021-2022:

We did not meet our goal this year. For parent responses, four survey items scored below 80%. When analyzing these categories, we have new participants who have not had services related to the items. These items reflect college admissions, financial aid resources, and some experiences in UB that are voluntary for participants. For example, most of our freshman and sophomores participants have not had exposure to information concerning financial aid and college admissions. They currently receive general information about these areas. Juniors and seniors receive more specific information concerning financial aid and admissions processes. However, we spend most of participants' senior year discussing financial aid and college admissions in parental workshops. We can do more to start targeted discussions with freshmen and sophomores.

Regarding experiences in Upward Bound, we plan to be more explicit about what activities each participant needs to take part concerning their interests and goals after high school. This year, we are revamping our advising and program structure to be more student centered. This should also make improvements toward participants satisfaction.

2022-2023:

We did not meet our goal this year but have improved in overall percentages. For parent responses, four survey items scored below 80%. When analyzing these categories, we have new participants who have not had services related to the items. These items reflect college admissions, financial aid resources, and some experiences in UB that are voluntary for participants. For example, most of our freshman and sophomores participants have not had exposure to information concerning financial aid and college admissions. They currently receive general information about these areas. Juniors and seniors receive more specific information concerning financial aid and admissions processes. However, we spend most of participants' senior year discussing financial aid and college admissions in parental workshops. We can do

more to start targeted discussions with freshmen and sophomores.

Regarding experiences in Upward Bound, we were more intentional about what activities each participant needed to take part concerning their interests and goals after high school. This year will continue being more targeted in advising and being more student centered. This should also continue to improve participants/ parent satisfaction and knowledge.

2023-2024:

We met our goal this year. New participants, that entered during the 2024 Summer Component, were given the opportunity take sign up for an elective that covered college admissions, financial aid resources, and other college readiness resources.

Regarding experiences in Upward Bound, we were more intentional about what activities each participant needed to take part in concerning their interests and goals after high school. This year will continue being more targeted in advising and being more student centered. This should also continue to improve participants/ parent satisfaction and knowledge.

[Upward Bound Parent Survey 2019-2020 \(Xitracs\)](#) [XLSX 26 KB 7/8/20]

5 Assessment and Benchmark

Benchmark: On the survey for seniors participating in the Upward Bound program, score satisfactory or above on all survey items for at least 80% of responses.

Prior to 2019-2020, the benchmark was to score at least 4.00 (agree/satisfied) on all items listed.

5.1 Data

Academic Year	Response Rate	
	#	%
2019-2020	75	49%
2020-2021	—	—
2021-2022	17	53%
2022-2023	13	62%
2023-2024	11	85%

Participant Survey Results - Percentage of Participants Indicating Satisfactory or Above:

Response Item	Academic Year Ending			
	2020	2021	2022	2023
Overall, the UB program was helpful.	81%	—	85%	88%
The staff was genuinely concerned about my academic future.	92%	—	90%	92%
The information I received helped me understand financial resources available to pay for college.	70%	—	71%	75%
I learned about college expectations that will help me navigate and persist through college until graduation.	92%	—	90%	90%
I am motivated to obtain a four-year degree and finish within six years.	89%	—	88%	88%
I received assistance with admissions and/or financial aid information when I needed it.	62%	—	72%	75%
When I attended academic tutorials or the summer academy, I received adequate support.	86%	—	84%	88%
When I attended college tours, cultural events, workshops, and/or community service events, I learned more about how to become a well-rounded college student.	78%	—	80%	86%

Response Item	Academic Year Ending			
	2024	2025	2026	2027
Overall, the UB program was helpful.	100%			
The staff was genuinely concerned about my academic future.	100%			
The information I received helped me understand financial resources available to pay for college.	73%			
I learned about college expectations that will help me navigate and persist through college until graduation.	82%			
I am motivated to obtain a four-year degree and finish within six years.	64%			
I received assistance with admissions and/or financial aid information when I needed it.	73%			
When I attended academic tutorials or the summer academy, I received adequate support.	82%			
When I attended college tours, cultural events, workshops, and/or community service events, I learned more about how to become a well-rounded college student.	82%			

[UB 2020 High School Graduate Exit Survey \(2\)](#) [XLSX 22 KB 7/8/20]

[Upward Bound Participant Survey 9th-12th Grade \(1\)](#) [XLSX 30 KB 7/8/20]

5.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

Interestingly, the results of the participant survey are reflected of improvement areas from the parent survey. We did not meet our goal of 80% satisfactory on each item. There are three categories that need work. Obviously our participants would like more information catered to financial aid and college admissions. Senior participants receive a lot of information regarding college admissions and financial aid options. However, we need to begin this discussion in earlier cohorts. When it comes to experiences of participants, we will begin to advise each participant on experiences with which they should take part regarding our services to address the needs they have. As mentioned in the previous analysis for improvement, we are revamping our advising form to be more student-centered, and we will develop plans of support for each student.

Other open-ended responses on the survey that are not reflected in the table show that students benefit most from the summer academy, speakers, and college tours. Due to COVID-19, we were unable to travel this summer. However, we have been offering virtual tours through our College Planning course. Additionally, we have had speakers talk to participants via Zoom conferences.

2020-2021:

We provided a program survey for all students in program. However, due to the historic flooding in May, which caused us to be out of our assigned building, we oversighted surveying our seniors. We will provide an update on this data in the coming months.

2021-2022:

The results of the participant survey are improvements to that of the parent survey. We did not meet our goal of 80% satisfactory on each item. There are three categories that need work. Obviously our participants would like more information catered to financial aid and college admissions. Senior participants receive a lot of information regarding college admissions and financial aid options. However, we need to begin this discussion in earlier cohorts. When it comes to experiences of participants, we will begin to advise each participant on experiences with which they should take part regarding our services to address the needs they have. As mentioned in the previous analysis for improvement, we are revamping our advising and program to be even more student-centered, and we will develop plans of support that better

addresses the needs of each student.

2022-2023:

The results of the participant survey are improvements to that of the parent survey. We did not meet our goal of 80% satisfactory on each item. There are two categories that need work. Obviously our participants would like more information catered to financial aid and college admissions. Senior participants receive a lot of information regarding college admissions and financial aid options through our hosting of two in depth, face-to-face financial aid and college admissions workshops. Also, we have incorporated this discussion in earlier cohorts during our summer academy and weekly engagement with participants.

2023-2024:

We did not meet our goal of 80% satisfactory on three items. Obviously our participants would like more information catered to financial aid/ resources and college admissions, as well as obtaining a college degree. Senior participants receive a lot of information regarding college admissions and financial aid options through our hosting of two in depth, face-to-face financial aid and college admissions workshops. Also, we have incorporated this discussion in earlier cohorts during our summer academy and weekly engagement with participants, along with financial literacy workshops. The Upward Bound Program focuses on and provides guidance/ resources on college completion for both the two and /or four year degree. We will increase consistency of information provided regarding degree completion.

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?
2018-2019	20/20	100%	Yes
2019-2020	—	—	—
2020-2021	16/17	94%	Yes
2021-2022	13/13	100%	Yes
2022-2023	15/15	100%	Yes
2023-2024	13/13	100%	Yes

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

We are not able to report standardized testing data for the current year because such information is not made available to our office until the fall semester.

Note: Due to the pandemic and the fact that students were let out of school in March 2020, many students may not have standardized test scores to report on for next year. Standardized assessments were not administered in Spring 2020.

2020-2021:

We met our goal for students who passed their end-of-course exams for and the pass rate was 94% for senior participants (16 out of 17).

This year we implemented more counseling and implemented the Method Prep (ACT) Learning program which is individualized instruction for students. We also implemented other initiatives in our online workshops, to motivate students to perform well. Although we met our goal at 94%, we will not revise the benchmark since it is one of the objectives in the grant proposal that we must meet each year to keep the

grant.

2021-2022:

We met our goal for students who passed their end-of-course exams for and the pass rate was 100% for senior participants (13 out of 13).

This year we implemented more targeted counseling and continued with the Method Prep, an (ACT) Learning program which is individualized instruction for students. We also implemented other initiatives in our online & face to face workshops, to motivate students to perform well. Although we met our goal at 100%, we will not revise the benchmark since it is one of the objectives in the grant proposal that we must meet each year to keep the grant.

2022-2023:

We met our goal for students who passed their end-of-course exams for and the pass rate was 100% for senior participants (15 out of 15).

This year we implemented more targeted counseling and reimplemented IXL (ACT) preparation, which is targeted instruction for students. We also implemented other test help strategies in our face to face workshops, to motivate students to perform well. Although we met our goal at 100%, we will not revise the benchmark since it is one of the objectives in the grant proposal that we must meet each year to keep the grant.

2023-2024:

We met our goal for students who passed their end-of-course exams and the pass rate was 100% for senior participants (13 out of 13).

This year we continued be more targeted in academic counseling and in our virtual tutoring platform, IXL focusing on (ACT) preparation and areas of need for our students. We also increased other test help strategies in our face-to face workshops to strengthen students in content areas and aid them in test taking strategies. Although we met our goal at 100%, we will not revise the benchmark since it is one of the objectives in the grant proposal that we must meet each year to keep the grant.

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?
2018-2019	8/21	38%	No
2019-2020	8/15	53%	No
2020-2021	8/17	47%	No
2021-2022	1/13	7%	No
2022-2023	6/15	40%	No
2023-2024	6/13	47%	No

2.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

While we were 2% shy of our goal, we did increase the percentage of seniors who scored 20 or higher by 15%. Our seniors worked hard this year on academic preparedness for the ACT assessment. Furthermore, we had several students in dual enrollment which contributed to their academic growth. Students had the option to have face-to-face tutorials this year as well as the online tutorial platform.

We would like to help more of our seniors qualify for TOPS. We plan to help them by being more strategic about having more ACT prep incorporated into tutorials. We plan to implement a program called Method Test Prep to target skills to improve ACT scores.

2020-2021:

Due to Hurricanes Laura and Delta, many of our students were displaced which caused them to attend school through the virtual classroom. There were many adjustments to the school year. However, our seniors worked hard this year on academic preparedness for the ACT assessment. Furthermore, we had several students in dual enrollment, by the Spring 2021 semester, which helped to contribute to their academic growth. Due to the pandemic, students had participated in the online tutorial platform.

We would like to help more of our seniors qualify for TOPS. We plan to help them by being more strategic about having more ACT prep incorporated into tutorials. The Method Test Prep platform helps to target skills that will improve ACT scores.

2021-2022:

Since students typically stop taking the ACT in the spring of their senior year, we do have current data for this benchmark. For 2021-2022, unfortunately, we did not meet our benchmark of 55%. Only 1 of 13 seniors scored a 20 or higher (7%).

While we feel students are able to successfully pass end-of-course tests, the ACT has been a challenge. We will implement strategies to help students with timing and pacing for the test along with Saturday in-person ACT Prep classes. In addition, we will use structured tutoring to target gaps in knowledge. This summer, Cambridge ACT materials were used to help with scores. However, we will not know the results of utilizing those resources until next year. Based on current data, math scores are lower than scores from English and reading. We plan on targeting students' weakest areas for improvement.

2022-2023:

Since students typically stop taking the ACT in the spring of their senior year, we do have current data for this benchmark. For 22-23, unfortunately, we did not meet our benchmark of 55%, compared to 21-22 we have increased with six of 15 seniors scoring a 20 or higher (40%).

While we have increased in this objective, we feel students are able to successfully pass end-of-course tests, the ACT has been a challenge. However, we will continue to implement strategies (targeted test prep/strategies workshops) to help students with timing and pacing for the test along with Saturday in-person ACT Prep classes. In addition, we will use structured tutoring to target gaps in knowledge. This summer, Cambridge ACT materials will be used to help with increase understanding and scores. However, we will not know the results of utilizing those resources until next year. Based on current data, math scores are lower than scores from English and reading.

2023-2024:

Although, we did not meet our benchmark of 55%, compared to 2022-2023 we have increased by 7%, among students that have scored a 20 or higher (47%).

While we have increased in this objective, we feel students are able to successfully pass end-of-course tests, the ACT has been a challenge. However, we will continue to implement strategies (targeted test prep/strategies workshops) to help students with timing and pacing for the test along with Saturday in-person ACT Prep classes. In addition, we will use structured tutoring to target gaps in knowledge. This summer, math and English instructors focused on ACT test content to increase understanding of concepts and materials.

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?
2018-2019	20/21	95%	Yes
2019-2020	14/15	93%	Yes
2020-2021	11/17	65%	Yes
2021-2022	11/13	84%	Yes
2022-2023	13/15	86%	Yes
2023-2024	12/13	92%	Yes

3.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

We met our goal this year. Upward Bound staff were diligent about fostering ongoing communication with seniors. Also, many seniors had qualified for dual enrollment, which boosted their confidence to continue post-secondary education. We implemented a senior binder to help students learn college expectations concerning choosing a major, budgeting, organizational skills, and navigating a college institution. We hope to continue this through our online learning system as a modular course in the upcoming academic year.

2020-2021:

We met our goal this year. Upward Bound staff were diligent about fostering ongoing communication with seniors. We implemented a senior binder to help students learn college expectations concerning choosing a major, budgeting, organizational skills, and navigating a college institution. We hope to continue this through our online learning system as a modular course in the upcoming academic year.

2021-2022:

We met our goal this year. Upward Bound staff were diligent about fostering ongoing communication with seniors.

At the moment, 84% (11 of 13) of senior participants have been accepted to a school and plan to enroll in Fall 2022. We believe this has been successful because of the content and delivery of information in our parent workshops. We host one workshop in the fall and one workshop in the spring. In addition, many students have understood the ways to be accepted into college via alternative tests such as the ACCUPLACER.

Since this goal is such an important objective on the grant proposal, it will not be revised as it is the goal we must meet to keep our grant.

2022-2023:

We met our goal this year. Upward Bound staff were diligent about fostering ongoing communication with seniors.

At the moment, 86% (13 of 15) of senior participants have been accepted to a school and plan to begin classes in the fall of 2023. We believe this has been successful because of the content and delivery of information in our parent workshops and one-on-one advising. We hosted two financial aid & college admissions workshops, one in the fall semester and one in the spring semester. In addition, many students have understood the ways to be accepted into college via alternative tests such as the ACCUPLACER and open enrollment alternatives.

Since this goal is such an important objective on the grant proposal, it will not be revised as it is the goal we must meet to keep our grant.

2023-2024:

We met our goal this year. Upward Bound staff were diligent about fostering ongoing communication with seniors.

At the moment, 92% (12 of 13) of senior participants have been accepted to a school and plan to begin classes in Fall 2024. We believe this has been successful because of the content and delivery of information in our parent workshops and one-on-one advising. We hosted two financial aid & college admissions workshops, one in the fall semester and one in the spring semester. In addition, many students have understood the ways to be accepted into college via alternative tests such as the ACCUPLACER and open enrollment alternatives.

Since this goal is such an important objective on the grant proposal, it will not be revised as it is the goal we must meet to keep our grant.

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?
2018-2019	6/21	29%	No
2019-2020	5/15	33%	No
2020-2021	5/17	29%	No
2021-2022	3/13	30%	No
2022-2023	5/15	33%	No
2023-2024	5/13	38.5%	Yes

4.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

This year one-third of our graduating seniors participated in Summer Bridge. Four out of five of these students were dual enrollment students. Over the past couple years, it seems dual enrollment is a good indicator of who may participate in Summer Bridge. Our hope is that we can increase participation in dual enrollment to boost participation in Summer Bridge. More students applied to McNeese, but the timing was late. Many of them did not have time to take the ACCUPLACER test prior to the registration deadline.

2020-2021:

All five students that participated in the Summer Bridge Program were dual enrollment students. Over the past couple years, it seems dual enrollment is a good indicator of who may participate in Summer Bridge. Our hope is that we can increase participation in dual enrollment to boost participation in Summer Bridge.

2021-2022:

All three students that participated in the Summer Bridge Program were dual enrollment students. Over the past couple years, it seems dual enrollment is a good indicator of who may participate in Summer Bridge. Our hope is that we can increase participation in dual enrollment to boost participation in Summer Bridge.

2022-2023:

Although we increased the percentage of bridge students to 33% (5 out of 15), we did not meet the goal of 35%. Our more targeted exit counseling, workshops, and follow up this year were truly helpful. There were four more students who qualified for bridge but chose not to participate. As a result, we will encourage students to participate in Summer Bridge by offering more opportunities for students to interact with McNeese faculty, staff, and students. This will be executed in the form of presentations from McNeese representatives to provide information about the benefits of bridging to students.

2023-2024:

We increased the percentage of bridge students to 38.5% exceeding our goal by 3.5%. Our more targeted exit counseling, workshops, and follow up this year were truly helpful. We will continue to encourage students to participate in Summer Bridge by offering more opportunities for students to interact with McNeese faculty, staff, and students. This will be executed in the form of presentations from McNeese representatives to provide information about the benefits of bridging to students.

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 audits or program reviews that may be conducted internally or externally in the project year.

Prior to 2019-2020, the benchmark was zero exceptions on US Department of Education program audits.

1.1 Data

2018-2019:

An audit was not conducted by the U.S. Department of Education. However, the Upward Bound staff is hiring a consultant to conduct a mock visit to provide feedback regarding how we would perform in case a true audit were to occur.

2019-2020:

In January 2020, an Upward Bound consultant was hired to evaluate the program to help the staff make improvements. There was no evidence of an external program evaluation with the previous two directors. Although this was not a formal audit, result of the mock audit revealed some positive aspects of the program as well as improvement areas.

Positive Comments:

- Strong collaboration and persistence among Upward Bound staff
- Collaboration with other offices with the university
- Documentation regarding expenditures and budget management from business office

Improvement Areas:

- More assistance from accounting office to help with budget reconciliation
- Signage near entry of building that indicates where Upward Bound is located
- Organization of participant files to be more identical
- Organization of program files to be more easily accessible
- More use and implementation of Blumen (online subscription to house Upward Bound Data)

2020-2021:

An audit was not conducted by the U.S. Department of Education. However, the Upward Bound staff corresponds with a consultant to help keep us on track regarding how we would perform in case a true audit occurs.

2021-2022:

An audit was not conducted by the U.S. Department of Education. However, the Upward Bound staff corresponds with a consultant through the US Department of Education to help keep us on track regarding how we would perform in case a true audit occurred.

2022-2023:

At this point an audit was not conducted by the U.S. Department of Education. However, the Upward Bound staff corresponds with a consultant through the US Department of Education to help keep us on track regarding how we would perform in case a true audit occurred.

2023-2024:

At this point an audit was not conducted by the U.S. Department of Education. However, the Upward Bound

staff corresponds with a consultant through the US Department of Education and institutional/ state yearly auditing to help keep us on track regarding how we would perform in case a true DOE audit occurred.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2019-2020:

Since Upward Bound hired a professional consultant to evaluate the program, information from the mock audit will be used to drive improvements regarding participant files, budget reconciliation, and organization of program files.

Beginning in the next project year, a budget reconciliation binder will be used and the accounting office will provide necessary documents to the director for assistance with budget reconciliation.

The director and academic coordinator will collaborate to review all participant files and reorganize folders as necessary to ensure information and checklists are visible, complete, and in the same sequence.

Binders have already been created to house travel documents, signatures for workshops and services, and other key program information that a federal site visitor may request. Before, this was housed in folders. In the past Blumen has only been used to send the APR to the federal government. Other documentation have been kept in folders. Since the mock visit, we have been using Blumen as an electronic form to reflect other forms of documentation such as services, tutorials, workshops, and other events. In Fall 2020, we will fully implement Blumen to reflect all our program operations and contacts with participants. This will make it easier to complete the APR we send to the federal government.

2020-2021:

The office will continue to make improvements for the 2021-2022 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.

2021-2022:

The office will continue to make improvements for the 2022-2023 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.
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- Annual reporting will be submitted in a timely manner and consist of all necessary components as outlined in regulation

2022-2023:

The office will continue to make improvements for the 2023-2024 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 regulation.

2023-2024:

The office will continue to make improvements for the 2024-2025 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 regulation.