

ANNUAL REPORT 2015-2016

Early Outreach and Support Programs

TRiO

Upward Bound Projects



A Division of Student Affairs
California State University, Chico

TRIO/UPWARD BOUND PROJECTS

Note: Upward Bound is a TRIO program funded by the United States Department of Education to provide academic support services to low-income, first generation college bound high school students. The mission statement and program goals (objectives in the U.S. Department of Education framework) are specified by federal regulations and policies and cannot be altered without approval from a program officer at the U.S. Department of Education.

I. Mission Statement

The mission of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Department Goals (Performance Objectives required by the U.S. Department of Education)

1. **Academic Performance Grade Point Average (GPA):** 75% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
2. **Academic Performance Test:** 65% of UB seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.
3. **Secondary School Retention and Graduation:** 85% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
4. **Secondary School Graduation:** 65% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate that year with a regular secondary school diploma.
5. **Postsecondary Enrollment:** 80% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately after high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).

6. **Postsecondary Completion:** 60% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance but deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.

*The date of **last review** was December 2015.*

II. Departmental Accomplishments

- Awarded a Workforce Innovation and Opportunity Act Grant.
- Developed summer programs for elementary aged children in Chico.
- Hosted the 15th annual Upward Bound Graduation Ceremony.
- Introduced the Online Tutoring Program at Oroville High School – The introduction of the Upward Bound classroom and online tutoring program at Lindhurst High School proved to be so beneficial, that we replicated it at Oroville High School in the 2015-2016 year. School administrators kindly designated a classroom specifically for our students, where they were able to seek out subject specific tutoring. Laptops and tablets were utilized to connect with their tutors via an online method and an Upward Bound staff member staffed the room on a daily basis throughout the school year. Nearly 30 students accessed Upward Bound services each week. Test preparation (SAT) workshops were also offered during the spring semester to Oroville HS students not in Upward Bound, but interested in improving their SAT scores.
- Celebrated the 50th Anniversary of the CSU, Chico Upward Bound Program – More than 200 CSU, Chico Upward Bound alumni gathered at the Bell Memorial Union on September 19, 2015 to celebrate the program's 50 years of successfully helping students transition to college. Former Director Dave Ferguson, who led the program for nearly thirty years, kicked off the evening's program. Many spent the night reminiscing with old friends and browsing through the program's many photo albums. The gathering also served as a fundraiser for the Amy Kee scholarship, an annual award available to Upward Bound graduating high school seniors.
- Partnered with Study Smart Tutors, Inc. to provide test preparation workshops – More than 220 Upward Bound students participating in the 2015 summer program took part in a three-hour SAT test preparation workshop. Qualified instructors from Study Smart Tutors, Inc. provided students with useful strategies that lead to higher test scores and subsequently more college options for our students. Student feedback was positive, with many students requesting we continue this workshop in the future. Study Smart Tutors, Inc. will return in 2016 and offer SAT and ACT workshops for all Upward Bound summer program participants.

Highlights:

- **Awarded a Workforce Innovation and Opportunity Act (WIOA) Grant**
– Upward Bound was successful in securing a three-year, \$141,000 grant from the U.S. Department of Labor that allows participants to receive work experience wages while participating in the summer program. WIOA funds support Upward Bound's efforts in providing quality services for youth that begin with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminate with enrollment in postsecondary education. Each qualifying Upward Bound participant is strategically placed in a local business, non-profit agency, local government office or campus workplace and receives valuable job skills for a six-week period. Students also take part in an informative career fair that brings in professionals from various industry sectors and allows them to ask questions and familiarize themselves with the many professions that may be of interest to them. This grant is of great benefit for our students because many leave jobs behind, so this opportunity allows them to earn wages and prepare for college while attending the summer program.
- **Developed summer programs for elementary aged children in Chico**
– Created as a way to enhance the career component of the summer program, Upward Bound developed educational camps for elementary aged children from low income backgrounds in Chico. Upward Bound students, together with a supervisor, developed a six-week curriculum for various sites within the city that included science experiments, math activities and daily reading exercises. These students partnered with the Community Housing Improvement Program (CHIP) to offer summer camps at Murphy Commons and La Vista Verde, two low-income housing units in Chico. Other Upward Bound students reached out to Citrus Elementary School and Harvest Park Apartments and held similar programs. These partnerships were a great success because it allowed our students to give back to their community and gain great skills in the process. The more than 60 children who joined in these camps took part in activities that ranged from constructing volcanoes, growing plants and discovering the many layers of the earth.
- **Hosted the 15th Annual Upward Bound Graduation Ceremony** – The Upward Bound graduating class of 2016 was recognized for successfully completing the Upward Bound program and graduating from high school. The 109 graduates listened intently to King Xiong, a former CSU, Chico Upward Bound student and recent UC Berkeley graduate. King's keynote address focused on providing the graduates with tools that would ensure their success in college. He emphasized the importance of finding

mentors and groups that would enrich their college experience, but reminded them to always stay connected with their community of origin. Five special graduates were awarded the Amy Kee and Upward Bound Alumni Association Scholarships during the evening's ceremony. Ninety eight percent of the graduates will attend college in the fall with forty of the 109 graduates attending CSU, Chico.

Diversity Efforts:

- Increase diversity of students from certain target schools – Most of the 18 target schools that we partner with recruit a diverse group of students to our program. We did, however, have two schools where only one ethnic group was represented in the students we served. It became a point of confusion as students informed us they assumed only students from minority backgrounds could apply to our program, which is absolutely not the case. We have reached out to various student groups at those schools and have worked diligently with teachers, counselors and administrators to inform them that ethnicity is not a factor in selection. We have successfully admitted students from other ethnic backgrounds for the 2016-2017 academic year from those schools and hope to continue that trend.
- Create recruitment video representative of our diverse students and staff – In October of 2015, we debuted a new recruitment video that depicts the diversity within our program. Female and male students from various schools and ethnic backgrounds share their firsthand experience with the program. This recruitment video, along with other recruitment materials has been distributed to all partner high school counselors and used during recruitment visits.

III. Changes in Policies and Procedures

- **Tutoring Services** – Since the inception of the program, Upward Bound has provided in person tutoring services at each high school. Students have connected with their tutor during class, lunch or afterschool. It has become increasingly difficult to continue this practice because students are losing valuable class time, and it has become very costly to compensate approximately 25 tutors for mileage and driving time on a weekly basis. Beginning in the fall of 2016, the program will move to an exclusively online tutoring method for the majority of students. This will be a significant shift in our service delivery method. During the 2015-2016 academic year, a survey was distributed to determine the technological needs of our students. Upward Bound staff will work with students, parents and school administrators to ensure students have access to online tutoring services even though they may not have a computer or wifi

connection at home. The program has set aside funds to purchase additional equipment that will be loaned to students for online tutoring services.

IV. Resources Summary

Resource Allocation:

Original Upward Bound Grant

June 1, 2015 – May 31, 2016

125 participants

- 2015-2016 allocation **\$560,000**
- Program expenses (545,675)
- Projected carry forward **\$14,325**

Upward Bound II Grant

September 1, 2015 – August 31, 2016

76 participants

- 2015-2016 allocation **\$339,380**
- Program expenses (334,180)
- Projected carry forward **\$5,200**

Upward Bound Math & Science

September 1, 2015 – August 31, 2016

56 participants

- 2015-2016 allocation **\$250,000**
- Program expenses (246,900)
- Projected carry forward **\$3,100**

Upward Bound STEM

October 1, 2015 – September 30, 2016

60 participants

- 2015-2016 allocation **\$250,000**
- Program expenses (245,800)
- Projected carry forward **\$4,200**

Summer Foods Service Program

June 1, 2015 – May 31, 2016

218 participants

- 2015-2016 allocation **\$44,664.22**
- Decrease from 2014-2015 (\$1,459.78)

Workforce Investment Act

July 1, 2015 – June 30, 2016

54 participants

- 2015-2016 allocation **\$47,704**
- Decrease from 2014-2015 (\$427)

Amy Kee Scholarship Endowment

- 2015-2016 total **\$30,065.74**
- 2015-2016 contributions \$2,529.09

Total funds for 2015-2016 \$1,520,823.96

Human Resources:

- Upward Bound has historically employed approximately CSU, Chico students as tutors, who then travel to area high schools to assist participants on a weekly basis. Tutors were hired on a semester basis and had a caseload of students who they tutored and assisted with college preparation questions. The role of the tutor will now transition into an online tutoring platform and all tutoring will be subject specific. The role of providing college guidance will now shift entirely to the Program Advisor, leaving the tutor to exclusively provide academic guidance.

Facilities/Equipment:

- The use of campus facilities has been a challenge due to the cost. Upward Bound is considered an auxiliary agency, therefore the cost of reserving campus facilities is higher than what state funded programs are required to pay. For the past three years, we have held events (student and parent orientations, awards and graduation ceremonies) at off campus venues, but those facilities are not ideal because of their distance to campus and inadequate space for our increased number of participants and parents. We are pleased that Cabinet made a decision this year to cover the cost of certain campus facilities we utilize.

V. Program Assessment of Past Year

Note: The following Annual Objectives data corresponds to the 2014-2015 academic year. Due to the U.S. Department of Education reporting requirements, Upward Bound grantees complete annual reports in December of

every year, therefore 2015-2016 data is not yet available. All other information included in this report (highlights, program goals, etc.) correspond to the 2015-2016 academic year.

Program Objectives:

1. **Academic Performance Grade Point Average (GPA):** 75% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
Exceeded – 92% of the 317 participants served during the project year, had a cumulative GPA of 2.5 or better.
2. **Academic Performance Test:** 65% of UB seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.
Exceeded – 92% of the UB seniors served during the 2014-2015 project year achieved proficiency before graduating high school.
3. **Secondary School Retention and Graduation:** 85% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
Exceeded – 100% of participants served during the 2014-2015 academic year continued in school at the next grade level or graduated with a diploma.
4. **Secondary School Graduation:** 65% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate that year with a regular secondary school diploma.
Exceeded – 100% of participants graduated high school having completed A-G coursework.
5. **Postsecondary Enrollment:** 80% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately after high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).
Exceeded – 95% of graduates in 2015 enrolled in college immediately following high school.
6. **Postsecondary Completion:** 60% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school

graduation or by the next academic term (e.g. spring term) as a result of acceptance but deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.

Not met - 49% of participants received their degree within six years, although the data shows that the majority of the remaining participants were still enrolled in their seventh year.

Annual Objectives for 2015-2016:

- **Expand Online Tutoring Program**

Met – The online tutoring program first piloted at Lindhurst High School was replicated at Oroville High School for the 2015-2016 academic year. More than 30 participants from that school utilized the new Upward Bound classroom and connected weekly with their tutor using the online tutoring format. Upward Bound saw significant savings since tutors were no longer required to travel to the school and be compensated for mileage. Students also had the flexibility to access tutoring services during lunch or after school hours by checking out a laptop to use from home.

- **Grow Amy Kee Scholarship Endowment**

Met – Upward Bound was able to award an Amy Kee scholarship to four deserving 2016 graduates, where in previous years we had only been able to award one or two scholarships. Upward Bound staff worked with the Office of Advancement to create a new Amy Kee scholarship brochure that was then distributed to all attendees present at the 50th anniversary gala on September 19, 2015. Alumni of the program were encouraged to donate at the event or consider giving towards the scholarship on a regular basis. The names and contact information of all alumni present at the event were collected and all will receive a follow up newsletter highlighting Upward Bound's continuous success. We hope to increase contributions from Upward Bound alumni to the Amy Kee scholarship in the future by keeping them informed of the program's activities.

- **Prepare students for Careers in Medicine**

Not met – We were unable to find an instructor that could teach an introductory summer course that resembles a ROP medical course taught at local high schools. Many of our students are interested in the field of medicine, so we will continue to look for other avenues that help them explore careers in medicine. Currently, we have partnered with the Rural Northern California Clinical Simulation Center in Chico that provides our students with a hands-on medical career experience. Participants are able to make medical decisions on the spot and work with adult and pediatric human patient simulators while also receiving instructions and guidance from medical professionals.

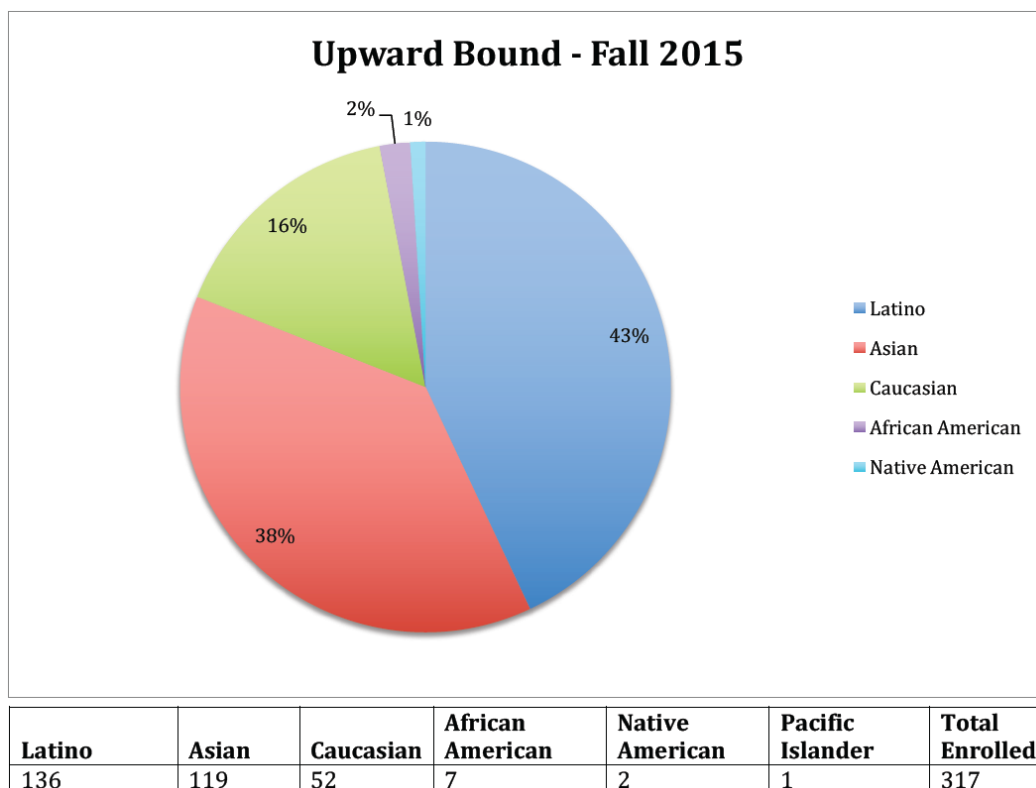
Ongoing Assessment Efforts:

Demographic Reporting

A total of 317 participants were served during the 2015-2016 academic year by the four Upward Bound federal grants.

Original Upward Bound – 125
Upward Bound Math & Science – 56

Upward Bound II – 76
Upward Bound STEM – 60



VI. Analysis

- Increase number of male applicants – During the 2015-2016 academic year, 62% of participants were female, while only 38% were male. It has been increasingly difficult to recruit male applicants from partnership schools. Traditional recruitment efforts that include class presentations and student identification by high school counselors have yielded only a few male applicants. In an effort to increase the male applicant pool, Upward Bound staff will contact high school coaches to offer information about Upward Bound services. Additionally, Upward Bound student

leaders will work with staff to identify male students from their respective schools and begin to play a larger role in overall recruitment.

VII. Program Objectives for Next Academic Year

- **Move to program wide online tutoring program** – As mentioned previously, the program will move to provide weekly tutoring services via an online method for most of its students. If successful, we will discontinue the Saturday tutoring programs currently in effect at Yuba City High School and the Meriam Library at CSU, Chico. The students from Yuba City, River Valley, Live Oak, Chico and Pleasant Valley high schools who are served by these Saturday sessions will then also transition to the online tutoring program.
- **Transition summer math courses to common core standards** – Upward Bound's summer math courses include Geometry, Algebra II, Pre Calculus, Calculus and Statistics. In order to align with new common core standards, Upward Bound will transition to Integrated Math 1, 2 and 3. This change will not only better prepare participants for the following academic year, but also for college math placement tests and college level math courses.
- **Introduce tutoring incentive program** – It is required that every student attend weekly tutoring sessions offered by Upward Bound either at their respective school, online or Saturday session. Attendance decreased approximately 15% during the 2015-2016 school year; which required tutors to individually follow-up with each student. In an effort to remedy this issue, we will introduce a new incentive program beginning in the fall of 2016. Those students with 80% tutoring attendance will automatically be eligible to participate in a college visit during the spring semester. This opportunity will be open to students from all schools and class levels. Moving forward, only students with high tutoring participation will be eligible for future college trips.