

**Student Services Link to College Mission**

Upward Bound’s mission is to provide fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

This directly relates to the FRC mission of providing comprehensive student education and opportunities for learning and workforce preparation and achievement at the college level. Furthermore, the Upward Bound mission shares FRC’s vision of cultivating engaged citizens striving for a resilient, solution based society. Upward Bound also shares FRC’s aim to foster the values of education, service and stewardship in our students, staff and community.

**Description of Services**

**Organizational Structure:**

The chart to the right details the organizational structure for FRC’s Upward Bound permanent staff. The Upward Bound program is supervised by the Chief Student Services Officer who reports directly to the President. The UB staff includes three permanent staff - the Director and two part-time Advisors. Upward Bound also employs one part-time clerical Student Worker, supplemental Peer Tutors on as as-needed basis, two short term Instructors to teach at Saturday academies, and four short term Summer Instructors.

Chief Student Services Officer

Advisor

Upward Bound Director

President

Advisor

| **Time Commitment of Upward Bound Permanent Staff** |
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| *Position* | *Months of Employment* | *Hours per Week* |
| Project Director | 12 months | Fulltime |
| Advisor (Part-time) | 12 months | 20 hours/week |
| Advisor (Part-time) | 11 months | 22 hours/week |

**Upward Bound Services:**

The UB project has 2 components: (1) the Academic Year, which includes weekly lunch meetings, four Saturday Academies (two test prep workshops and two regional college/cultural field trips), regular one-on-one advising sessions during school elective periods, weekly after-school tutoring sessions; and (2) a six-week Summer Component with a Bridge subcomponent for graduated participants. Both are designed to help participants improve skills in composition, math, literature, science, foreign language, and computer applications and to motivate them to set short-and long-term goals that result in successfully completing high school and enrolling in and completing postsecondary education.

**Academic Year Services:**

Academic Advising Component:Academic advising, a continuous component, provides the foundation of the UB service plan. Each participant works one-on-one with the UB Advisor assigned to their target school as well to develop, implement, monitor, and adjust the Individualized Education and Career Plan (IECP). Staff strive to understand each participant as a multi-dimensional individual with unique strengths and weaknesses.

Staff assist each participant in developing effective learning strategies to improve study habits and attitudes; resolve problems that interfere with study time and personal and educational goals; utilize school and community resources; improve self-management, and enhance self-awareness and self-esteem. This approach establishes a relationship between participants and staff, helping the former to realize they can complete high school and enroll in college. Staff encourage the participant to actively engage in the appropriate service components and activities designed to foster academic and personal growth and motivation. If needs beyond UB are encountered, the participant is referred appropriately. Staff maintain case and progress notes for each participant and keep a log of contacts. Academic Advising occurs at the target schools or the main UB office at FRC. Each target school provides office space for UB staff.

Weekly Lunch Meetings:

Upward Bound staff conduct weekly lunch meetings each high school. Weekly lesson cover topics designed to provide:

* Advice and assistance in secondary and postsecondary course selection
* Assistance in preparing for college entrance examinations and completing college admission applications
* Information on the full range of federal student financial aid and benefits and resources for locating public and private scholarships
* Guidance and assistance in entry into postsecondary education
* Lessons designed to improve the financial and economic literacy of students
* Information, activities and instruction designed to acquaint students with career options

Academic Tutoring: One of the UB Advisors’ primary responsibilities is academic tutoring. The UB Advisors coordinate and instruct after-school tutoring sessions at target schools once a week during the academic year. Collaboration with target school administration and instructors allows UB Advisors to pull participants who are struggling in core curriculum from elective classes during the school day for additional help.

Saturday Academies: Two five-hour weekend test preparation workshops occur each year, one in the fall and one in the spring. At these workshops UB Advisors and Academic Year Instructors assist participants with preparation for standardized tests such as the EAP, Advanced Placement exams, ACT, SAT, and college placement tests. These workshops include study skills lectures, testing strategy development, and administering practice tests. UB staff identify areas of particular weakness and address students’ needs accordingly.

Field Trips:The UB staff organize Field Trips, held bi-annually, during the academic year and weekly during the summer program. Field Trips include college visits, cultural and experiential learning activities, and career exploration. FRC’s UB project collaborates with UB programs from partnering colleges to offer participants joint college trips and campus tours.

Job Shadowing and Mentorship Program:These experiences reflect participant interests and are based on results of career exploration and assessments performed during the Academic Component. The UB project collaborates with numerous non-profit, social service and healthcare agencies, and businesses to provide exposure to a wide range of community leaders and career opportunities. Job shadowing opportunities and mentorships are available at participants’ request. Participants requesting a job shadowing or mentoring have the opportunity to do so at least once a year.

**Summer Component Services:**

UB participants complete a 5-day per week, 6-week college-simulation program in June and July on the FRC campus. Participants are transported by public transit to FRC where they complete academic course curricula. Course assignments are determined by pre-test information, students' end of year grades, and courses students plan to take the next year.

Team-Building/Leadership Opportunity Component: During the first week of the summer program participants engage in various team-building and leadership exercises. The team-building component enables participants develop resilience and coping skill necessary for academic success and develop relationships with peers who share educational goals.

Classroom Instruction:Each day’s classes begin at 11:30 a.m. and end at 5:00 p.m. The curriculum, taught by qualified Summer Instructors, supports and reinforces knowledge gained by participants during the academic year and looks forward to classes participants will take during the upcoming year to provide smooth and seamless transitions between grade levels.

Experiential Instruction: The UB staff organize enrichment opportunities at work sites related to careers requiring a college education. Four Friday field trips are planned to include “Experiential Instruction” which provides course instruction in math, science, English and Spanish and apply lesson material to real-world professions including social service, healthcare, and non-profit agencies, environmental services, working farms, local shops, and other industries.

Educational Trips:

UB participants embark on an extended educational trip at the end of the summer. Participants go on a 4-day, 3-night educational field trip which includes tours of colleges and cultural sites. In addition, participants are introduced to the Upward Bound projects at colleges that are visited.

Summer Bridge Program: The Summer component includes a Bridge Program for UB participants who completed high school in the previous May and have been accepted by an accredited college or university for the upcoming fall or deferred spring semester. Bridge students are transported by public transit to FRC where they take one 4-hour college class.

Work Experience/Internship Program: To the extent possible, qualified participants are placed in summer internships to learn valuable real-world skills from positive role models and learn about careers requiring a bachelor’s degree. Interns are placed with a “site mentor” at the partnering organization who has attained a bachelor’s degree or higher. Interns have the opportunity to earn a stipend (up to $300 a month) if they complete 32 hours of work with their site mentor and UB assignments designed to help them explore if a career in this field is a good fit (i.e. site mentor interview, reflective journal assignments, an evaluation conducted by the site mentor).

**Describe The Student Policies Related To Your Program Which Have Been Updated**

N/A

**Student Services Student Learning Outcomes**

Upward Bound has identified that it is measuring SSSLO #4 in the Student Services Student Learning Outcomes (SSSLO) Matrix. Upward Bound is measuring this outcome as it pertains to the Upward Bound student participants in the program’s five target high schools in Plumas and county.

SSSLO #4 can be measured by studying the percentages for each of the Upward Bound Program’s six mandatory outcome objectives. As follows, each objective has specific and measurable terms.

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| **(1) Academic Performance--Grade Point Average (GPA)** 80% 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. |

**Strategies used to measure outcome objective (1):**

Information gathered from student transcripts provided by target schools.

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| **(2) Academic Performance on Standardized Test***35% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.* |

**Strategies used to measure outcome objective (2):**

CASSP/Smarter Balanced state assessment scores provided by target schools.

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| **(3) Secondary School Retention and Graduation** *95% 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.* |

**Strategies used to measure outcome objective (3):**

Information gathered from target schools including student transcripts and list of graduates.

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| **(4) Secondary School Graduation (rigorous secondary school program of study)***50% of all current and prior year UB participants who graduated from high school during the school year with a regular secondary school diploma will complete a rigorous secondary school program of study.* |

**Strategies used to measure outcome objective (4):**

Information gathered from student transcripts provided by target schools.

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| **(5) Postsecondary Enrollment** *70% of all current and prior UB participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of postsecondary education by the fall term immediately following 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).*  |

**Strategies used to measure outcome objective (5):**

Information gathered from FRC, the National Student Clearing House website, the National Student Load Database, target school counselors and staff, participants and their families.

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| **(6) Postsecondary Completion** *32% 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 by deferred enrollment, will attain either an associate’s or bachelor’s degree within six years following graduation from high school.*  |

**Strategies used to measure outcome objective (6):**

Information gathered from FRC, the National Student Clearing House website, the National Student Load Database, target school counselors and staff, participants and their families.

**Program Improvements**

When submitting the UB grant proposal the following improvements were made to improve the objective outcomes.

* In an effort to increase the percentage rate for outcome objectives 1-6, Plumas Charter School was added as a target school. Adding the Charter school allows us to recruit and enter students from both Indian Valley Academy and the Plumas Charter Quincy site. In the first year of the grant, we have seen an increase in the number of applicants, allowing us to be more selective about screening for motivation and commitment to college prep objectives, thus improving all objective outcomes.
* In an effort to increase the percentage rate for outcome objective (2) UB students participate in lunch meeting workshops and a Test Prep Saturday Academy in spring to acquaint them with the Standardized Test known as the CASSP or Smarter Balanced test. By explaining how students will benefit from doing well on this test and sharing test taking tips and strategies, Upward Bound aims to increase students Standardized Test scores.
* In an effort to increase all objectives Upward Bound implemented a new tutoring app that allows students to get on-demand help with math and science problems twenty-four hours a day. This new strategy aims to diminish the scheduling barriers that prevent Upward Bound students from getting the tutoring they need to succeed in their academic pursuits.
* In an effort to increase percentage rates for outcome objective (4) we have revised and formalized our Individualized Education and Career Plan to clearly lay out the A-G offerings at all target schools. We have also included hand outs and a presented regarding A-G requirements to parents at the mandatory parent meetings offered both in fall and spring.
* In an effort to increase percentage rates for outcome objective (5) we started implementing strategies to reduce “Summer Melt” – specifically increased communication with recent graduates over the summer and intensive encouragement, communication and support during the first month of their transition to college.

**Long Range Vision For The Next Four Years**

**Future Grant Funding:** The Upward Bound program is concluding the first year of the five-year conditional grant funding awarded in the fall of 2017. It is hoped that in four years we will submit a proposal and be awarded another five years of grant funding.

**Meeting/Exceeding Outcome Objectives:** Upward Bound staff will aim to surpass all of its outcome objectives each year. These will be submitted in the Annual Performance Reviews for FRC and the Annual Program Report to the U.S. Department of Education.

**Delivery of Participant Services:** Upward Bound staff will aim to provide the highest level of service to its participants and continue to foster excellent relationships with administration and staff at its target schools. The Upward Bound Director will continue to network with other youth serving organizations to enhance the program’s ability to recruit participants and offer meaningful opportunities to our participants.

**Program Changes:** The changes outlined above, in “Program Improvements”, were implemented beginning in September 2017 and will build momentum and continue to improve our long-term objectives.