

ANNUAL REPORT OF GOALS AND MEASURES 2013-2014

Early Outreach and Support Programs

Upward Bound Projects



A Division of Student Affairs
California State University, Chico

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.

II. Departmental Accomplishments

- Implemented the Upward Bound Saturday Scholars Academy.
- Created a new technology and robotics component.
- Developed a plan for increased student access to iPads.
- Received access to the *Advisor* database program, which will enable our staff to assist our students attending CSU, Chico. A greater volume of student information will now better aid the advising and guidance our staff has always provided.
- Participation in regional Cash for College workshops. In the past, we held our own FAFSA workshop for Upward Bound students, but this year we collaborated with the Cash for College committee and assisted in 18 Cash for College workshops throughout January and February.
- Developed partnerships with various STEM businesses and agencies in our community to better connect the classroom to real world experiences for our students. The CSUC Planetarium, Chico Community Observatory and Feather River Hospital are three notable partners that have given generously of their time.
- Increased student use of Blackboard Learn. Every UB high school student participating in the summer program has access to Blackboard Learn, but our 80 incoming high school seniors use it daily for their UB college preparation class. Students have their own account and have access to homework assignments, take quizzes and communicate with their professor through this online format. This experience has proven to be a great success, because it provides them their first experience with online courses.
- Student Accomplishments: Two Upward Bound 2014 high school graduates received one of the most prestigious scholarships in the country. Vanessa Salas and Gaosia Yang were awarded the Gates Millennium Scholarship that will fund their education through doctorate

level work if they choose. These two participants, along with Benny Vang, Pha Yang and Sue Yang (all 2014 high school graduates) were also awarded the \$20,000 Dell Scholarship. The Dell Corporation awards 300 scholarships nationally and only five were awarded in our six-county region. All five of those recipients were CSU, Chico Upward Bound students.

Highlights:

- **Implemented the Upward Bound Saturday Scholars Academy** – Our program partnered with the Yuba College Upward Bound Program to provide weekly tutoring to all Sutter County Upward Bound students. Instead of offering in school tutoring, the Academy offered tutoring to 100 participants from Live Oak, River Valley and Yuba City high schools every Saturday during the 2013-2014 school year. The Academy was held at Yuba City High School where students had access to a large computer lab and two large classrooms that facilitated group tutoring. Ten tutors (5 Yuba College UB and 5 CSUC UB) provided 75 hours of tutoring and academic advising during the year. Aside from the obvious benefits of increasing their understanding of academic subject matter, students were able to meet classmates with similar goals of attending college and even developed peer study groups. The ultimate goal is to increase the college going culture of low-income Sutter County students and we're excited to continue that trend in the next year and replicate this model in other partner high schools.
- **Created a new technology and robotics component** – Nearly 40% of our UB students are interested in entering STEM fields, yet receive little to no technology or engineering instruction until entering college. We developed three courses for the 2014 UB summer program that give students a solid introduction to these fields. Computer Science, Raspberry Pi and LEGO Mindstorm Robotics are offering 75 UB students a hands-on learning environment that will undoubtedly develop a greater understanding and interest for these subjects. The students are not only learning coding language, programming, and building their own robots; they are learning how these new found skills could translate to the real world.
- **Developed a plan for increased student access to iPads** – Access to technology is still a significant barrier for many of our students. We found that a useful tool in minimizing that barrier was to outfit our tutors with iPads that our students then had weekly access to. The 15 iPads were loaded with relevant apps that included SAT test prep, Khan Academy tutorials, and even foreign language apps that helped with pronunciation and quizzed students to gauge comprehension. During the summer program, the iPads are loaded with iBooks from our students' AP English summer reading lists. This enables our students to begin their fall AP

courses more prepared and not worry about having to purchase the books themselves.

III. Changes in Policies and Procedures

N/A

IV. Resources Summary

Budget Summary:

Original Upward Bound (June 1, 2013 – May 31, 2014)

• UB allocation for 2013-2014	\$530,714
• Rollover from 2012-2013	0
• Total allocation for 2013-2014	530,714
• Projected expenses	(514,967)
• Projected carryover balance	\$15,745

Upward Bound II (September 1, 2013 – August 31, 2014)

• UB allocation for 2013-2014	\$321,630
• Rollover from 2012-2013	0
• Total allocation for 2013-2014	321,630
• Projected expenses	(320,135)
• Projected carryover balance	\$1,495

Upward Bound Math & Science (September 1, 2013 – August 31, 2014)

• UBMS allocation for 2013-2014	\$236,925
• Rollover from 2012-2013	6,930.74
• Total allocation for 2013-2014	243,855.74
• Projected expenses	(243,287.74)
• Projected carryover balance	\$568

Upward Bound STEM (October 1, 2013 – September 30, 2014)

• UB allocation for 2013-2014	\$236,925
• Rollover from 2012-2013	6,736.86
• Total allocation for 2013-2014	243,661.86
• Projected expenses	(236,275.86)
• Projected carryover balance	\$7,386

Summer Foods Service Program (June 1, 2013 – May 31, 2014)

• SFSP allocation for 2013-2014	\$45,885
• Rollover from 2012-2013	0
• Total allocation for 2013-2014	45,885
• Projected expenses	(45,885)
• Projected carryover balance	\$0

Workforce Investment Act (July 1, 2013 – June 30, 2014)

• WIA allocation for 2013-2014	\$53,017
• Rollover from 2012-2013	0
• Total allocation for 2013-2014	53,017
• Projected expenses	(53,017)
• Projected carryover balance	\$0

Total funds for 2013-2014 **\$1,438,763.60**

Staffing:

Maria Rivera-Xiong was hired in October 2013 to serve as the Program Advisor for the Upward Bound STEM Program. Maria is extremely familiar with our program having served as a Resident Advisor for three years during her undergraduate career at CSU, Chico. Maria oversees 60 Upward Bound STEM students from six partnership high schools.

Facilities/Equipment:

N/A

V. Program Evaluation for Past Year

Note: The following Annual Objectives data corresponds to the 2012-2013 academic year. Due to the U.S. Department of Education reporting requirements, Upward Bound grantees complete annual reports in December of every year, therefore 2013-2014 data is not yet available. All other information included in this report (highlights, program goals, etc.) correspond to the 2013-2014 academic year.

Annual Objectives 2012-2013

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 – 85% of the 305 participants served during the project year, had a cumulative GPA of 2.5 or better. The mean GPA was 3.3.

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 – 99% of the UB seniors served during the 2012-2013 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 2012-2013 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 – 77% of participants graduated high school having completed A-G coursework. Although the measure was exceeded, we are working to serve students during their 9th grade year (instead of 10th grade) to advise them on classes early on. We are confident our figures will increase if academic advising begins their first year of high school.

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 2013 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.

* This is a new objective that will require reporting for the 2013-2014 Annual Performance Report. I will be able to report on the six-year graduation rate of the Class of 2008 next year.

VI. Ongoing Assessment Efforts

See Responses under "Annual Objectives"

Statistics on Program Usage

- 97% of 2014 graduates said the UB program better prepared them for college.
 - In surveying 2014 graduates, the majority said their Upward Bound experience prepared them for the FAFSA and college application process and also gave them a better understanding of college life because of their summer residential program experience.
- 15% increase in student foot traffic in our office during the school year.
 - We attribute this increase to more of our students attending Chico State and because of our office reconfiguration. At the end of the spring 2013 semester, students told us they weren't visiting the computer lab as much because it was too loud for them to study. We moved the couch out of the lab, and moved it to the back room along with other couches from surplus and created a lounge that students use daily. This allowed the computer lab to remain a quiet area and conversations moved to the back lounge.
- 81% In person contact
 - The tutors that travel to high schools weekly are required to meet with all UB students. Due to absences, school trips, exams or students not being able to leave a class, not all students see their tutor. Tutors must make phone contact with all missed students, but that obviously isn't as productive as an in person session.

VII. Analysis: What actions need to occur to move to the “next level”?

- **Increase our use of technology –**
 - Reduce travel costs - Due to our rural area, our travel costs (for permanent staff and tutors) are significantly higher than urban UB programs. We need to do a better job of using technology to reach our students instead of driving to 18 high schools on a regular basis. We’re considering ideas that include posting workshop videos on our website that parents and students could access, purchasing more iPads, and developing more iBooks. The struggle we’ve had is that only a few staff members have the technological expertise to do this and they have a full caseload during the year that takes them away from this creative type of work.
 - Create an editable application – We receive and process nearly 200 applications from high school students in our six-county service area annually. The paper applications are six pages in length and require additional documents from a student’s school and parents. Our analyst/programmer has been working on creating an editable application that would drastically reduce processing time and allow for more timely response to students.

- **Increase data based decision making –** The U.S. Department of Education recently asked programs to use more data to drive their programs. The data we already collect for our Annual Performance Report is significant (68 data responses for each participant served), but once collected and reported, it just seems to sit there. We need to develop a structure (and build that into our FileMaker Pro database) that streamlines all relevant data into a reporting format. Our current method of gathering data for reports such as this is to manually pick out data and this is not an efficient means to go about it. We hope to build a framework that allows us to pass along our data findings to current students (e.g. which colleges have the highest retention and graduation rates for our former students) and help them make better decisions.

VIII. Goals for the next academic year

- **Improve the tutoring format at our large partnership high schools –** We currently employ a total of 75 CSUC students during the academic year to serve as tutors for our high school participants. It is a requirement of the grant that we provide tutoring on a weekly basis for our students, but employing and supervising so many tutors is a bit unmanageable and not very cost effective since we also pay for their travel to high schools. We are working to hire part time staff (at 20 hours a week) from our

partner high schools to serve as tutors, therefore eliminating our travel costs and increasing our presence at the schools.

- **Develop Upward Bound iBooks** – Our incoming high school seniors take an intensive college preparation course during our summer residential program where they cover everything from college applications, financial aid, time management skills and major/career selection through various online and hard copy sources. We are working to consolidate that information in an iBook format that would then enable the students to review the information months later during their senior year when tutors visit them at their schools.
- **Counselor Breakfast** – Counselors are our point of contact at each of the 18 high schools we serve. It is extremely difficult to communicate one message to all of them since different UB staff members travel to each site throughout the year. We are planning a Counselor Appreciation Breakfast at the BMU during the fall semester that will give us an opportunity to have all counselors in one room and provide them up-to-date information regarding our program. This was a great success in the past, but due to budget constraints we had been unable to host it for a couple of years.
- **Mass texting service** – While attending a recent conference, we learned of a free mass texting service other Upward Bound programs use and have had great success with. We plan on using this program this year, therefore reducing the mass mailing and phone calls out of our office. During the academic year, we serve 325 participants, so sending a mass text about an orientation or important deadlines (e.g. FAFSA, college applications, etc.) will take significantly less time and reach more students.