

# **ANNUAL REPORT 2017-2018**

## **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 2017.

### I. DEPARTMENTAL ACCOMPLISHMENTS

- Established a medical terminology course for college credit.
- Introduced an Agriculture Science course for the 2018 summer program.
- Held the 1<sup>st</sup> annual Jumpstart to College workshop.
- **2018 Upward Bound Graduation** – On June 19, 2018, we celebrated our most recent class of high school graduates. Eighty (80) Upward Bound graduates gathered at the Performing Arts Center at CSU Chico to celebrate their high school graduation; six scholarships were also awarded to deserving graduates. Gabriela Garcia-Ortega, Samuel Simon, Sullivan Xiong and Rosalynne King were awarded a \$250 scholarship from the Amy Kee endowment. Amy Kee was an Upward Bound resident advisor in 1999 and after her untimely death, her parents established a scholarship in her name for CSU Chico Upward Bound graduating high school seniors. Erick

Vilca and Marisol Huerta-Ontiveros were awarded a \$300 scholarship from the California Student Aid Commission. These funds were allocated exclusively to our students because of the work Upward Bound does in providing a financial aid assistance workshop to our high school seniors every year. Of the 104 graduates, 13 are headed to UC's, 51 will attend a CSU, 38 are off to community colleges, and 1 will begin his military career in the fall. We are incredibly proud of their accomplishments and are excited to see their continued success in the years to come.

- **Hosted a Women in STEM Event** – More than 60 girls interested in STEM fields were invited to an inspirational event that included presentations from the CSUC College of Nursing and North Star Engineering Consultants. The girls had the opportunity to ask female nurses and engineers about their professions, experiences and advice that would help them reach their goals. The night was capped off by inspirational videos and a poster session highlighting accomplished women from diverse backgrounds in various STEM fields.
- **Awarded two Upward Bound Math and Science grants** – The US Department of Education invites applicants to apply for federal Upward Bound grants every five years. At this time last year, we had already received notification of funding for our Original and Upward Bound II grants. It was not until fall of 2017, that we were notified that our Upward Bound Math and Science and Upward Bound STEM grant proposals had also been successful and had received funding through 2022. We are incredibly excited to have secured these funds, which guarantee our ability to serve 317 high school students annually for the next five years.

#### Highlights:

- **Established a medical terminology course for college credit** – In 2017, we introduced a medical terminology course since many of our students were interested in medical careers. The six-week course took place during the 2017 summer program and this summer, with the assistance of Butte College, we were able to offer the course for college credit. Twenty-five students self-selected into the course and Lisa Gunn, a Butte College professor, taught the course on the CSU Chico campus. The Upward Bound program purchased a course textbook for each student that will then be collected and used for future courses. Each student will earn three college credits by the end of the course.
- **Introduced an Agriculture Science Course for the 2018 Summer Program** – The Northern California region is rich in agriculture, and all of our 16 target schools offer agriculture courses and leadership programs like Future Farmers of America (FFA). In fact, many of our students come from families with an agriculture background, so we felt it was important to introduce our students to the many careers available in agriculture and for them to spend six weeks becoming more familiar with these fields. Amador Martinez, a 2015 CSU Chico College of Agriculture graduate and current Agriculture teacher at Princeton High School, was hired to teach the course. Fifteen students enrolled in the 2018 summer program course and have conducted various plant and soil experiments and have visited the CSU Chico farm on various occasions. Students also received an in depth explanation of agribusiness at the Olivarez Honey Farm in Orland, CA. Students donned their bee keeper hat and veil and toured the entire facility to learn everything that goes into running such a complex operation.
- **Held the 1<sup>st</sup> Annual Jumpstart to College Workshop** – In June of 2018, our staff welcomed the Upward Bound high school graduating class of 2018 for one last workshop. The purpose of the gathering was to ensure that students were prepared for college in the fall and confirm that housing plans were in place, financial aid was adequate and no holds were in place, and to guide students through their institution's course registration process. We also wanted to ensure that students had sought out and applied for support programs (Educational Opportunity Program, Student Support Services, etc.) at their respective institutions. Staff also emphasized the importance of seeking out tutoring, mental health and other services to ensure a successful transition to college.

**I. Changes in Policies and Procedures**

None noted.

**II. Resources Summary**

**Resource Allocation:**

Original Upward Bound Grant

June 1, 2017 – May 31, 2018

125 participants

- 2017-2018 allocation **\$591,220**
- Program expenses \$591,220
- Projected carry forward \$0.00

Upward Bound II Grant

September 1, 2017 – August 31, 2018

76 participants

- 2017-2018 allocation **\$358,300**
- Program expenses \$358,300
- Projected carry forward \$0.00

Upward Bound Math & Science

September 1, 2017 – August 31, 2018

56 participants

- 2017-2018 allocation **\$263,937**
- Program expenses \$257,437
- Projected carry forward \$6,500

Upward Bound STEM

October 1, 2017 – September 30, 2018

60 participants

- 2017-2018 allocation **\$263,937**
- Program expenses \$259,182
- Projected carry forward \$4,755

Summer Foods Service Program

June 1, 2016 – May 31, 2017

215 participants

- 2016-2017 allocation **\$44,716.04**
- Program expenses \$44,716.04
- Projected carry forward \$0.00

Workforce Innovation and Opportunity Act (WIOA)

July 1, 2017 – June 30, 2018

43 eligible participants from Colusa, Glenn, Sutter and Yuba counties

- 2017-2018 allocation **\$55,845**
- Program expenses \$55,845
- Projected carry forward \$0.00

Amy Kee Scholarship Endowment

- 2017-2018 total **\$17,826.02**
- 2017-2018 contributions \$2,416.99

Total funds for 2017-2018 **\$1,595,781.06**

**Human Resources:**

After twenty years of dedication and service to our program, **Pauli Watts** retired in February of 2018. Pauli served as our Office Manager for eight years and then was promoted to Administrative Analyst in 2006. She was instrumental in managing funds for eleven projects, editing program proposals, and overseeing all human resources and accounts payable components for all four Upward Bound grants. We plan to open the position in August of 2018 and hope to find a suitable candidate.

In October of 2017, **Justin Henry** was hired as the Program Advisor for the Original Upward Bound Program to oversee Chico, Gridley, Lindhurst and Paradise High Schools. Justin was a TRIO Educational Talent Search student from Shasta Lake, CA and then went on to work for the Educational Talent Search Program at Shasta College after graduating from CSU, Chico. He brings a wealth of relevant experience in working with students as well as personal experience having been a TRIO student himself. He hit the ground running and has already established a connection with the 62 students he serves and the school personnel at his target schools.

In January of 2018, **Andrea Raya** joined our staff as the Program Advisor for the Upward Bound Math and Science Program that serves 56 students from Chico, Gridley, Hamilton City, Lindhurst, Orland, Paradise and Yuba City high schools. Andrea graduated from CSU, Chico in 2017 with a degree in child development and a minor in family relations. Andrea understands first-hand the struggles our students face as she was a participant in our Upward Bound Program from 2011 to 2013. While completing her undergraduate degree, Andrea served as a Resident Advisor for our program and before accepting the Program Advisor position, she coordinated our Upward Bound online tutoring program at Lindhurst High School, her alma mater. We are excited to have Andrea in a professional capacity within our program where she can continue to guide and inspire students.

**Facilities/Equipment:**

- Our program has benefited tremendously from the use of campus facilities during the six-week summer residential program. Our staff and students are incredibly thankful to CSU Chico for the use of facilities on Fridays during the summer program and to Drew Maxwell (*Facilities Reservations*) for his ongoing assistance in securing facilities throughout the academic year and summer program.
- Our use of Lassen and Shasta Halls gives our students a real-life college going experience that they would not otherwise have.
- The College of Agriculture was incredibly welcoming and allowed students from our Agriculture Science class to visit the various departments at the University Farm and even provided a lab for six weeks in Plumas Hall where Upward Bound students could conduct various soil and plant science experiments.
- The College of Natural Sciences provided our students with science labs, equipment and chemicals for our anatomy, biology, chemistry and physics courses during the summer program

and their staff and faculty were incredibly helpful in ensuring our students had everything they needed to learn.

- The College of Engineering allowed our students the exclusive use of one classroom for our Lego Robotics course. Students spent six weeks building and programming their robots for the final demonstration day where they displayed their robots to peers, faculty and staff.

## V. Program Assessment of Past Year

### Program Objectives:

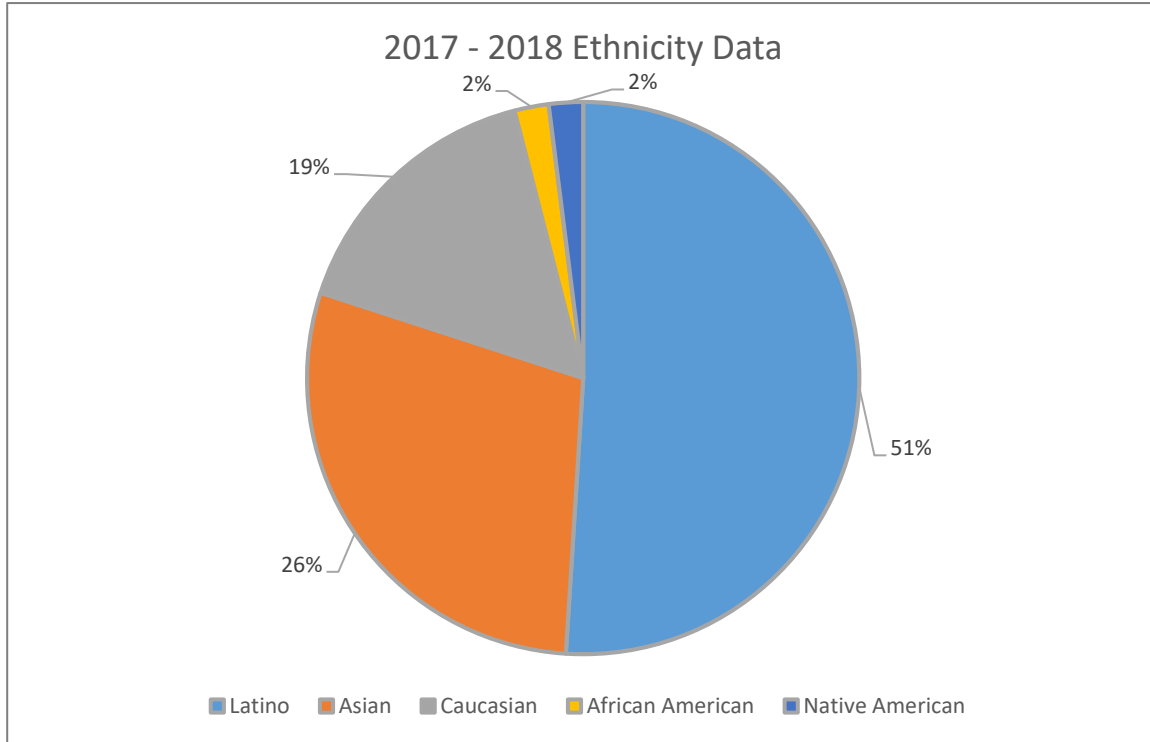
1. Academic Performance Grade Point Average (GPA): 75% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.  
Exceeded – 91% of the 317 participants served during the project year, had a cumulative GPA of 2.5 or 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 – 84% of the UB seniors served during the 2016-2017 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 2016-2017 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 – 89% 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 – 92% of graduates in 2017 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 - 57% 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 2017-2018 academic year by the four Upward Bound programs. See breakdown by program below.

Original Upward Bound – 125 participants  
Upward Bound II – 76 participants  
Upward Bound Math & Science – 56 participants  
Upward Bound STEM – 60 participants



### Ethnicity Breakdown

The ethnicity breakdown is similar to previous years and reflects the low-income/first generation population of the six-county service area in Northern California.

### VI. Analysis

Low number of male applicants – As in last year’s report, this continues to be a significant issue in our program. In the 2016-2017 academic year, 31% of Upward Bound students were male. In 2017-2018, that number increased slightly to 35%. Although it was an increase, we still have a substantial amount of work to do in this area (see Program Objectives for Next Year for more information).

### VII. Program Objectives for Next Academic Year

**Improve STEM curriculum and increase STEM activities for students** – The US Department of Education has recently announced supplemental grant funds for existing Upward Bound Programs who are interested in increasing STEM services to current students. CSU, Chico is currently applying for those additional funds and proposing to do the following if these funds are granted:

- Create rigorous curriculum and purchase necessary equipment for an introductory computer science course to be taught during the 2019 summer program.

- Increase math tutoring by 8 weeks during the academic year for identified students who are struggling in math courses with the intention of assisting them so that they do not have to repeat a math course the following year.
- Organize a Bay Area college visitation trip to for 25 students interested in STEM majors and careers and include presentations from various STEM departments.
- Develop a six-week internship for students interested in STEM careers. Much like the career exploration placements that students in our Original and Upward Bound II programs have access to, our students in the STEM and Upward Bound Math and Science programs will now also be placed in a STEM worksite for the duration of the summer program. The purpose is for these students to work alongside a professional (i.e.; engineer, medical professional, faculty researcher, computer programmer, etc.) and gain real work experience and wages.

**Increase the number of male applicants** – As stated in the Analysis section, we are concerned with the low number of male students that apply to our program. Although we saw a 4% increase in the number of male students in the last academic year, there is still a substantial amount of work that needs to be done to raise those figures even more. This past year, we increased our recruiting efforts at target schools by providing counselors with large displays that highlighted our program, services offered and application information. These color displays stood in school hallways and outside of counseling offices. Additional presentations to students and parents were also offered during the evenings at target schools to ensure they were aware of our services. For the 2018-2019 school year, our staff will collect more data to ascertain what recruitment efforts are the most beneficial according to school staff, parents and students.