

**B. PROJECT OBJECTIVES**

**OBJECTIVE #1 – Academic Performance – Grade Point Average (GPA):** 77% 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.

**AMBITIOUS:** This objective is ambitious as detailed in the **baseline data in Table 8 of the Need Section** which shows that in Spring 2020, 75.6% of students at target high schools had a GPA of 2.5 (on a 4.0 scale) or higher. It is also ambitious because UB students are required to complete a rigorous program of study (four years of English, three years of math with one level higher than Algebra I, three years of science with two years of lab science, three years of social studies, and one year of language other than English).

**ATTAINABLE:** The objective will be attainable through careful monitoring of student progress by the UB Director and Program Specialist, in coordination with the Program Assistant for target schools. Program Assistants will have demonstrated proficiency in subject tutored, and knowledge of rigorous program of study requirements. They will meet with students weekly, monitor progress, and report to the UB staff. The Program Specialist will track academic progress and tutoring weekly, using high school database information and Program Assistant logs. If needed, additional academic interventions will be provided. Communication with counselors and/or resource staff allows non-academic issues to be addressed in addition to academic issues. During visitations, Program Specialists will also check-in with student social and emotional wellbeing and self-assurance. Studies have shown these factors are also key components of student success, as referenced in CPP2.

This objective is attainable through the use of Khan Academy, an online learning tool. Students who do not have Internet at home can access it during lunch and after school through a Gmail account set up after acceptance into the UB Program. UB staff monitor the use of this

program weekly. UB staff also review mid-semester progress reports. If the student is earning a “C” or below, he/she will be required to use additional tutoring services which are schedule as needed for the student.

**OBJECTIVE #2 – Academic Performance on Standardized Tests:** 49% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.

**AMBITIOUS:** Baseline data in Table 7 of the Need Section shows that of the target schools’ students completing the 2020 CAASPP, 62.12% met the standard in English Language Arts. For the math portion of the CAASPP, only 24.84% meet the standard. Of the 10 target schools, none offer tutoring programs or formalized supplemental instruction. The counselor to student ratio makes it difficult for institutions to create individual academic intervention plans for student with low test scores.

**ATTAINABLE:** This objective will be attainable through the provision of a case management system via the on-site Program Assistants in conjunction with the Program Specialists. Monitoring of student academic progress will occur on a weekly basis throughout the students’ 9<sup>th</sup> – 11<sup>th</sup> academic grade years prior to taking the CAASPP. Academic intervention strategies designed to prepare the students for the CAASPP in the areas of reading/language arts and math will include supplement instruction, tutoring, and the UB intensive academic Summer Academy. Details for these activities are outlined in the Academic Year Curriculum and Summer Academy Curriculum in the Plan of Operation.

The individual approach to academic intervention and preparation will be developed with input from the student, the high school personnel, the Program Assistant for that student’s high school, and the Program Specialist with oversight from the UB Director. Monitoring of the student progress will ensure that UB students met the standard of proficient level or above on state

assessments, in conjunction with CPP1 and formative assessment.

**OBJECTIVE #3 – Secondary School Retention and Graduation:** 90% 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.

**AMBITIOUS:** This objective is ambitious because of **baseline data in Table 4 of the Need Section** documenting the retention rate at UB target high schools. The average student retention rate for the preceding four years at the ten target high schools was 94%, although it was much lower at some target schools. Based on a cohort that graduates an average of 20 students per year, the goal of 90% means only two students of those served each year will not continue to the next grade level or earn a regular secondary school diploma. The lack of role models, lack of preparedness for college level coursework, limited tutoring and formalized supplemental instruction, low counselor/student ratio, and geographic isolation that denies students opportunities to visit college campuses are all impactful factors, which make this objective ambitious.

**ATTAINABLE:** The UB Program will offer tiered services that differ each year for each grade level as outlined in Table 9 in the Plan of Operation. As noted in the Need section, credit-recovery systems in 6 of 10 target high school districts provide opportunities for students to stay on track with graduation. This collaborative approach will aid in keeping students engaged in the Upward Bound Program and in school, as well as providing career search opportunities and both academic and personal skill set development.

UB Instructional Assistants and Program Specialist will monitor UB students' academic standing weekly, which will allow for modification of services to meet students' specific needs. Frequent tutor and school progress reports, and dialogue with school staff and faculty also aid in the evaluation of student progress and active participation in the program and in school.

**OBJECTIVE #4 – Secondary School Graduation (rigorous secondary school program of study):**

51% 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.

**AMBITIOUS:** Baseline data in Table 8 of the Need Section shows that the average completion rate of “A-G” (the entrance requirements for the University of California and California State University systems) was 26.1% in 2019-20 at the target high schools. Low education attainment levels, high dropout rates, low college-going rates, limited tutoring and formalized supplemental instruction, and high student/counselor ratios all significantly negatively impact the number of students who complete a rigorous program of study or “A-G” requirements, and graduate with a high school diploma. This data is documented in Tables 3, 4, 5, and 6 in the Need section.

**ATTAINABLE:** This objective will be obtained, in addition to efforts outlined in Objectives Two and Three, through intensive study session with individualized subject matter focus, specialized tutoring, and formalized supplemental instruction. Students’ progress in the completion of their rigorous program of study will be monitored three times each year to determine areas of deficit or delay. If needed, deliberate and individualized intervention will also be provided.

In addition, UB students who do not have the option to complete a rigorous program of study or “A-G” at their high schools will have access and support to complete four years of English, math beyond Algebra I, three years of science including two lab sciences, three years of social studies, and one year of language other than English through College of the Siskiyous. Progress in completing these requirements will be monitored through the academic year by UB staff. Meeting student social, emotional, and academic needs, staff will employ a holistic approach. This in turn cultivates confidence for students to complete a rigorous course of study, aligned with their

preferred chosen career, as outlined in CPP2.

**OBJECTIVE #5 – Postsecondary Enrollment:** 55% 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. Alternatively, students 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).

**AMBITIOUS:** Baseline data in Table 5 of the Need Section shows that for students that graduate from the target schools, only 1.23% enroll in a California State University. According to NCHEMS the College-Going Rate in California in 2018 was 66.01%, whilst the national average was 63.65%. This rate includes UC, CSU, and Community College. This objective is also ambitious given that in some target high schools, such as Happy Camp, the dropout rate was as high as 28.6% (**Table 4, Need section**).

The need for academic intervention and enhancement of a college-going mentality among the UB students is directly impacted by: the lack of role models; low educational attainment level of adults in the target area; geographic isolation; limited tutoring and formalized supplemental instruction; lack of AP course offering at the target high schools; poor entry scores on college exams; high counselor/student ratio; low percentage of students completing the FAFSA; lack of knowledge about options for college and postsecondary education exposure; and the impact of a disrupted learning environment due to the Covid-19 pandemic.

**ATTAINABLE:** This objective can be obtained through efforts outlined in Objectives 2, 3, and 4 and the provision of comprehensive support services. These include financial aid counseling, college admissions workshops, and transportation for college preview events and a college tour as well as personal counseling, activities to raise student career awareness, and consistent evaluation and

monitoring of student progress by the UB staff.

The UB Director will have contact with all seniors, monitor academic progress and grades weekly, evaluating transcripts and ensuring all rigorous program of study requirements or “A-G” offered by target schools are met. If a student is transferring to a 4-year institution, the UB Director will work with students in preparation for attendance at a community college. The UB Director will research each institution of the student’s choice and arrange a meeting with that institution’s TRiO Program (as available) and other relevant support services. It is mandatory that UB students file the FAFSA by the designated deadline in order to qualify for additional state grants and aid. Ensuring all enrollment processes are completed will be a priority.

The UB staff will offer a Summer Bridge option to graduated seniors where they can work at the Summer Academy as a residential advisor with the option to take a college level course at College of the Siskiyous to jump-start their college career. (Plan of Operation, page 30). These units will transfer to the UC or CSU system.

**OBJECTIVE #6 –Postsecondary Completion:** 31% 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.

**AMBITIOUS:** Baseline data in Table 3 of the Need Section documents that within six years, only 11.6% of the target area complete an Associate degree and 23.2% obtain Bachelor’s degrees or higher. It shows the statewide percentage for completion of a Bachelor’s degree or higher as 33.9%; our goal is for UB participants to be in line with the statewide average. The statistics for our target area reflect deficiencies as detailed in the Need section, such as the lack of career exposure, low educational attainment level of adults in the target area, geographic isolation, limited tutoring and

formalized supplemental instruction, high counselor/student ratio, low percentage of students completing the FAFSA, and lack of knowledge about options for college and postsecondary education.

**ATTAINABLE:** The following endeavors focus on preparing students to succeed in high school and be prepared for college entrance, persistence, and completion.

- Rigorous formalized supplemental instruction throughout high school to ensure college preparedness and eliminate the need for remedial courses during college.
- Workshops and courses during the academic year and Summer Academy to promote student success and a start to college.
- A UB Summer Bridge Program that will act as a modified First Year Experience Program to support graduating seniors in preparation for college completion.
- Mandatory completion of the FAFSA for all UB Seniors.
- Identification of, and referrals to, college support resources for UB students to ensure continued academic support throughout college completion.
- Education and promotion of Associate Degree for Transfer (ADT) programs offered at California Community Colleges.
- A UB alumni group will support all graduated UB students throughout college.
- Contact between Alum and UB staff annually via social media, in person, or email until the students' educational goal is met.
- National Student Clearinghouse will be used by the Program Specialist to track UB students' degree completion.