

<p><b>Objective #1</b></p>	<p><b>ACADEMIC PERFORMANCE – GRADE POINT AVERAGE (GPA)</b>        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.</p>
<p>Ambitious as related to the need data provided</p>	<p>This objective is ambitious based on data received from high school counselors that shows that in Spring 2011, 61% of students at target high schools had a GPA of 2.5 or higher.</p> <p>In addition, this objective is ambitious because UB participants are required to complete a <b>rigorous program of study</b> (defined as advanced or honors program, or completing a minimum of 4 years English; 3 years math including Algebra I and one higher level; 3 years science including 1 year of biology, chemistry or physics; 3 years social studies; and 1 year language other than English) or <b>“A-G” requirements</b> (entrance requirements for the University of California and California State University systems). The more challenging a course is, the more likely it is that a student will have trouble getting an A or B grade.</p>
<p>Attainable given the project’s plan of operation, budget and other resources</p>	<p>This objective will be attainable through careful monitoring of student progress by the UB Director and Academic &amp; Retention Coordinator. Target schools furnish student transcripts, and provide anecdotal information to the UB staff that communicates student progress and setbacks that cannot be identified through test scores and grades. Also, skill enhancement through an individualized supplemental instruction will be monitored throughout the year by the UB Director, Academic &amp; Retention Coordinator and TRIO Academy Advisors.</p> <p><b>TRIO Academy Advisors are all high school personnel or faculty with demonstrated proficiency in the subjects to be tutored.</b> They must have knowledge of “A-G” requirements and rigorous secondary school program of study. The TRIO Academy Advisors will meet with students weekly for tutoring. They will monitor the progress of students and report any problems to the UB Director, Academic &amp; Retention Coordinator, and high school personnel weekly.</p> <p>This objective will also be attainable through the use of <b>ComFit</b>, an Internet based individualized academic software and supplemental instruction program. Students that don’t have Internet at home can use ComFit during lunch and after school. Supplemental instruction will build skills and improve grades. Use of this program will be monitored by the TRIO Academy Advisors and the UB Director on a weekly basis.</p> <p>The UB Director and Academic &amp; Retention Coordinator review mid-semester progress reports which include the student’s GPA, test scores, academic plan, and attendance records. If a student receives a C grade or below on any progress report, that student is required to utilize additional tutoring services and supplemental instruction. The schedule of additional services is determined by the UB Director and Academic &amp; Retention Coordinator and will be added to the student’s Plan for Academic Success.</p>

<p><b>Objective #2</b></p>	<p><b>ACADEMIC PERFORMANCE – STANDARDIZED TEST SCORES</b>  90% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.</p>
<p>Ambitious as related to the need data provided</p>	<p>Of the Siskiyou County 9 -11 grade students completing the 2009 California Standardized Testing and Reporting (<i>Table 7, Need Section</i>), <b>52.5% scored at “basic” or below proficient level in English/language arts and 75.2% scored at basic or below proficient level in mathematics.</b></p> <p>To further exacerbate this problem, there are few, if any, supplemental instruction programs offered at the target schools. Out of the 8 target high schools, none offer tutoring programs, and only 5 of the 8 offer advanced placement 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. It also 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 given the project’s plan of operation, budget and other resources</p>	<p>This objective will be attainable through the provision of supplemental instruction as it relates to state required curriculum. This instruction will be given to students via ComFit, an Internet based individualized academic and supplemental instruction software program, designed to enhance skills in core subjects, throughout the academic year as well as through the Upward Bound intensive academic Summer Academy. Details for providing supplemental instruction for students are outlined in <b>the Academic Year Curriculum in and the Summer Academy Curriculum</b> in the Plan of Operation beginning on page 26.</p> <p>In addition, tutoring services will be offered to students in all target high schools. <b>All state assessment tests will be evaluated as soon as they are available to the UB staff for screening, and a Plan for Academic Success (PAS), including ComFit and/or tutoring, will be updated for each student who does not pass any test section.</b></p> <p>The PAS will be developed with input from the student, UB Director, Academic &amp; Retention Coordinator, TRIO Academy Advisors, student’s caregiver and appropriate target school personnel. The above services and regular monitoring of student progress will ensure that UB students achieve at proficient levels or above during high school on state assessments in reading/language arts and math.</p>

<p><b>Objective #3</b></p>	<p><b>SECONDARY SCHOOL RETENTION AND GRADUATION (with regular secondary school diploma)</b></p> <p>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.</p>
<p>Ambitious as related to the need data provided</p>	<p>This objective is ambitious based on the retention rate at UB target schools (<i>Table 4, Need Section</i>). <b>The average student retention rate for the preceding three years at the eight target high schools was 87.1%</b> although it was much lower at some of the target schools. For example, Butte Valley High School had a retention rate of 71.0% in 2008-09.</p> <p>As stated in detail in the Need section, lack of parental involvement with student success efforts, lack of role models, lack of computer access, limited tutoring and supplemental instruction, geographic isolation that denies students opportunities to attend cultural events and motivational visits to college campuses, and high student to counselor ratios are all factors which make this objective ambitious.</p>
<p>Attainable given the project's plan of operation, budget and other resources</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, supplemental instruction, sustained specific tutoring services, comprehensive workshops on careers, college success and personal development will also be offered.</p> <p>During the Summer Academy, students will be exposed to culturally diverse counselors that have completed the Upward Bound Program and are currently attending an institution of higher education. During summer and the regular academic year, students will be given the opportunity through the Upward Bound community service and work experience programs to be mentored by successful community leaders and learn important work skills.</p> <p>Along with these tools for retention, the UB Program will offer a tiered 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 skill set development that would be lacking if the program remained static from year to year and grade to grade.</p> <p>During weekly school visits, Upward Bound 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><b>Objective #4</b></p>	<p><b>COMPLETION OF RIGOROUS SECONDARY SCHOOL PROGRAM OF STUDY</b></p> <p>85% 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 complete a rigorous program of study and graduate in that school year with a regular secondary school diploma.</p>
<p>Ambitious as related to the need data provided</p>	<p>This objective is ambitious for many reasons – low education attainment levels (78% of adults in the target area have below a baccalaureate degree), high dropout rates (average of 12.9% over a 3-year period), lack of parental involvement, low college going rates (79% of high school seniors are not going on to college), limited tutoring and supplemental instruction, and high student/counselor ratios. This foundation significantly impacts the number of students who complete a rigorous curricula or “A-G” requirements, and graduate with a high school diploma. This data is documented in <i>Tables 3, 4, 5 and 6</i> in the Need Section.</p> <p><b>Also, completion of “A-G”</b> (the entrance requirements for the University of California and California State University systems) <b>is not a priority for course offerings at 43% of the target high schools.</b> In addition, only 5 of 8 target high schools offer advanced placement courses.</p>
<p>Attainable given the project’s plan of operation, budget and other resources</p>	<p>This objective will be obtained, in addition to the efforts outlined in Objective 3, through continued work with the target high schools to articulate coursework offered through COS for students who don’t have access to advanced placement and/or honors courses at their high schools. “A-G” coursework will be supplemented during Summer Academy in preparation for high school graduation and as a path to postsecondary education through the use of the ComFit program. In addition, “credit recovery” will be used with the schools that offer that option.</p> <p>UB students who do not have the option to complete “A-G” rigorous curricula at their high schools will have access and support to complete four years of English, math up to Algebra II, and two science courses. Progress of completion of these requirements will be monitored through the academic year by UB staff, and rigorous curriculum/skills enhancement classes will be offered during Summer Academy. Summer Academy transcripts will be sent to all target high schools. Target high schools offering credit recovery will accept courses offered during Summer Academy for credit as appropriate within their Districts.</p> <p>Using the ComFit program available to all Upward Bound students via the Internet, the target schools curricula will be supported and enhanced. Computers at all target high schools, as well as the COS Weed and Yreka Campuses, will be available to UB students for the use of this academic software program.</p>

<p><b>Objective #5</b></p>	<p><b>POSTSECONDARY ENROLLMENT</b></p> <p>70% 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 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).</p>
<p>Ambitious as related to the need data provided</p>	<p>This objective is ambitious given that the average dropout rate for Siskiyou County high schools in the last three years was 12.9% (<i>Table 4, Need Section</i>). For those that did graduate high school in the past three years, <b>only 13.3% went on to public four-year institutions</b> (<i>Table 5, Need Section</i>) <b>while 7.5% enrolled at a community college, for a total of 20.8% attending postsecondary institutions after graduation.</b></p> <p>The need for intervention for success relates to lack of parental involvement with student success efforts, lack of role models, limited supplemental instruction, high student to counselor ratios, poor entry scores on college assessment exams, low percentage of students filing a FAFSA, and lack of college entrance counseling, workshops and postsecondary education exposure.</p>
<p>Attainable given the project’s plan of operation, budget and other resources</p>	<p>This objective can be obtained through the provision of ComFit and other supplemental instruction to improve scores on college assessment exams, comprehensive support services (including financial aid counseling, college admissions workshops, transportation for college preview day and orientation day visits), as well as personal counseling, activities to increase parental involvement, activities to raise student career awareness, and consistent evaluation and monitoring of student progress by the UB staff.</p> <p>The UB Director will have weekly contact with all seniors, monitor progress weekly concerning grades, evaluating transcripts and ensuring all “A through G” requirements offered by the target schools are met. If a student is transferring to a four-year institution, and rigorous curriculum in the target school is not offering “A-G”, 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 Programs (as available) and other support services. It is mandatory that UB students file the FASFA by the designated deadline.</p> <p>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 one or two college courses at COS to jump start their college career. (See page 31 of Plan of Operation.) These units will transfer to the CSU or UC system.</p>

<p><b>Objective #6</b></p>	<p><b>POSTSECONDARY COMPLETION</b>  70% 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.</p>
<p>Ambitious as related to the need data provided</p>	<p>This objective is ambitious given that annual statistics generated by COS reflect that <b>42% of area students do not persist to a second year of postsecondary education.</b> In addition, in the past three years an average of only 13.3% enrolled in a four-year institution (<i>Table 5, Need Section</i>). This contrasts with a California State combined total three-year postsecondary average enrollment rate to a public college or university of 46%; more specifically 44.4% those students who are PELL recipients complete a BA/BS degree in 6 years. (<i>Complete College America, Time is the Enemy, 2011</i>).</p> <p>These statistics reflect the contributing needs and deficiencies in our target area, as detailed in the Need Section, such as: (1) no other Summer Bridge Program; (2) low percentage of area students completing the FAFSA; (3) geographic isolation; (4) high student to counselor ratios and no enhanced or structured senior specific counseling; (5) lack of parental involvement and support; (6) no 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 given the project’s plan of operation, budget and other resources</p>	<p>This objective is attainable 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"> <li>▪ Rigorous supplemental instruction prior to high school graduation to ensure college preparedness and eliminate the need for remedial courses when entering college.</li> <li>▪ Workshops and courses during the academic year and Summer Academy to promote student success in college.</li> <li>▪ Work experience to give students a vision and goal for their futures.</li> <li>▪ A UB Summer Bridge Program that will engage students in the college experience with support for the graduating students from the UB staff.</li> <li>▪ Close monitoring of all student senior activity by the UB staff.</li> <li>▪ Mandatory FAFSA filing for all Upward Bound seniors.</li> <li>▪ Mandatory application to at least one postsecondary institution.</li> <li>▪ Identification of, and referrals to, college support resources for UB students to ensure continued academic support.</li> <li>▪ A UB alumni group that will give support to all graduated UB students.</li> <li>▪ Contact between Alum and UB staff at least once per semester via email, phone, or UB Facebook.</li> <li>▪ Monitoring of academic progress at the end of each term at postsecondary institution until educational goal is met.</li> </ul>

