

B. PROJECT OBJECTIVES

<p>OBJECTIVE #1</p>	<p><u>ACADEMIC IMPROVEMENT ON STANDARDIZED TEST:</u> 80% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.</p>
<p>Measurable over the life of the project</p>	<p>To insure that students in California are academically proficient, the state requires the administration of the California Standardized Testing and Reporting (STAR) annually for grades 2 through 11. Along with STAR, the State of California requires that all students pass the California High School Exit Exam (CAHSEE) before they receive their high school diploma. The scores from these exams, along with this 80% objective, provide an excellent means of academic measurement for our Upward Bound students.</p>
<p>Ambitious in light of the need</p>	<p>Of the Siskiyou County 9th grade students completing the 2006 California Standardized Testing and Reporting (STAR), 29% scored below basic in English/language arts and 45% scored below basic in math. In addition, for 10th grade students taking the California Exit Exam in 2006, 59% of students failed in math and 66% failed English. To further exasperate this problem, there are limited, if any, supplemental instruction programs offered at any of the target schools. Only 2 out of the 7 target high schools offer tutoring programs, which are very limited in capacity to how many students can be served. Only 3 out of the 7 target schools offer advanced courses (AP) with a limited selection. The low counselor to student ratio makes it difficult for institutions to create individual plans for the students with low test scores. The low counselor population makes it problematic for the target institutions to effectively facilitate a filtering system that will identify a need for intervention, let alone have the capability to address the need and assign an appropriate course of action. These statistics along with the identified obstacles demonstrate that this objective is very ambitious.</p>
<p>Attainable as it relates to resources, support and personnel</p>	<p>The provision of supplemental instruction as it relates to state required curriculum will be given to students throughout the academic year as well as through the Upward Bound intensive academic Summer Program. Details for providing supplemental instruction for students are outlined in the Academic Year Curriculum in the Plan of Operation on page 21. Tutoring services will be offered to all students in all target schools. All state assessment tests will be evaluated as soon as they are available to UB staff for screening, and an individual learning plan (ILP) will be updated for each student who does not pass any section of the test. The ILP will be developed with input from the student, UB Director, Academic Coordinator, student's caregiver and appropriate target school personnel. The above services and regular monitoring of student progress will ensure that Upward Bound students achieve at proficient levels or above during high school on state assessments in reading/language arts and math.</p>

<p>OBJECTIVE #2</p>	<p>PROJECT RETENTION: 75% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year.</p>
<p>Measurable over the life of the project</p>	<p>Tracking and recording student completion of the Upward Bound Program is done by utilizing a student Access data base system as well as by compiling a comprehensive file on each student that includes all interaction, activities, progress reports and required program documents. Tracking will continue for 5 years after high school graduation.</p>
<p>Ambitious in light of the need</p>	<p>According to the 1997 National Evaluation of the Upward Bound Program by the U.S. Department of Education, projections suggested that 37% of all students will drop out of UB within the 12 months of entering the program. A significant reason that the Upward Bound retention rate was suggested to be at 63% can be due to elevated high school dropout rates. Lack of parental involvement with student success efforts, lack of role models, lack of computer access, limited supplemental instruction, geographic isolation that denies students opportunities to attend cultural events and motivational visits to college campuses, limited tutorial services and high student to counselor ratios contribute to the 22.2% high school dropout rate for Siskiyou County, which in turns affects the retention rate of the Upward Bound Program.</p>
<p>Attainable as it relates to resources, support and personnel</p>	<p>The outcome of this objective will be obtained through strong parent/caregiver support, training and collaboration. In addition to enhanced efforts to involve parents/caregivers and gain support, supplemental instruction, sustained specific tutoring services, comprehensive workshops on careers, college success and personal development will also be offered. During the summer residential program, students will be exposed to culturally diverse counselors that have completed the Upward Bound Program and are currently attending an institution of higher education. Students will be given the opportunity through the Upward Bound work experience program to be mentored by successful community leaders and learn important work skills.</p> <p>Along with these tools for retention, the Upward Bound Program will offer a tiered and varied program that differs from year to year for each grade level. This will aid in keeping students engaged in the program as well as allowing for a myriad of training opportunities and skills set development that would be lacking if the program remained static from year to year and grade to grade. The implementation of an Upward Bound Alumni Association will further support the endeavor to retain students through enhanced role model opportunities as well as examples of success.</p> <p>During weekly school visits UB staff will monitor UB students and keep current on their standing with the program. This will allow for modification of program services as needed to meet a student's requirements for success. Frequent tutor reports, school progress reports, and dialogue with school staff and faculty also aid staff in evaluating student progress and active participation in the program.</p>

<p>OBJECTIVE #3</p>	<p><u>POSTSECONDARY ENROLLMENT:</u> 75 % of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.</p>
<p>Measurable over the life of the project</p>	<p>Student files will contain transcripts that indicate that at least 75% who have been enrolled in the program will have enrolled in a postsecondary institution in the fall preceding their high school graduation.</p>
<p>Ambitious in light of the need</p>	<p>This objective is very ambitious given that the current dropout rate for Siskiyou County high schools is at 22.2%, and for those that did graduate high school in the past three years only 16.3% went on to public four-year institutions. In addition, in the past three years only 38% enrolled at COS and only 9% transferred to a four-year institution. The combined total three-year postsecondary enrollment rate is only 55.2%, compared to a statewide postsecondary enrollment rate of 62.7%.</p> <p>The need for intervention for success relates to lack of parental involvement with student success efforts, lack of role models, lack of computer access, limited supplemental instruction, geographic isolation that denies students opportunities to attend cultural events and motivational visits to college campuses, limited tutorial services and high student to counselor ratios, poor entry scores on college assessment exams, low percentage of students filing a FAFSA form and lack of college entrance counseling, workshops and general postsecondary education exposure.</p>
<p>Attainable as it relates to resources, support and personnel</p>	<p>This objective can be obtained through the provision of rigorous supplemental instruction to improve scores on college assessment exams, comprehensive support services (that include financial aid counseling, college admissions workshops and college preview day visits), personal counseling, activities to increase parental involvement, activities to raise student awareness in attainable careers, and consistent evaluation and monitoring of student progress by the Upward Bound staff.</p> <p>The UB Senior Advisor will conduct weekly visits with all seniors, monitor progress weekly concerning grades, evaluating transcripts and ensuring all “A through G” requirements are met for transferring to a four-year institution. The Senior Advisor will research each institution of the student’s choice and arrange a meeting with the institution’s existing TRIO Programs, if offered, and other support services, if TRIO Programs are not at that institution. The Upward Bound Program will offer the Summer Bridge option to graduated seniors where they can work at the summer residential program as a residential advisor and take one or two summer college courses at COS to get a jump start on their college career while utilizing the support of the UB staff. All juniors and seniors are also offered two college courses (<i>GUID 3 and GUID 5</i>) through COS that prepare them for career and college success. These units transfer to the CSU or UC system. It is mandatory that Upward Bound students complete the FAFSA by the designated deadline.</p>

<p>OBJECTIVE #4</p>	<p><u>POSTSECONDARY PERSISTENCE:</u> 75% of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.</p>
<p>Measurable over the life of the project</p>	<p>A comprehensive student Access tracking and data base system stores the information compiled by the Upward Bound staff on all UB students that have been in the Upward Bound Program for the 5-year required time frame after the student leaves the program.</p>
<p>Ambitious in light of the need</p>	<p>According to annual statistics generated by COS, the persistence rate for second year college students is 55%, which leaves 45% of area students not going on to a second year of postsecondary education. According to the California Office of Education, only 9% of students transfer from the California Community College system to a public four-year institution. In addition, figures show that 56% of California high school students entering college score low in college entrance exams and require remedial coursework. These statistics reflect the contributing needs and deficiencies in our target area, such as: (1) no other Summer Bridge Program; (2) low percentage of area students completing the FAFSA; (3) geographic isolation; (4) high target high school student to counselor ratios and no enhanced or structured senior specific counseling in target high schools; (5) lack of parental involvement and support; (6) limited tutorial services or supplemental instruction in schools within the target area; (7) lack of appropriate role models; (8) lack of work experience opportunities; and (9) lack of guidance to appropriate TRIO and other student services offered at California Colleges.</p>
<p>Attainable as it relates to resources, support and personnel</p>	<p>This objective can be met through implementation of the following endeavors that focus on preparing students to succeed in high school and be adequately prepared for college entrance and persistence.</p> <ul style="list-style-type: none"> ▪ Rigorous supplemental instruction prior to high school graduation to ensure college preparedness and eliminate the need for remedial courses when entering college. ▪ Strong parent/caregiver support, training and collaboration during the student's first year at college. ▪ Workshops and courses during the Academic Year and Summer Program to promote student success in college. ▪ Work experience to give students a vision and goal for their futures. ▪ A Summer Bridge Program that will engage students in the college experience with support for the graduating students from the UB Staff. ▪ Close monitoring of all student senior activity by the UB Senior Advisor ▪ Mandatory FAFSA filing for all Upward Bound seniors. ▪ Identification of college support resources for UB students to ensure continued academic support, including TRIO's Student Support Services, EOPS, CARE, MESA and other counseling and financial aid services. ▪ A UB Alumni Association will give support to all graduated UB students. ▪ UB staff will remain available as a resource directory for students.