

ANNUAL REPORT 2016-2017

Early Outreach and Support Programs

TRiO

Upward Bound Projects

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 2016.

II. DEPARTMENTAL ACCOMPLISHMENTS

- Established a program-wide online tutoring program.
- Created online workshops for students.
- Established the academic year incentive program.
- Awarded Two Renewal Upward Bound Grants – The CSU, Chico Upward Bound Project is comprised of four federal grants that together serve 317 high school students. The Project Director wrote four grants for competitive Upward Bound funding from the U.S. Department of Education and was notified of the successful funding of two grants that will ensure Upward Bound services for students through the summer of 2023. Funding announcements for the remaining two grants is expected late summer of 2017.
- Introduced a Medical Terminology Course – A medical terminology course was introduced for the 2017 summer program because of the growing number of students interested in entering the medical field. This hybrid course explores the specialized language used within the medical profession and vocabulary is taught in relation to the basic anatomy, physiology and pathology of body systems.
- Hosted the 5th Annual Principal and Counselor Conference – Forty principals and counselors from our 16 partnership high schools attended this biannual meeting on October 20, 2016. The purpose of the gathering was to update all partners on the project's goals, services and accomplishments. All those in attendance were treated to a demonstration of the new online tutoring program underway at their schools. Participants also received an update from various campus departments including the Office of Admissions, REACH, EOP, SSS, Financial Aid and Early Start Program.

- Successfully Transitioned Math Courses to New Format – The math courses offered during the summer program have traditionally been Algebra I, Geometry and Algebra II. During the 2017 summer program, these courses changed to Integrated Math 1, 2 and 3 in order to align with new common core standards adopted by the state. Although not all of the 16 partnership schools have transitioned to the new math class format, we hope that by making this change, we will better prepare our students for college-level math courses and reduce the need for math remediation.
- Awarded Four Amy Kee Scholarships – This scholarship bears the name of a former Upward Bound Resident Advisor (1999-2000) who made a significant difference in the lives of our students. The Amy Kee scholarship was first established in 2001 and has helped numerous Upward Bound students pay for college expenses. Four \$250 scholarships were awarded in 2016 to Yasmine Avila (UCLA), Manpreet Cheema (UC Davis), Vanessa Gomez-Carrillo (CSU, Chico) and Tanya Rivera (University of Nevada, Reno).

Highlights:

- **Established a Program-Wide Online Tutoring Program** – Transitioning from a traditional in-person tutoring model to an online format began two years ago for Upward Bound students from Lindhurst High School. After successful implementation, it was replicated at Oroville High School. In the fall of 2016, all 317 Upward Bound students from 16 high schools changed to the online tutoring model. Two Site Supervisors were hired to ensure all students were signing up for and attending weekly tutoring sessions. Those students without laptops, were loaned laptops for the entire school year. Students received hands-on instruction on how to use the online calendar, video chat and online white board platforms for future sessions. Those students not in need of academic assistance could also sign-up for online workshops or college and career advising sessions with their Upward Bound Program Advisor. Data compiled at the end of the Spring 2017 semester shows that the average tutoring attendance rate for the school year was 89%, which is an increase from the traditional format. All students and tutors were surveyed at the end of the academic year to identify strengths and weaknesses of the program. Relevant changes will be in place for the 2017-2018 school year.
- **Created Online Workshops for Students** – A series of workshops were developed in the fall of 2016 to complement the new online tutoring program. Students not in need of academic tutoring could instead sign-up for a series of workshops led by Upward Bound Program Advisors, Site Supervisors or experienced tutors. Each workshop consisted of five weekly meetings. The following six workshops were developed:
 - AP English Literature Exam – This sequential workshop targeted students that planned to take the AP English Literature exam on May 3, 2017. Students reviewed sample tests and collaboratively worked through questions and test taking techniques to ensure higher scores.
 - AP US History Exam – Students in this workshop series prepared for the AP U.S. History exam that took place on May 5, 2017 by reviewing all aspects of the test and learning useful techniques that would increase their chances of scoring high marks on the test.
 - Book Club – This group met weekly to read and discuss popular young adult fiction. Students voted on a book from a list of pre-approved books. Students posted once a week online about a topic related to the book and met in person for an activity when they finished reading the book.
 - Career Exploration – This five-week workshop was for students who wanted to discover the best career for themselves. Designed with a coaching model in mind, students completed activities each week that helped them figure out what career they might want to pursue in the future.
 - Entry Level Math Exam (ELM) – This workshop targeted high school seniors planning to take the ELM in February of 2017. The group reviewed different sections of the test and completed sample math problems.
 - SAT Preparation – This workshop was developed for high school juniors preparing to take the exam in late Spring of 2017. The group reviewed specific directions for each section of the SAT and did practice problems together. Students worked collaboratively to better understand the math and English questions presented on the exam.
- **Established the Academic Year Incentive Program** – With the tutoring component moving to an exclusive online format for all participants, it naturally would require greater accountability on the part of each student. The incentive program was developed as a way to reward students for signing up and attending tutoring sessions on a weekly basis for the entire school year. Project staff created a tiered

incentive program that rewarded students individually and by school. Tutoring session attendance was tracked weekly and incentives were awarded monthly for those with perfect attendance. The school with the highest tutoring attendance in the middle of each semester was awarded a pizza party for all UB students at that school. At the end of each semester, the student with the highest attendance was given a laptop. Those who did not miss a tutoring session for an entire school year were invited on one of four college trips that took place during spring break of 2017.

III. CHANGES IN POLICIES AND PROCEDURES

- **Tutoring Services** – In the fall of 2016, the program moved to an exclusively online tutoring method for the majority of students. This was 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 worked with students, parents and school administrators to ensure students had access to online tutoring services even though they may not have a computer or wifi connection at home. The program set aside funds to purchase additional equipment that was loaned to students for online tutoring services.

8. RESOURCES SUMMARY

Resource Allocation:

Original Upward Bound Grant
June 1, 2016 – May 31, 2017
125 participants

2016-2017 allocation	\$576,800.00
Program expenses	(\$575,831.00)
Projected carry forward	\$969.00

Upward Bound II Grant
September 1, 2016 – August 31, 2017
76 participants

2016-2017 allocation	\$349,561.00
Program expenses	(\$345,210.00)
Projected carry forward	\$4,351.00

Upward Bound Math & Science
September 1, 2016 – August 31, 2017
Serves 56 participants

2016-2017 allocation	\$257,500.00
Program expenses	(\$257,500.00)
Projected carry forward	\$0.00

Upward Bound STEM
October 1, 2016 – September 30, 2017
Served 60 participants

2016-2017 allocation	\$257,500.00
Program expenses	(\$257,500.00)
Projected carry forward	\$0.00

Summer Foods Service Program
June 1, 2016 – May 31, 2017
Served 209 participants

2016-2017 allocation	\$39,434.20
Decrease from 2015-2016	(\$5,230.00)

Workforce Innovation and Opportunity Act
 July 1, 2016 – June 30, 2017
 Served 54 participants

2016-2017 allocation	\$55,845.00
Increase from 2015-2016	\$8,141.00

Amy Kee Scholarship Endowment

2016-2017 total	\$34,759.00
2016-2017 contributions	\$2,778.00

Total funds for 2016-2017 **\$1,571,399.20**

Human Resources:

No changes in personnel for the 2016-2017 academic year.

Facilities/Equipment:

- After holding the majority of large program events at off-campus venues for several years, we returned to campus for the 2016-2017 academic year. We utilized Colusa Hall for Friday events during the summer program and Laxson Auditorium for annual Graduation and Award Ceremonies. The staff at Facilities Reservations, Colusa Hall and Laxson Auditorium have been extremely helpful and accommodating.

9. PROGRAM ASSESSMENT OF PAST YEAR

Note: The following Annual Objectives data corresponds to the 2015-2016 academic year. Due to the U.S. Department of Education reporting requirements, Upward Bound grantees complete annual reports in December of every year, therefore 2016-2017 data is not yet available. All other information included in this report (highlights, program goals, etc.) correspond to the 2016-2017 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 – 93% 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 – 97% of the UB seniors served during the 2015-2016 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 2015-2016 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 – 84% 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 – 94% of graduates in 2016 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 - 55% 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.

Ongoing Assessment Efforts:

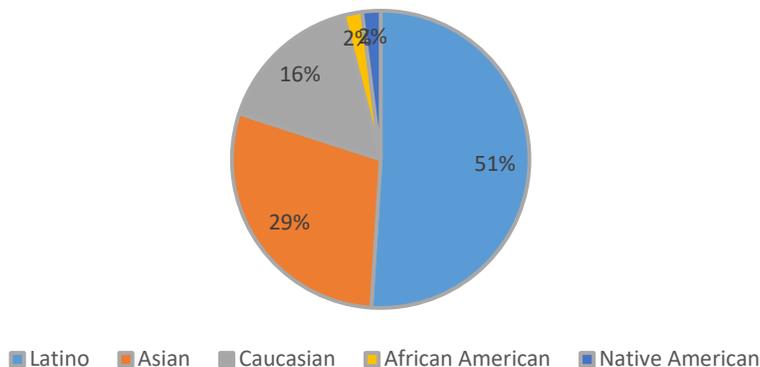
Demographic Reporting

A total of 317 participants were served during the 2016-2017 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 – 6

2016 - 2017 Ethnicity Data



10. ANALYSIS

- Increase number of male applicants – An ever-decreasing male population has been a significant issue in our program. During the 2015-2016 academic year, 69% of participants were female, while only 31% 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. Additional methods that included reaching out to high school coaches didn't yield results. The Upward Bound Assistant Director, who also oversees recruitment efforts for the program will attend a professional development conference in Washington D.C. in the fall of 2017 that will focus on male recruitment. The conference will also provide insight on how to recruit from other hard to reach populations that include English language learners and foster care youth.

VII. PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR

- **Offer college credit for medical terminology course** – A medical terminology course was created for students interested in entering the medical field during the 2017 summer program. The Butte College instructor hired to teach the course is confident that once proper documents are completed in the spring of 2018, we will likely be able to offer students college credit for the 2018 summer program. The course will

be offered Monday through Thursday for six weeks, for three hours daily and all students enrolled will receive a letter grade after completion.

- **Introduce forensic science as a summer course** – Many students are interested in pursuing a career in forensic science, yet we have never offered this course during the summer program. Project staff will work with two potential instructors with the goal of introducing this course for the 2018 summer program.
- **Create Jumpstart to College workshop** – Upward Bound serves students up until their high school graduation as they get ready to transition into college. In 2018, the program will introduce a day-long workshop for recent high school seniors that will help them ensure all college and financial aid documentation is complete. The workshop will also serve as a safe space to answer any questions or address concerns students may have about their impending transition to college. Each student will be required to log on to their college portal account to ensure they don't have any holds and aren't missing paperwork. Students will also receive assistance in creating a realistic budget so that funds are allocated appropriately. Program staff will also verify that students will be served by an educational equity program at the institution they'll be attending in the fall.