

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	78	Yes
2017-2018	80	Yes
2018-2019	80	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 to 80 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.

2018-2019:

Each year, we replace participants with incoming freshmen as senior participants graduate. We purchased new marketing materials, and we have been announcing our program through partnerships in the community such as churches and community leaders. This is a strategy we will develop and revise for the upcoming year to target the population eligible for our grant.

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

2018-2019:

High Schools

- LaGrange High School: 4
- Washington Marion High School: 4

Middle Schools

- Molo Middle School: 1
- Oak Park Middle School: 7
- F.K. White: 0
- S.J. Welsh: 1

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.

2018-2019:

Since 16 students graduated from high school in 17-18, we have recruited a total of 17 students. Therefore, we exceeded our goal of recruiting 10. While we could increase the goal, our budget will only allow to serve a particular range of students. We cannot serve more than 90 students.

We have implemented recruitment strategies that include building partnerships with school counselors, school teachers, and members of community organizations.

Next year, we will form a more structured plan to reach community leaders because we have observed a stronger response from families who interact with certain programs for disadvantaged than if we were to remain using schools as our primary form of recruiting.

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

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 73%. Due to grant regulations, as long as 2/3 of students are low income and first-generation, then we have satisfied federal requirements.

2018-2019:

This year we served first-generation and low-income students who make up 78% of our participants. The way we plan to monitor this progress is through careful screening of participant applications regarding parents' education and financial information that is submitted as part of the application. We are required to report this annually to the federal government and monitor the process to ensure 2/3 of the applicants meet this requirement.

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

Academic Year	Response Rate	
	#	%
2018-2019	8/80	10%

Parental Survey Results:

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

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.

2018-2019:

We did not meet our goal for each item on the survey. Parents indicated areas of improvement are the after-school sessions, increased likelihood to complete high school, and grade improvement.

Often times, students come to us with good GPAs, and they are already on the rigorous core four pathway to prepare them for college. Therefore, I understand why some parents do not believe it increased the likelihood of their student graduating high school. They are already beyond that idea and hoping we help their child with college entry. Also, this may also explain why they do not believe we were instrumental in improving grades. Many students do not need

after-school tutorial as much as others, especially if they already have good GPAs. Often times, the needs are social skills, life skills, and navigating college.

As a result of this survey, we will concentrate more on the participation aspect of each student to ensure they have participated in such a way that they are truly benefiting from the program. While we monitor attendance, we will take a closer look on how increased participation affects students.

5 Assessment and Benchmark

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

[Weblinks to Surveys on Survey Monkey](#) [DOCX 11 KB 6/24/19]

5.1 Data

Academic Year	Response Rate	
	#	%
2018-2019	14/80	18

Program Participant Survey Results:

Response Item	Academic Year Ending		
	2017	2018	2019
Overall the UB Summer Program is helpful.	5.00	n/a	4.09
Overall the UB After-School Program is helpful.	5.00	n/a	3.91
The UB staff is genuinely concerned about my success.	5.00	n/a	4.45
The information I receive from UB is helpful.	5.00	n/a	4.55
My grades have improved because of UB.	5.00	n/a	3.18
My character and conduct have improved because of UB.	5.00	n/a	3.36
I am more likely to complete high school because of UB.	5.00	n/a	4.09
I am more likely to attend college because of UB.	5.00	n/a	4.18
I am more likely to successfully complete college because of UB.	5.00	n/a	4.00

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.

2018-2019:

I have been the director of Upward Bound for one year now, and we have implemented many changes to meet goals. However, we did not meet our goals with three of the survey items. We administered the survey to all of our participants. There are several factors at play regarding improvement of grades, after-school tutorials, and whether the program is overall helpful.

First, all applicants who join have different needs. Everyone does not need help with academics. Many students come with a satisfactory GPA which is a requirement of eligibility. More often than not, they need help with social skills, leadership skills, financial aid, and college admissions. Therefore, an improvement of grades may not apply to some students.

Also, after-school tutorials are only beneficial if participants attend each week. Many participants do not attend after-school tutorial as often as necessary. Therefore, some of this is on the accountability of participant. Also, if the students are making good grades and do not need help, then the after-school tutorial would not be helpful for this group either.

The question regarding whether their character has improved also depends on the length of time they have been in the program and if they attended the workshops pertaining to character development.

While I believe this survey gave good feedback, I believe it raised more questions than answers. The previous director used this survey, and this was my first time using it. I believe it is more appropriate to administer to seniors who are exiting the program rather than all participants. We will strive to improve after-school tutorials by providing staff development for teachers regarding students' needs. However, we will do a senior exit survey next year. This way, we will know our seniors will have interacted with all parts of the program throughout the four years they were in it. Also, there will be questions related to the length they were in the program and participation to give a better picture of who is impacted and how.

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	19/20	95%	Yes
2016-2017	17/18	94%	Yes
2017-2018	16/16	100%	Yes
2018-2019		Will report next year	

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.

2018-2019:

We are not able to report on 18-19 since our reporting is a year behind due to the time it takes to retrieve such information from our target schools. However, we met our goal for students who passed their end-of-course exams for 17-18, and the pass rate was 100% for senior participants (16 out of 16).

This year we implemented more counseling and implemented the IXL learning program which is individualized instruction for students. We also implemented other initiatives in our 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.

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	10/20	50%	Yes
2016-2017	11/18	61%	Yes
2017-2018	8/16	50%	Yes
2018-2019	8/21	38%	No

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.

2018-2019:

Since students typically stop taking the ACT in the spring of their senior year, we do have current data for this benchmark. For 18-19, unfortunately, we did not meet our benchmark of 55%. Only 8 of 21 seniors scored a 20 or higher (38%).

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. 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.

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:

			Benchmark
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Academic Year	#	%	met?
2015-2016	16/20	80%	Yes
2016-2017	13/18	72%	Yes
2017-2018	13/16	81%	Yes
2018-2019	20/21	95%	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.

2018-2019:

At the moment, 95% (20 of 21) of senior participants have been accepted to a school and plan to enroll in the fall of 2019. We believe this has been successful because of the content and delivery of information in our parent workshops. We host 1 workshop in the fall and 1 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.

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	5/20	25%	No
2016-2017	6/18	33%	Yes
2017-2018	2/16	13%	No
2018-2019	6/21	29%	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.

2018-2019:

Although we basically doubled the percentage of bridge students by increasing the percentage to 29% (6 out of 21) , we did not meet the goal of 35%. The exit counseling and workshops implemented this year were truly helpful. There were more students who qualified for bridge who 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 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 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.

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 occurred.

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.

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 occurred.

2 Assessment and Benchmark

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

2.1 Data

2017-2018:

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

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 occurred.

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.

2018-2019:

Since we plan to have a mock visit, the feedback from the visit will help us improve record keeping in case of an audit.