



MISSION STATEMENT

The University of Hawaii Maui College Upward Bound strives to increase postsecondary enrollment and college degree completion for low-income first-generation Baldwin, Maui, and Molokai high school participants. Additionally, the Upward Bound Math Science program aspires to develop high school student participant's motivation and academic preparation to enroll and complete postsecondary Science, Technology, Engineering, and Mathematics degree programs.

FUNCTIONAL STATEMENT

TRiO Upward Bound and Upward Bound Math Science are federally funded by the U.S. Department of Education and sponsored by the University of Hawaii Maui College. The intensive pre-college programs promote high school academic achievement and preparation for a successful college career. After admission into the program, participants receive continuous services until high school graduation. Participants are tracked for an additional six years after program completion. Upward Bound increases student motivation for postsecondary education by creating connections from high school to college to career through engaging learning opportunities, career exploration, a positive peer community, mentoring, and real-world experiences.

Participants and Service Area: Upward Bound serves Baldwin, Maui, and Molokai High School students whose families meet low-income eligibility guidelines and whose parents have not earned a 4-year degree (i.e. first-generation). Students must show commitment to the program as well as the potential to benefit from program services.

Federal Objectives: Upward Bound federal objectives are mandated by the U.S. Department of Education. The federal objectives have changed for the new 2012-2017 grant cycle (see below). The new grant cycle also includes a performance measure that does not affect funding. Prior experience points determined by project years 2013-2014, 2014-2015, and 2015-2016. As this is the first year of the grant cycle, objectives do not have impact on funding or prior experience points.

2012-2017 Federal Objectives and Assurances	
Assurance	UB Program will serve 85 students; UBMS program will serve 60 students
Assurance	67% of participants will meet both low-income and first-generation eligibility
Objective 1	80% of students will earn a 2.5 GPA or higher (academic performance-GPA)
Objective 2	45% of students will be proficient in math and reading on the Hawaii State Assessment (HSA; academic performance-standardized test scores)
Objective 3	95% of students will be promoted to the next high school grade level and/or graduate from high school by the expected date (secondary retention and graduation)
Objective 4	70% of students will complete a rigorous high school curriculum

Objective 5	70% of students will enroll in postsecondary education the fall following high school graduation (PSE enrollment)
Objective 6	45% of students will earn a postsecondary degree with six years of high school graduation (PSE degree completion)
Performance Measure	Track student's placement and enrollment in college level courses vs. remedial or developmental courses (placement into college-level courses)

Specific Program Services:

The Upward Bound program provides year-round services to program participants. Academic year program services include:

- Tutoring sessions and strategies to increase academic success (early intervention and progress reports, college pledge cards, contract for success, individualized Academic Success Plan)
- Weekly advising sessions, both in group and by individual appointment
- Motivational and personal counseling
- Mentoring with college students, professional staff, and college faculty
- College tours to Oahu and Hilo
- Saturday Academy workshops on academic skills, career, financial literacy, and college
- Career exploration activities; exposure to STEM career fields for UBMS participants
- College planning and preparation as well as assistance with the college admissions process
- Assistance completing financial aid forms and scholarship searches
- Cultural/Educational activities

During the Summer Academy, students participate in a 6-week residential program providing a college-like experience where students receive:

- Integrated hands on challenging classes in lab science, mathematics, literature, composition, foreign language, and nutrition
- Intensive STEM open-ended problem-based curriculum for UBMS students developing life skills
- Development of good study skills and habits
- Job shadowing work study experiences
- College summer bridge course at UH Maui College for graduated Seniors
- Multi-cultural workshops and activities
- Student electives: yearbook, video, leadership, t-shirt design/graphics
- Recreational and social activities including field trips, dances, luau, and talent show

After graduating high school, students are tracked for six years. Limited services are offered to alumni in order to ensure postsecondary degree completion including:

- Assistance with negotiating college transfer process
- Support in completing financial aid forms and scholarship searches
- Financial literacy education to include interpretation of loan forgiveness, budgeting, and cost comparison of education
- Career exploration and information on degree pathways
- Academic advising and assistance with selecting college classes
- Free printing and lab use for alumni attending UH Maui College

DATA

SUMMATIVE DATA

Upward Bound assurances and objectives standardized by the U.S. Department of Education.

ASSURANCE: PARTICIPANT NUMBERS & ELIGIBILITY CRITERIA REQUIREMENTS

Institutional Goals	OBJECTIVES - USDOE	FY12	FY13	FY14
Recruitment: Increase Pipeline from High Schools to UH Campuses	2012-2017 Assurance (34 CFR 645.21): Recruit, select, and serve 85 UB and 60 UBMS students with a need for academic support meeting the following criteria: 1) A minimum of 67% of total participants will be both low income and first generation. 2) The remaining 33% will be low-income, first generation, or have a high risk for academic failure.	Funded to serve 60 students in 2011-2012: 69 participants were served. 1) 77% (53/69) were both low-income and first-generation. 2) 4% (3/69) were low-income only, and 19% (13/69) were first-generation only	UB served 86 participants: 1) 80% (69/86) were both low-income and first-generation. 2) 3.5% (3/86) were low-income only, and 16% (14/86) were first-generation only. UBMS served 60 participants: 1) 73% (44/60) were both low-income and first-generation. 2) 12% (7/60) were low-income only, and 15% (9/60) were first-generation only.	UB will recruit 15 students to replace the 16 graduated students (target 9 th grade students equally from Baldwin and Maui High Schools). UBMS will recruit 1 student to replace graduated senior (target 9 th grade students from Maui High School).

ASSESSMENT TOOLS & METHODS

Participant selection determined as follows:

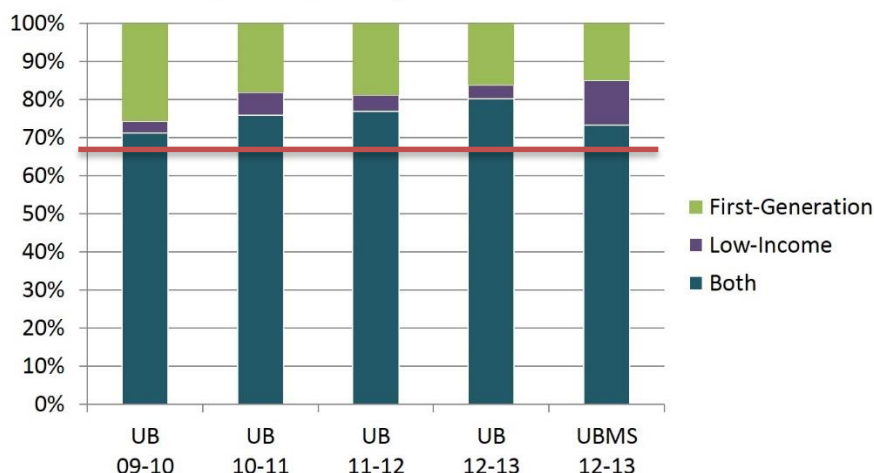
- Under 2012-2017 grant, participants are selected from Baldwin, Maui and Molokai High Schools. Participants were formerly selected from Baldwin, Lahainaluna, Lanai, King Kekaulike, Maui, and Molokai High Schools. Former students from non-target schools continue to be served.
- Low-income defined as an individual whose family taxable income did not exceed 150% of the poverty level the preceding year. First-generation defined as an individual who regularly resided with parent(s) who did not receive a baccalaureate degree.
- Student must show demonstrated commitment by participating in 10 days during the summer component or 60 days in the academic component per 34 CFR 645.6.

RESULTS & ANALYSIS

- Overall target number for each project was met as well as program assurances.
- Project Director met with all grade-level counselors and administration at target high schools during the 2012-2013 academic year to introduce UBMS program and overview current services/objectives.
- Engaging recruitment materials (brochure, slide show, video, presentation) created to attract potential participants. Videos updated by students during Summer Academy 2013.
- Application process changed during 2012-2013 project year to include: pre-application to determine eligibility followed by parent and student interviews. Students selected for program are asked to complete full application (includes liability waivers, insurance information, permission to access academic records, health records) before admission into the program.

- Due to receiving notice of funding for UBMS program after the official start date of program and then initiating the institutional processes of account setup and hires after the start date, recruitment could not begin until mid-spring. Due to starting new UBMS program (60 new students), expanding current UB (60 to 85), and replacing graduated seniors, the program admitted 95 new students. Recruitment took the majority of program staff effort detracting from other program services as the participant admission process is intensive for record collection, student interview, parent interview, and probation period to determine commitment to program (following 34 CFR 645.6 definition of program participant).

Eligibility Requirements



PROGRAM IMPROVEMENTS

- Program was unable to recruit to intermediate schools in May 2013 for 2013-2014 program year due to focus on recruiting 95 students for 2012-2013 program year.
- Project Director initiated conversations with high school counselors for 2013-2014 program recruitment. Recruitment presentations have begun at Maui High School. No additional students needed at Molokai High School for this program year. Baldwin High School counselors report they do not have access to 9th grade students as teachers do not want to decrease class time, even for counselors to provide information regarding high school graduation. Program has started to reach out to students via PCNC announcements. Counselors state they do not know 9th grade students well enough to recommend students. Director plans to begin outreach to select teachers as well as feeder middle school to identify 9th grade students at Baldwin High School for 2013-2014 (give postage-paid flyer announcement to Iao Intermediate counselors to send invitation to apply).
- Program to explore recruitment at student clubs for Baldwin High School.
- Program to provide written information regarding probation period to students in 2013-2014 as well as drop students not meeting program guidelines and expectations within first 60 days.
- Recruitment for 2014-2015 project year will begin in April/May 2014 at feeder middle schools. Student/parent interviews will be completed in Fall 2014. Upward Bound will formally admit students as soon as they start their high school career at the beginning of 9th grade to potentially provide four full years of program services.
- The program will improve Summer Academy instruction by decreasing levels of Math/Science needed by no longer admitting rising 9th grade students into the Summer Academy.

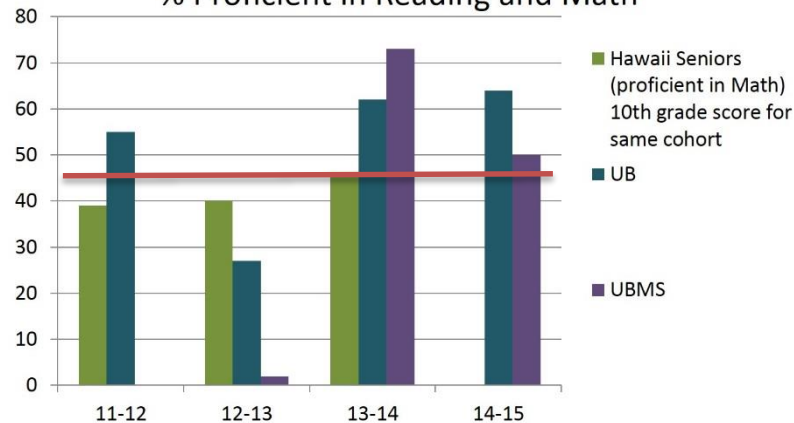
OBJECTIVE 1: ACADEMIC PERFORMANCE-GRADE POINT AVERAGE														
Institutional Goals	OBJECTIVES - USDOE	FY12	FY13	FY14										
Increase Degree Completion: Preparing High School Students	2012-2017 OBJECTIVE 1: 80% of all UB/UBMS participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.	This was not an objective for the 2007-2012 grant cycle.	UB: 67% (57/85) of participants obtained a 2.5 or higher cumulative GPA at the end of the 2012-2013 academic year. Intermediate grades cannot be included (one student). UBMS: 74% (34/46) of participants obtained a 2.5 or higher cumulative GPA at the end of the 2012-2013 academic year. Intermediate grades not included (12 student). Transcripts/grade report unavailable for additional 2 students.	Challenges: As most students were admitted in Spring 2013, nothing could be done to increase the cumulative GPA by May 2013. First quarter grades indicate a need for increased intervention as 72% of UB and 72% of UBMS participants obtained a 2.5 or higher current GPA.										
ASSESSMENT TOOLS & METHODS														
Summative assessment determined as follows: <ul style="list-style-type: none">High school transcripts requested at the end of each academic year. Cumulative GPA at the end of the 2012-2013 academic year recorded from transcript.														
RESULTS & ANALYSIS														
<ul style="list-style-type: none">For 2012-2017 grant cycle, as mass numbers were admitted for the new projects, the program could not be selective in choosing participants who even had a possibility of raising their cumulative GPA to 2.5 by the end of Spring 2013 (ex: students admitted in May 2013 after final GPA for year).Tutor Coordinator hired to manage after school tutoring as well as college student tutors.Volunteer professors (Math and Physics) provided tutoring assistance to participants.Low-attendance at tutoring sessions during 2012-2013 academic year.Offered Success 101 class in addition to traditional Summer Academy curriculum for Summer 2013. The class followed the College & Career Readiness Curriculum, Career Choices and My10YearPlan. The curriculum goal is to increase student’s connection of current behavior (grades, enrollment in rigorous curriculum) to future dreams, desires, and plans.														
<div>Academic Achievement-Grade Point Average</div> <div>% of Students at a 2.5 or higher</div> <table><thead><tr><th>Category</th><th>% of Students at a 2.5 or higher</th></tr></thead><tbody><tr><td>UB</td><td>67%</td></tr><tr><td>UBMS</td><td>74%</td></tr><tr><td>Target Schools 11-12 (as collected from registrars for grant purposes)</td><td>52%</td></tr><tr><td>Target</td><td>80%</td></tr></tbody></table>					Category	% of Students at a 2.5 or higher	UB	67%	UBMS	74%	Target Schools 11-12 (as collected from registrars for grant purposes)	52%	Target	80%
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PROGRAM IMPROVEMENTS

- As the first year of grant cycle does not count towards prior experience points, low GPA of students will not affect the grant award this year. The program must concentrate on supporting admitted participants in raising their cumulative GPA as well as carefully selecting future participants who have the potential to raise their cumulative GPA to a 2.5 or higher by the end of each fiscal year.
- If newly admitted students have the potential to achieve a 2.5 or higher, the overall percentage can be influenced (for example, 15 new students--18% of total students--earning a 2.5 or higher can influence the overall objective percentage).
- According to 1st quarter grades, intensive intervention is needed to raise GPA's to the 2.5 level.
- Study skill curriculum delivered to participants during Fall 2013 continuing into Spring 2014.
- Study skill curriculum to be created online using Laulima for absent students by Fall 2015.
- Tutoring has been set up on site at Baldwin, Maui, and Molokai High Schools either collaboratively with existing school tutoring programs or independently.
- Effort to create positive branding for tutoring to include: new name ("Club Upward Bound"), guest appearances of summer staff, raffle based on attendance, and competition to bring the most friends.
- Project director obtained recommendation by Math Professor for potential college student tutors to ensure quality of academic support provided to students in math (most frequent tutoring request).
- Tutoring Coordinator has limited time to track student grades through progress reports, contact students earning grades of C or lower in core courses, connect students to tutoring resources, both with Upward Bound and at local school. Need for increased hours for this position as academic success is a large contributor to PSE enrollment and persistence.
- Currently collaborating with Ka Hikina O Ka La to provide Project Intern. Project Intern has increased focus on supporting students with a grade of "C" or lower in core classes to develop independent learning skills (using online academic resources such as KHAN Academy and UH Manoa's Online Learning Academy, asking assistance from teachers, etc.) and provide a comprehensive support system (outreach/commitment from parents, teachers, and school staff).
- Addition of UBMS allows for increased number of summer instructors to better meet students' needs.
- In process of developing integrated curriculum for Summer Academy UBMS curriculum.
- Admitted participants since June 2011 have contracted to earn at least a 2.5 GPA with no D's or F's.
- College Pledge Cards introduced September 2012—mandatory for students admitted after 1/1/14.

OBJECTIVE 2: ACADEMIC PERFORMANCE-STANDARDIZED TEST SCORES				
Institutional Goals	OBJECTIVES - USDOE	FY12	FY13	FY14
Increase Degree Completion: Preparing High School Students	2012-2017 OBJECTIVE 2: 45% of UB/UBMS seniors served during the project year, will have achieved at the proficient level on state assessments* in reading/language arts and math. <i>* The 10th grade state assessment (HSA) is the only measure available for Maui County Public Schools.</i>	Achievement: 11 of 15 students with an expected high school graduation date during the 2011-2012 academic year completed the 10 th grade state assessment in both reading/language arts and math. Of these 11 students, 55% (6/11) were proficient in both subjects. Of the total students taking each subject, 82% (9/11) achieved proficiency in reading and 55% (6/11) in math.	UB Participants: Of 16 graduating seniors, 15 completed the 10 th grade state assessment in both reading/language arts and math. Of these 15 students, 27% (4/15) were proficient in both subjects. Of the total students taking each subject, 67% (10/15) achieved proficiency in reading and 33% (5/15) in math. UBMS Participants: 1 graduating senior completed the 10 th grade state assessment in both reading/language arts and math. The student was not proficient (0%) in either subject (the student completed the assessment in 10 th grade prior to being accepted into the program).	Challenges: The Hawaii State Assessment (HSA) is last administered in 10 th grade, before many of the newly admitted Upward Bound participants entered the program. Currently, 62% of UB and 73% of 2014 graduates are proficient in both and 64% of UB and 50% of 2015 graduates are proficient.
ASSESSMENT TOOLS & METHODS				
Summative assessment determined as follows: <ul style="list-style-type: none"> High school transcripts with Hawaii State Assessment (HSA) test scores requested at the end of each academic year. Proficiency on the HSA recorded from transcript. 				
RESULTS & ANALYSIS				
<ul style="list-style-type: none"> The objective measures 10th grade proficiency levels of graduating seniors. The results show a two year delay between program services and test scores. Moreover, 49% UB (17/35) and 58% (35/60) UBMS newly admitted students for 2012-2013 had already taken the HSA; program services do not have an opportunity to impact or change HSA scores if the student has already taken the exam in 10th grade. Since the first year of grant cycle does not count towards prior experience points, low HSA scores of 2013 graduates will not affect grant award. This U.S. Department of Education (DOE) standardized objective is intended to measure program effectiveness through state standardized assessment with the assumption that all states administer standardized tests during the senior year of high school (when the data is collected by the U.S. DOE). The UH Maui College Upward Bound programs have limited impact on this objective as the HSA is instead last administered during the 10th grade, before about half of the students enter the program. 				

HSA Standardized Assessment
% Proficient in Reading and Math



PROGRAM IMPROVEMENTS

- As the HSA is last administered in 10th grade, upper-class participants who have already taken the HSA must be carefully selected as to not dilute the numbers of proficient test takers. Currently, without admitting new students, this objective has been met for 2013-2014 as well as 2014-2015.
- Study skill curriculum administered to 9th and 10th grade students during Fall 2013 to impact 10th grade HSA scores in Spring 2014 semester. Study skill and test taking curriculum will be evaluated based on results of 10th grade participant Spring 2014 HSA test scores as well as feedback from student evaluations.
- Study skill and test taking curriculum to be created online using Laulima for absent students to complete. Online by Fall 2015.
- Additional UBMS grant acquired to increase summer instructors to better meet students' needs.
- Summer instructors to focus on HSA concepts for rising 10th grade.

OBJECTIVE 3: SECONDARY SCHOOL RETENTION AND GRADUATION

Institutional Goals	OBJECTIVES - USDOE	FY12	FY13	FY14
Increase Degree Completion: Preparing High School Students	2012-2017 OBJECTIVE 3: 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.	This was not an objective for the 2007-2012 grant cycle.	<p>UB: 100% (85/85) of UB participants were either promoted to the next grade level or graduated with a regular secondary diploma from the time of entry. One student is unknown.</p> <p>UBMS: 100% (60/60) of UBMS participants were either promoted to the next grade level or graduated with a regular secondary diploma from the time of entry.</p>	<p>Challenges: When students transfer out of system, the program must still report students, which can be difficult to obtain records. Also, 4 UBMS students will be repeating a grade, but as they were not admitted until summer, this should not affect numbers.</p>

ASSESSMENT TOOLS & METHODS
<p>Summative assessment determined as follows:</p> <ul style="list-style-type: none"> ▪ High school transcripts requested at the end of each academic year 2012-2013 and first quarter grade reports Fall 2013. ▪ Secondary school retention determined by promotion to next grade level. ▪ High school graduation determined by graduation date on high school transcript.
RESULTS & ANALYSIS
<ul style="list-style-type: none"> ▪ Program objectives met for 2013-2014 pending final release of APR, reporting methods, and prior experience point calculation. The U.S. DOE regulations have not clearly outlined calculation of this objective at this time, such as a student entering the program during Summer 2013 that had previously not progressed to the next grade level. For purposes of this report, those situations (UBMS = 4) have not been calculated. Also, 3 students from the UB program were below grade level in a prior year (i.e. the student is behind the expected graduation date), but did progress to the next grade level. Again, this has not been calculated against this report. Program can only determine rules after APR is released for 2012-2013. ▪ The following strategies were added to increase program/high school retention: parent and student interview for program selection to determine commitment, student contract indicating program participation and academic achievement expectations, and intensive academic advising/course selection to ensure high school graduation (tracked through Vision & Success Plan) ▪ Advisors created high school advising sheets to track completion of high school graduation requirements and Upward Bound rigorous college preparation curriculum. ▪ Invited undergraduate Ka Hikina O Ka La STEM majors to fulfill Ka Hikina O Ka La volunteer requirements through Upward Bound tutoring and requested college student math tutor recommendations through UH Maui College math faculty. College student tutors serve as mentors. ▪ Increased rigor of Summer Academy curriculum focused on Common Core Standards through outlining increased expectations of instructors and opening instructor application to national listserve.
PROGRAM IMPROVEMENTS
<ul style="list-style-type: none"> ▪ Project director attempted to exit less active students and students out of target area prior to start of new 2012-2017 grant cycle. Federal regulations are unclear regarding serving and reporting prior-participants who were exited for new 5-year grant cycle. If the Annual Performance Report forces the program to report exited students, these less active students will be offered limited services. ▪ Students on probation due to breaking program guidelines are also offered limited services to ensure high school graduation, postsecondary enrollment, and postsecondary degree completion. ▪ Limited services to include: online Upward Bound curriculum, academic advising on selecting rigorous high school curriculum, individual college admission assistance, financial aid information, tutoring, and career exploration. Invitations will not be extended to Saturday and Summer Academy for these students. ▪ Vision and Success Plan (VSP—an individualized comprehensive educational plan) developed to include recommended high school courses, academic achievements, career plans, college plans, and college admission requirements. While created, advisors are in process of making transition between their personal forms and the VSP. ▪ Tutoring Coordinator position also in charge of VSP development. While the position was initially budgeted for 12 hours per week, UB/UBMS was able to support her for full time with program savings to assist with initial set up and implementation of VSP. Still have need for continued completion and focus for VSP despite hours being decreased to 19 hours per week for Spring 2014. ▪ Strategy to complete VSP includes monthly workshops at Spring 2014 Saturday Academy.

OBJECTIVE 4: COMPLETION OF RIGOROUS SECONDARY PROGRAM OF STUDY				
Institutional Goals	OBJECTIVES - USDOE	FY12	FY13	FY14
Increase Degree Completion: Preparing High School Students	2012-2017 OBJECTIVE 4: 70% of all current and prior year UB/UBMS participants, who at the time of entrance into the project had and expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.	This was not an objective for the 2007-2012 grant cycle.	UB: 53% (8/15) of expected graduating senior participants graduated with a rigorous curriculum. One student is unknown (moved to mainland and high school records not available). UBMS: 0% (0/1) of expected graduating senior participants graduated with a rigorous curriculum.	Challenges: Seniors graduating Fall 2013 never had an opportunity to prepare for this objective, as it is a new requirement for the 2012-2017 grant and the definition of rigorous curriculum is different than college preparatory curriculum (ex: 3-4 years science-college prep compared to must take physics or chemistry-rigorous curriculum). For 2014 cohort, 62% UB and 71% UBMS are on track to graduate with a rigorous curriculum.
ASSESSMENT TOOLS & METHODS				
<p>Summative assessment determined as follows:</p> <ul style="list-style-type: none"> High school transcripts requested at the end of each academic year 2012-2013. High school graduation determined by graduation date on high school transcript. Rigorous curriculum completion determined following 34 CFR 645.6 definition of <i>rigorous secondary school program of study</i>. 				
RESULTS & ANALYSIS				
<ul style="list-style-type: none"> All students sign parent/student contract upon admittance to program since June 2011 committing to enroll in high school college preparatory curriculum (outlined on contract). Student Achievement Plan (i.e. Vision & Success Plan, VSP) created with initial implementation at program orientation for newly admitted students to track progress towards completing objective. Ongoing discussions between UB Advisors and students regarding course selection at weekly advising sessions and individual appointments. UB Advisors created student course selection forms. Course selection expectations outlined at initial program orientation and repeated during Saturday Academy workshops and weekly advising sessions. Offered Success 101 class in addition to traditional Summer Academy curriculum. The class followed the College & Career Readiness Curriculum, Career Choices and My10YearPlan. The goal of the curriculum is to increase student's connection of current behavior (grades, enrollment in rigorous curriculum) to future dreams, desires, and plans. As previously discussed, 55% of newly admitted 2012-2013 participants were nearing completion of grade 10, 11, or 12. As course selection is sequential based on prerequisites, rising Juniors, Seniors, and graduating seniors have no opportunity to meet the objective of completing rigorous high school curriculum through program intervention if not on track at program admission. 				

PROGRAM IMPROVEMENTS

- Student Achievement Plan (VSP) has been developed, the plan to have annual meetings with parents and students to update/review plan is not plausible with current staffing levels. Most students have not fully completed the VSP. Planning to have series of Saturday Academy workshops in Spring 2014 concentrating on completing the VSP and inviting parents at final session to review as group.
- Advisors need to be comfortable and efficient using the VSP to advise students throughout the year as well as program must fund the technology to support using the VSP with students (electronic version requires laptops and internet access to download/upload to googledocs). Need funding for technology purchase. Until Spring 2014, used program savings to employ additional full time advisor/tutoring coordinator who primarily worked on VSP. Position will only have 19 hours per week and will only focus on tutoring. Need to have additional advising support to complete VSP.
- Will need to develop system to track course selection and progression towards completing rigorous curriculum. While not currently recorded in a way to easily report, each student's academic progress is regularly evaluated and discussed at weekly onsite student advising meetings.
- Devise system to track percentage of students making progress towards graduating with rigorous curriculum. This is challenging as there are multiple ways to fulfill this requirement (specific classes, 2 AP classes with AP exam score of "3," etc.). Currently, all students are regularly encouraged to enroll in a rigorous curriculum. Progress is reviewed on an individual basis, but not systematically recorded in a way that can be easily analyzed. System to be devised and in place by Fall 2014.

OBJECTIVE 5: PSE ENROLLMENT

Institutional Goals	OBJECTIVES - USDOE	FY12	FY13	FY14
Recruitment: Increase Pipeline from High Schools to UH Campuses	2013-2017 OBJECTIVE 5: 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 defer until the next academic semester.	Achievement: 87% (13/15) of all UB Participants (current and prior year participants) with an expected graduation date during the school year enrolled in a PSE program by the fall term immediately following the expected graduation date from high school. Two students graduated early, one of which enrolled in PSE.	UB: 73% (11/15) of all UB expected graduating senior participants enrolled in a PSE degree program the following fall after high school graduation. Three of the five students who did not enroll in PSE enlisted in the military. One student is unknown. UBMS: 100% (1/1) of all UBMS expected graduating senior participants enrolled in a PSE degree program the following fall after high school graduation.	Estimate: For 2014, an estimated 92% (24/26) of UB and 82% (14/17) participants with an expected graduation date during the school year plan to enroll in a PSE program for Fall 2014. Most students are working with advisors to complete admissions applications (22/26 UB, 14/17 UBMS).

ASSESSMENT TOOLS & METHODS

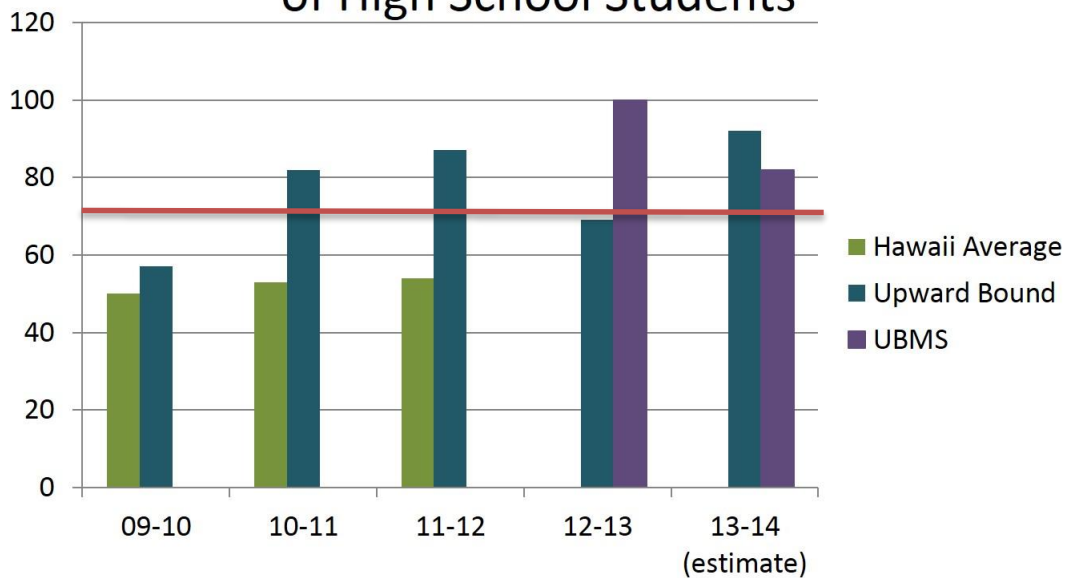
Summative assessment determined as follows:

- PSE Enrollment data collected from National Student Clearinghouse in October following high school graduation. UH Maui College STAR database accessed as needed for additional information.

RESULTS & ANALYSIS

- For the UB 2012-2013, 73% of high school seniors enrolled in postsecondary education. This year's cohort was influenced by previous selection of inappropriate students for the program who have now all graduated.
- Created VSP that records admission requirements for top potential college choices.
- Saturday Academy curriculum and weekly student advising sessions include regular discussions of college admissions requirements, application strategies, and affording college (financial literacy).

PSE Enrollment (%) of High School Students



PROGRAM IMPROVEMENTS

- While VSP was created to document student progress towards college readiness to include rigorous college course selection in high school, GPA calculations, tracking of college entrance exam scores, and extracurricular activities, the implementation of the form is time consuming. In Spring 2014, one of the workshop series will be working on completing the VSP for all 9th and 10th grade students. The final workshop will include a parent invitation to review the student's achievement plan and goals.
- Increased rigor for Summer Academy curriculum for UBMS students through collaboration with UH Maui College instructors to develop integrated curriculum framework. Improved summer curriculum can better prepare students for successful college entry. Pilot proposed for Summer 2014.
- Improved college prep curriculum during monthly Saturday Academy beginning Fall 2013. Each workshop subject comprises of four sessions throughout the semester. Staff created syllabi to overview topics of the four sessions and students will earn certificates of completion. Fall 2013 topics include: Study Skills, Career Exploration, Personal Statement/Resume (upperclassmen), Goal Setting (underclassmen), and STEM focus (UBMS). Spring 2014 topics will include: Study Skills (continuation), Career Exploration (continuation), College Exploration, Financial Literacy, and STEM focus (UBMS).

OBJECTIVE 6: PSE DEGREE COMPLETION				
Institutional Goals	OBJECTIVES - USDOE	FY12	FY13	FY14
Increase Degree Completion: Preparing High School Students	2007-2012 OBJECTIVE 6: 45% 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) by deferred enrollment, will attain either an associate's or bachelor's degree within six years.	This was not an objective for the 2007-2012 grant cycle.	<p>UB: 27% (3/11) of all UB participants who enrolled in a program of PSE during Fall 2007 following high school graduation earned an associate's or bachelor's degree within six years (by May 2013). Four students are still enrolled.</p> <p>UBMS: Unable to determine as the UBMS program is new as of Fall 2012 with the first high school graduates in May 2013.</p>	<p>Estimate: For 2012-2013 academic year, this objective is changed to PSE degree completion within six years. The U.S. Department of Education has not given clear calculation instructions. For the 2008 cohort (2013-2014), 15 students enrolled in PSE, 4 hold degrees (27%), 5 petitioned for degrees (not enrolled), and 4 are still enrolled (no petition or degree). Therefore, the total percentage estimate for the 2012-2014 APR ranges from 27% to 87%.</p> <p>Challenge: As the data for this year goes back two 5-year grant cycles and this is a new objective for Fall 2012, current staff has never had contact with 2007 high school graduates.</p>
ASSESSMENT TOOLS & METHODS				
<p>Summative assessment determined as follows:</p> <ul style="list-style-type: none"> PSE Enrollment data collected from National Student Clearinghouse in fall following high school graduation to determine enrollment in college the fall semester following high school graduation. PSE Degree completion data is collected from the National Student Clearinghouse. 				
RESULTS & ANALYSIS				
<ul style="list-style-type: none"> The program retention objective had been met each year of the 2007-2012 grant cycle. For 2012-2017 grant cycle this objective is changed to PSE degree completion within six years of high school graduation for all prior year participants. For the 2012-2013 academic year, the U.S. Department of Education could potentially request the percentage of 2007 high school graduates that enrolled in college during the 2007-2008 academic year who have earned an associate or bachelor's degree. This poses a challenge as the students are unknown to current staff. It appears the 2012-2013 objective will not be met. For 2013-2014, 27% of the 2008 cohort has earned qualifying degrees. Five students have petitioned for degrees and an additional four students are still enrolled. Therefore the potential percentage ranges from 27% to 87%. The objective is set at 45%. 				

PROGRAM IMPROVEMENTS	
<ul style="list-style-type: none"> College Achievement Plan (CAP) to be created by 6/15/14 following structure of VSP. The CAP will be used with graduated seniors to plan course selection, review the need to re-apply for financial aid, and other college success strategies. The students will be requested to return to Upward Bound staff annually to update CAP with the incentive of assistance completing the FAFSA. As part of new 2012-2017 objectives, Upward Bound students must enroll in rigorous courses during high school. Increased rigor of courses in high school will lead to higher college success rates. Increased rigor for Summer Academy Curriculum through collaboration with UH Maui College instructors to develop integrated curriculum framework and/or online curriculum delivery system. Improved summer curriculum can better prepare students for successful college completion. Improved college prep curriculum during monthly Saturday Academy to include workshop series targeting study skills, test taking, career exploration, and financial literacy implemented Fall 2012. Financial literacy updates at annual CAP meetings. Better financial planning can lead to enabling students to better finance their education. Connect students to student support service programs at campus of enrollment (such as SSS/Pai Ka Mana, Kuina, Title III, or other student programs) at time of college enrollment. Connect students to Upward Bound alumni at campus of enrollment. Create Upward Bound Alumni Club at UH Maui College (club already created, students need support of Upward Bound staff for activity ideas—increased support of club to begin September 2014). Follow up with graduates, starting with Class of 2008 to encourage graduation. As some students have petitioned for graduation, talk with counselors to see what student needs to complete. 	

PERFORMANCE MEASURE: COLLEGE-LEVEL COURSE PLACEMENT				
Institutional Goals	OBJECTIVES - USDOE	FY12	FY13	FY 14
Increase Degree Completion: Preparing High School Students	2007-2012 OBJECTIVE D: 40% of all UB participants who enrolled in a program of PSE during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.	This measure was not identified for the 2007-2012 grant cycle.	<p>UB: Of the UB participants who completed the UHMC COMPASS exam and/or enrolled Fall 2013, 33% (4/12) placed into college-level English courses and 30% (3/10) for math.</p> <p>UBMS: 0% (0/1) of UBMS participants who completed the UHMC COMPASS exam and/or enrolled Fall 2013 placed into or enrolled in college level courses for either subject.</p>	<p>Comparison: According to the most recent Hawaii P-20 College and Career Readiness Indicator Report (Fall 2012), 42% of high school students enrolled into college-level English and 24% enrolled into college-level English.</p> <p>Grant performance is not evaluated on this measure.</p>
ASSESSMENT TOOLS & METHODS				
<p>Summative assessment determined as follows:</p> <ul style="list-style-type: none"> COMPASS scores accessed and printed from STAR database. Assessment Score Placement Chart used to determine college-level. For students with no COMPASS score who enroll in other institutions, student's fall semester enrollment will be requested and compared with the institution's course catalog to determine placement into college or developmental level courses English and/or math courses. 				

RESULTS & ANALYSIS	
<ul style="list-style-type: none"> Enrollment into college-level courses is lower than state averages for English and higher for math. Increased effort from program to have students take UHMC COMPASS exam. 	
PROGRAM IMPROVEMENTS	
<ul style="list-style-type: none"> Continued focus and increased attention to academic tutoring, motivation (College and Career Readiness Course, weekly advising), study skills during Saturday Academy, and increased rigor during Summer Academy to produce more college-ready students as assessed through placement scores. 	

Prior 2007-2012 Upward Bound Grant Cycle Summary		
	Upward Bound	Comparison
Total Served	138 Students	N/A
High School Graduation	<p>Of 83 students expected to graduate 2008-2012: 79 total graduates with HS Diploma or equivalency by expected graduation date (95.2%)</p> <p>77 HS Diplomas (92.8%) 2 GED/Equivalency (2.4%) 3 Dropped/Stopped Out (3.6%) 1 Unknown (1.2%; moved to Alaska, no response)</p>	<p>81% on-time graduation rate for Hawaii in 2012 compared to 95.2% for UB students.</p> <p>Dropout/unknown rates range from 11.4% to 21.8% for 2011-2012 in target schools compared to 4.8% for UB students.</p>
PSE Enrollment	65 Enrolled in PSE programs after high school (78.3%)	Hawaii State average 54% (2012) compared to 78.3% for UB students.
PSE Persistence	<p>30 Currently enrolled in PSE programs (46%) 5 Earned BA/BA degree and not enrolled (8%) 2 Earned AA/AS degrees, not included in enrolled (3%) <u>4 Petitioned for BA/BA and/or AA/AS, not enrolled (6%)</u> 63% are still enrolled and/or earned degrees</p> <p>37% not currently enrolled and no degree (24 students)</p>	Approximately 36% of UHMC students earn degrees and/or are still enrolled after three years (IRO, 2011) compared to 63% of UB students.
Degrees/Certificates	<p>3 Two-Year Certificates 2 Associate's Degrees (plus 2 petitioned) 5 Bachelor's Degrees (plus 2 petitioned)</p>	Too early to be determined as most students working towards 4-year degree.

FORMATIVE DATA		
Student Learning Outcomes based on new mandated project objectives for 2012-2017 grant cycle.		
OBJECTIVE 1: ACADEMIC PERFORMANCE-GRADE POINT AVERAGE		
STUDENT LEARNING OUTCOME	ACHEIVEMENT EXAMPLES	RELATED ACTIVITIES
Student will gain confidence in ability to learn new material, seek support from educators as needed, and apply critical thinking to solve academic and life challenges.	<ul style="list-style-type: none"> ▪ Sign contract to earn A or B grades in all courses—demonstrate commitment to learning ▪ Use College Pledge Cards with at least 3 teachers—learn to engage instructors in education plan ▪ Complete progress report within first 3 weeks of quarter for the following students: 1st semester freshmen, grade of D or F on previous report card, or GPA less than 2.5—Early intervention and parent/teacher involvement ▪ Earn 2.5 GPA or higher with no D's or F's in core subjects each quarter 	<ul style="list-style-type: none"> ▪ Distribute College Pledge Cards to high school teachers with early alert system instructions ▪ Academic progress reports signed by teacher, student, parent and Upward Bound staff ▪ Attend tutoring with Upward Bound, online, or at school if earning grade lower than C in any core subject (math, science, English, or foreign language) ▪ Weekly UB Advisor meeting at school to check academic and personal progress ▪ Attend monthly Saturday Academy—Curriculum includes 4 workshop series on each of the following: <ul style="list-style-type: none"> ▪ Study Skills ▪ Career Exploration ▪ STEM (UBMS only) ▪ Goal Setting (9/12) ▪ Personal Statement (11/12) ▪ Intensive Summer Academy curriculum with focus on Math and Science ▪ Engaging learning experience during summer to increase student motivation and understanding of problem solving logic
ASSESSMENT TOOLS & METHODS		
Formative assessment completed by the following: <ul style="list-style-type: none"> ▪ UB Progress Report—includes teacher grade and student subjective response ▪ Student Achievement Plan: Tool created to track academic progress including GPA, signed Upward Bound contract, and use of College Pledge Cards—reviewed each semester/updated annually ▪ Student Attendance tracked at Saturday Academy, weekly advisor meetings, and Summer Academy ▪ Mid-semester, Quarter, and Semester grades collected from HS registrar as soon as available 		
RESULTS & ANALYSIS		
<ul style="list-style-type: none"> ▪ Admitted participants since June 2011 have contracted to earn at least a 2.5 GPA with no D's or F's. ▪ College Pledge Cards introduced September 2012—mandatory for students admitted after 1/1/14. ▪ 1st Quarter grades show 17 UBMS and 14 UB students with D's or F's in core subjects and an additional 9 UBMS and 18 UB students with C's. The tutoring coordinator and project intern are currently working to strongly encourage tutoring services with the identified students. 		
PROGRAM IMPROVEMENTS		
<ul style="list-style-type: none"> ▪ VSP created both to track and plan GPA needed in order to achieve 2.5 GPA or higher. ▪ Mandatory completion of curriculum online for students absent at Saturday Academy by Fall 2014. ▪ Increased effort to selectively admit students that have potential to achieve GPA requirements. ▪ In process of discussing increased intervention, to include UB and UBMS advisors to address need to motivate and support students in achieving higher GPA to be admissible to colleges and scholarships. ▪ Need for increased hours of tutor coordinator to motivate, encourage, and increase attendance. 		

OBJECTIVE 2: ACADEMIC PERFORMANCE-STANDARDIZED TEST SCORES

STUDENT LEARNING OUTCOME	ACHEIVEMENT EXAMPLES	RELATED ACTIVITIES
Student will develop successful test taking skills to demonstrate acquired knowledge and show progress towards college readiness.	<ul style="list-style-type: none"> Attend Summer Academy before start of 10th grade with curriculum content focus on HSA concepts for Math/Reading Complete Test Taking Curriculum prior to Spring of 10th grade year Take PSAT exam during Sophomore or Junior Year Take SAT Junior or Senior Year Take College Placement Exams (e.g. COMPASS) during Senior Year and place into college-level courses 	<ul style="list-style-type: none"> Summer Academy provides rigorous enrichment curriculum in Math and Literature/Composition. Instructors cover concepts for 9th and 10th grade students from HSA study guide. Saturday Academy Curriculum includes 4 workshop series on the following: <ul style="list-style-type: none"> Test Taking & PSAT/SAT Prep Study Skills Weekly advising sessions with reminders of testing benchmarks Intensive Senior Advising VSP completion and annual parent-student review at Saturday Academy

ASSESSMENT TOOLS & METHODS

Formative assessment completed by the following:

- Student Achievement Plan: Tool created to track test scores as well as other academic benchmarks
- Student Attendance tracked at Saturday Academy, Summer Academy, and weekly advisor meetings
- Analyze HSA proficiency vs. attendance at Saturday Academy, Summer Academy, and weekly meetings to determine effectiveness of each activity.
- PSAT scores used to inform areas of practice for SAT and prepare for College Placement Exam

RESULTS & ANALYSIS

- Of 9th and 10th grade students in both programs: 32/40 attended Summer Academy at least once, 33/40 have attended Saturday Academy this Fall
- Analysis of Juniors who completed HSA Spring 2013 (UB only as all UBMS new):

POTENTIAL FACTORS AFFECTING HSA SCORES OF JUNIORS			
Factor	Total #	HSA Proficient	%
All Students	22	14	64%
Attended at least 1 Summer Academy	17	12	71%
Attended 2 Summer Academies	10	8	80%
Regularly Attends Saturday Academy	14	11	79%
Regularly Attends weekly Advising Sessions	22	14	64%

- 98% of seniors have taken the PSAT, SAT, ACT, and/or COMPASS

PROGRAM IMPROVEMENTS

- Saturday Academy Curriculum: Completion of curriculum will be mandatory regardless of attendance at monthly Saturday event. Will publish curriculum on Lualaba for access.
- Compile detailed attendance data and analysis to determine which activities most impact HSA test scores as well as other program objectives. Prepare database for detailed record keeping by 5/1/14 (currently in process).
- Difficult to assess which services produce the most impactful results. As in chart above, most services relate to successful HSA scores. Suggestive that benefit of services is cumulative over time.
- Continual focus on improving Summer and Saturday Academy Curriculum. Current data from pool of 22 Juniors suggests that attendance at more than one Summer Academy (and/or the most recent Summer Academy) and regular attendance at monthly Saturday Academy does relate HSA scores.

OBJECTIVE 3: SECONDARY RETENTION AND GRADUATION

STUDENT LEARNING OUTCOME	ACHEIVEMENT EXAMPLES	RELATED ACTIVITIES
Student will show progressive academic, emotional, and social growth as well as cultivate independently living skills.	<ul style="list-style-type: none">▪ Earn C or higher in all classes▪ Attend Summer Academy▪ Re-take any failed classes▪ Participate in student club during summer academy▪ Participate in Talent Show, Graduation Luau performance, and graduation speeches▪ Alternate role as lead chefs assisting in meal preparation▪ Participate in team building activities▪ Attend two cultural events annually▪ Participate in one community service project each year▪ Participate in one school extracurricular activity/club each academic year	<ul style="list-style-type: none">▪ Saturday Academy Curriculum includes 4 workshop series on each of the following:<ul style="list-style-type: none">▪ Study Skills▪ Career Exploration▪ STEM (UBMS only)▪ Goal Setting (9/12)▪ Personal Statement (11/12)▪ Weekly advising sessions tracking progress and providing personal support▪ After school tutoring mandatory for those earning less than C grade▪ Review Student Achievement Plan each semester showing participation in activities, course selection plan, and GPA along with annual parent meeting▪ Summer Academy activities: Nutritional Science Class, Independent residential living experience, electives (yearbook, summer video, t-shirt design, leadership), Talent Show, Graduation Luau (performances, speeches), Ropes, Core Curriculum▪ Cultural and Community Service activities during summer and academic year
ASSESSMENT TOOLS & METHODS		
Formative assessment completed by the following: <ul style="list-style-type: none">▪ LASSI-HS: Learning strategies, study skills, and attitude towards learning assessed through LASSI-HS Inventory at program entry and annually to develop intervention plan and track progress▪ Student Achievement Plan: Tool created to track education progress and activities/curriculum.▪ Student attendance and participation recorded at Saturday Academy, Summer Academy Activities, Cultural Events, weekly advising meetings/contacts, and all other program events.		
RESULTS & ANALYSIS		
<ul style="list-style-type: none">▪ 1st Quarter grades show grades need improvement for adequate progress. UB Advisors, tutoring coordinator, and project intern have coordinated tutoring services with the identified students and are working closely with school counselors to ensure graduation/grade promotion.▪ 93 students attended Summer Academy 2013 (up to 73 residential spaces, additional day students)▪ Of 126 students in good standing invited to attend Saturday Academy, 87 attended at least one activity Fall 2013, and additional students completed absence request forms signed by parents▪ Approximately 87% of students regularly participate in advising appointments at school or remotely		
PROGRAM IMPROVEMENTS		
<ul style="list-style-type: none">▪ VSP created to track participation and progress, need to find way to efficiently use VSP, such as regularly in advisor appointments and potentially at Saturday Academy workshops.▪ In process of creating more challenging Summer Academy curriculum to best match student levels.▪ In process of developing attendance database to analyze correlations between activities and achievement of SLO's/program objectives; created by 5/1/14.▪ Created leadership team of students to serve as advisory board to program. Upward Bound program will also utilize leadership team in outreach to less active students.		

OBJECTIVE 4: COMPLETION OF RIGOROUS SECONDARY PROGRAM OF STUDY

STUDENT LEARNING OUTCOME	ACHEIVEMENT EXAMPLES	RELATED ACTIVITIES
Student will be academically prepared for entry into and successful completion of a competitive postsecondary degree program.	<ul style="list-style-type: none">▪ Devise academic plan, including high school course selection at entry into program▪ Review academic plan annually with staff and parents▪ Enroll in progressively challenging courses as prescribed by UB staff and High School Counselor▪ Enroll in Hawaii E-school during summer as needed to make up any needed courses▪ Advanced students enroll in Running Start	<ul style="list-style-type: none">▪ Student Contract at entry detailing rigorous curriculum expectations▪ Vision and Success Plan to set/track goals (including course selection)▪ Weekly advising sessions with UB/UBMS Advisor and yearly parent/staff meeting▪ Review of transcripts—prescribe E-school or college courses for students behind expected progress▪ Saturday Academy Curriculum includes 4 workshop series on each of the following:<ul style="list-style-type: none">▪ College Exploration (includes college requirements such as classes)▪ Goal Setting and Time Management
ASSESSMENT TOOLS & METHODS		
Formative assessment completed by the following: <ul style="list-style-type: none">▪ Student and parent reviewed and signed Upward Bound participant contract▪ Vision and Success Plan: Tool created to track progress towards goal of completing rigorous curriculum as well as other educational benchmarks▪ Student attendance tracked at weekly advising sessions, Saturday Academy, and other activities▪ High School grade reports collected at end of each quarter. High School Transcripts collected at end of academic year. Reviewed for progress towards completion of a rigorous curriculum.		
RESULTS & ANALYSIS		
<ul style="list-style-type: none">▪ 100% of students sign parent/student contract upon admittance to program since June 2011.▪ Developed Vision and Success Plan (VSP). Ongoing discussions between UB/UBMS Advisors and students regarding course selection at weekly advising sessions and individual appointments▪ In process of developing system to track course selection and progression towards completing rigorous curriculum. While not currently recorded in a way to easily report, each student's academic progress is regularly evaluated and discussed at weekly meetings (in place by 5/1/14).▪ Course selection expectations repeated when applicable during Saturday Academy workshops.▪ Attendance at Upward Bound activities previously reported under Objective 3 above.		
PROGRAM IMPROVEMENTS		
<ul style="list-style-type: none">▪ While VSP was developed, program needs plan to complete and update annually with parents. Tentative plan to use Spring 2014 Saturday Academy workshops to complete VSP, but this will detract from offering mandatory services (such as financial literacy and test taking).▪ Devise system to track percentage of students making progress towards graduating with rigorous curriculum. This is challenging as there are multiple ways to fulfill this requirement (specific classes, 2 AP classes with AP exam score of "3," etc.). Currently, all students are regularly encouraged to enroll in college prep curriculum. Transcript and progress is reviewed on an individual basis, but not systematically recorded in a way that can be easily analyzed. System to be devised and in place by May 2014. Effectiveness of strategies to achieve this goal can be evaluated using a yearly comparison of classes (ex: juniors 2012 to juniors 2013).▪ Class registration period and method vary by school. Director to attend school counselor meetings to stay informed and negotiate involvement in process (such as registration forms being signed by Upward Bound staff in addition to parents).		

OBJECTIVE 5: PSE ENROLLMENT

STUDENT LEARNING OUTCOME	ACHEIVEMENT EXAMPLES	RELATED ACTIVITIES
Student will develop skills to successfully negotiate the college admission process and apply for financial assistance.	<ul style="list-style-type: none">▪ Complete 3 college applications▪ Complete FAFSA▪ Write personal statement▪ Apply for a minimum of 3 scholarships▪ Visit one college prior to application deadline	<ul style="list-style-type: none">▪ Saturday Academy Curriculum includes 4 workshop series on each of the following:<ul style="list-style-type: none">▪ College Exploration▪ Financial Literacy▪ Senior Event: Activity for students to draft personal statement and complete college applications▪ Attend College Goal Sunday: Student and parents will complete FAFSA application online▪ Intensive Senior Advising: Individual appointments during senior academic year▪ Annual college tour to Oahu or the Big Island
ASSESSMENT TOOLS & METHODS		
Formative assessment completed by the following: <ul style="list-style-type: none">▪ Vision and Success Plan: Tool created to track progress towards goals of completing college application, FAFSA completion, personal statement, and scholarships completed/awarded▪ Attendance tracked at Saturday Academy, Senior Event, College Goal Sunday, and College tour▪ Scheduled individual meetings with counselor recorded		
RESULTS & ANALYSIS		
<ul style="list-style-type: none">▪ UB/UBMS Advisors continue to track using progress notes and charts developed by the advisors. Under new grant for 2012-2017, Vision and Success Plan created to formally track student progress. Advisors to find a way to efficiently work the form into routine advising appointments.▪ Of 26 UB and 17 UBMS students in the cohort expected to graduate May 2014, 92% (24) UB and 94% (16) intend to enroll in college and are in process of applying, One UB (4%) student is considering the military, 2 UBMS students are considering ROTC in college, 2 students (1 in each program) have uncertain plans. All seniors are in contact with Upward Bound staff.▪ 22 UB and 14 UBMS seniors have met individually with advisors regarding college admissions process and 20 UB and 15 UBMS seniors plan to attend Senior event/College Goal Sunday▪ Since the majority of seniors have been recruited in the past year, only 10 UB seniors have attended at least one College Tour with Upward Bound.▪ 2014 Upward Bound college tour planned for DOE spring break, 3/19-21/13 to Hilo with 27 students.		
PROGRAM IMPROVEMENTS		
<ul style="list-style-type: none">▪ Vision & Success Plan assists students in making connection between college dreams, admissions requirements, and current behaviors. As part of the VSP, students need to calculate needed GPA. Need to better employ use of VSP with academic advisors.▪ Continue implementation of Success 101 class to increase connection between current behaviors and future plans. Potentially offer Success 201 to continue curriculum (only completed half 1st summer).▪ Database/system to analyze progress to be set up by May 2014.▪ Senior Event scheduled for 1/12/14. This will be the second senior event and is combined with College Goal 808 Sunday. Increased focus on group senior activities to increase efficiency.▪ Saturday Academy Curriculum: Completion of curriculum will be mandatory regardless of attendance on monthly Saturday event. Will publish curriculum on Lualaba for access by Fall 2015.▪ College exploration curriculum not completed in fall, will need to focus in Spring 2014 to include college tour via online videos as visits to mainland campuses may not be a viable option due to cost.▪ Relationships are currently being developed between college representatives and Upward Bound staff. A database of college representatives, contact info, as well as student programs/scholarships available to applying students can assist in increasing acceptance rates of participants.		

OBJECTIVE 6: PSE DEGREE COMPLETION WITHIN 6 YEARS		
STUDENT LEARNING OUTCOME	ACHEIVEMENT EXAMPLES	RELATED ACTIVITIES
Student will gain knowledge and skills to enter workforce and contribute to society.	<ul style="list-style-type: none"> ▪ Attend Saturday Academy and complete curriculum series ▪ Complete career shadow/work study experience ▪ Attend Summer Academy ▪ After high school graduation, meet annually to review College Achievement Plan ▪ Show satisfactory academic progress towards PSE degree obtainment demonstrated by earning college credits at 2.5 GPA or higher and continuous enrollment in college 	<ul style="list-style-type: none"> ▪ Saturday Academy Curriculum includes 4 workshop series on each of the following: <ul style="list-style-type: none"> ▪ College & Career Exploration ▪ Goal Setting & Time Management ▪ Study Skills ▪ Financial Literacy ▪ Work study/career shadow opportunity to match students with mentors in the community ▪ Community Service opportunities to expand career knowledge and provide work experience ▪ Intensive Senior Advising (group and individual) ▪ Summer Academy provides college-like experience to include dorm life, nutritional science course, food preparation, budgeting, social engagement, healthy living activities, exercise, and cultural experiences to promote independent living skills and increase confidence in ability to succeed in PSE ▪ Summer Academy provides intensive academic curriculum to increase student's college readiness ▪ Annual meeting after high school graduation to complete CAP and FAFSA; yearly contacts by director/counselor to check on student progress ▪ Release form signed by student after high school graduation to access college transcripts/records
ASSESSMENT TOOLS & METHODS		
Formative assessment completed by the following: <ul style="list-style-type: none"> ▪ College Achievement Plan: Tool created to track progress towards obtaining PSE degree; contacts and meeting after high school graduation to be recorded and tracked ▪ Student participation at Saturday events, Summer Academy, individual appointments, in Workstudy/Career Shadowing as well as completion of Upward Bound curriculum recorded 		
RESULTS & ANALYSIS		
<ul style="list-style-type: none"> ▪ New objective: the Department of Education has not released information on reporting this objective. Six-year graduation rates cannot be determined within a 5-year grant cycle; re-funded programs may need to track participants from the previous grant (or two previous grant periods). ▪ Progress towards this objective (both summative for 2007 high school graduates and formative for 2008 high school graduates) previously reported under objective #6 on page 13 of this report. 		
PROGRAM IMPROVEMENTS		
<ul style="list-style-type: none"> ▪ Remain in regular contact with Upward Bound graduates and begin contacting all former graduates offering assistance with FAFSA as well as invitations to visit Upward Bound program beginning Spring 2014. ▪ Establish student organization at UH Maui College as well as a network system of Upward Bound alumni at frequently attended campuses; connect all students to student services programs (which is already regularly discussed with students—need to establish system to record and track). ▪ Follow up on the four 2008 students who have petitioned for degrees working with UH counselors. 		

PERFORMANCE MEASURE: PLACEMENT INTO COLLEGE-LEVEL COURSES		
STUDENT LEARNING OUTCOME	ACHEIVEMENT EXAMPLES	RELATED ACTIVITIES
Student will be academically prepared for entry into and successful completion of postsecondary degree program.	<ul style="list-style-type: none"> ▪ Demonstrate progress towards college readiness by earning a minimum of 2.5 GPA, enrolling in progressively challenging courses, and meeting proficiency levels on standardized assessments (see objectives 1, 2, and 4 as previously discussed under both summative and formative assessments) ▪ Take COMPASS and other college placement exams if applicable ▪ Place and/or enroll in college-level courses 	<ul style="list-style-type: none"> ▪ Intensive Summer Academy curriculum, with focus on math, science reasoning, and written communication ▪ Intrusive academic advising to include recommendations on college prep high school course selection ▪ Career/college exploration to connect education and academic requirements to college admissions and future career ▪ Test taking curriculum/SAT preparation ▪ All students encouraged to take COMPASS; advising around re-take of exam if needed ▪ Review of college course selection
ASSESSMENT TOOLS & METHODS		
<p>Formative assessment completed by the following:</p> <ul style="list-style-type: none"> ▪ Vision and Success Plan: Tool created to track progress towards goals of earning 2.5 GPA, enrolling in a rigorous curriculum, and proficiency on HSA ▪ Student attendance and academic progress tracked at Saturday Academy, Summer Academy, and individual advising appointments ▪ Student COMPASS score results ▪ Student college schedule and institutional catalog(s) as needed to determine college/remedial classes 		
RESULTS & ANALYSIS		
<ul style="list-style-type: none"> ▪ In the 2012 Upward Bound/UBMS grant applications, the Department of Education defined eight performance measures to evaluate the effectiveness of the federal Upward Bound program—many of these measures overlap with the standardized objectives. The only measure individual Upward Bound programs will be asked to report is college-going student's enrollment and/or placement into college-level courses without the need for remediation. UH Maui College's results on this measure will not affect funding or prior experience points. The effectiveness of the Upward Bound program's services also directly relate to student's college readiness and is an appropriate program goal. ▪ New objective, no results collected currently beyond data to meet objectives 1, 2, and 4. Informal assessment of prior students indicates a need to focus on preparing students for college level courses; will begin to collect data on Upward Bound students vs. Maui County/Hawaii students. 		
PROGRAM IMPROVEMENTS		
<ul style="list-style-type: none"> ▪ Plan for collecting COMPASS results currently being developed to include: COMPASS exam mandatory for all Upward Bound students (especially as all Seniors eligible to take a UH Maui College course as part of summer bridge component); collection of COMPASS results, printing of UH System Fall course enrollment from STAR for Upward Bound Alumni their first semester of college to assess placement/enrollment in college level vs. developmental courses; all graduating high school seniors to be asked to sign college record release form for Upward Bound to collect placement test scores/college enrollment from institutions outside of the University of Hawaii system. ▪ Data system to be developed to track student participation in all activities, curriculum completed (Summer and Academic year), time spent in each activity to assess correlation between program activities and objectives/measures to include placement into college level courses. 		

OTHER CONSIDERATIONS

Community Engagement

- Will be completing yearly contact to principals and administration of Maui, Molokai, and Baldwin High Schools to inform of changes in Upward Bound program and for support administration in Spring 2014.
- Will be scheduled to meet with Baldwin and Maui High School counselors during regular counselor meeting to present changes in Upward Bound as well as current program data (Spring 2014).
- Working to create program Report Card for use with school counselors and administration to show program success, comparison's with local data, and achievement towards objectives.
- Plans to create community advising committee for program improvement.
- Long history of working with community organizations for summer student job shadow and internship experiences. Currently outreach targeting STEM industries and companies to assist with newly acquired Upward Bound Math and Science grant.
- Outreach to local STEM industries and STEM faculty to create integrated STEM curriculum as well as pathway from high school to postsecondary education to career.
- Outreach to feeder intermediate schools in Spring 2014 to complete recruitment for 2014-2015 academic year.

Incorporation of Best Practices

- Value placed on training opportunities provided through national and regional TRIO associations, Council for Opportunities in Education and WESTOP. Director regularly participates in as well as sends staff to trainings and conferences to learn of best practices and network with other Upward Bound personnel nationwide for program ideas and solutions. Sequestration cuts during 2013-2014 grant limit potential to participate due to registration and travel costs.
- Director regularly scanning publications for research on learning, study skills, retention, motivation, and student success; relevant information shared with staff. Theory informs curriculum created for Saturday Academy workshops on study skills, career exploration, college selection process, and financial literacy. High quality information sources used to inform curriculum development.
- Awarded new Upward Bound Math and Science grant earning a perfect grant score. Also perfect score on classic Upward Bound grant. Two other grants earning high scores in most competitive grant competition in TRIO history. Demonstrates excellence of program planning, research, and incorporation of best practices.
- Continual evaluation practice, both qualitative student surveys and quantitative student data to inform success of program curriculum, practices, and development. Staff meetings address planning of Saturday Academy, Summer Academy, workshop curriculum, and program services for improvement.
- Will approach high school administration in Spring 2014 regarding providing class, much like AVID model for Upward Bound and Upward Bound Math Science programs instead of weekly advisor visits over lunch. The advisor visits are limited due to length of time. Several UB/UBMS programs nationwide offer program services through a daily interactive class. AVID instructor at Maui High School is open to further discussing the idea with administration.

Planning & Policy Considerations

- See chart below demonstrating Upward Bound's impact and relevance to the UH System Strategic Outcomes and Performance Measures.
- Upward Bound currently working with both faculty and community STEM partners to expand relevance and usefulness to community. Hopes to develop curriculum that can be implemented on a broader scale in future in public schools.

Budgetary Consideration and Impact

- The 2012-2017 Upward Bound grant capped the per-student cost at \$4,500. The 2007-2012 UH Maui College grant award served students at a cost of \$6,308 per student due to high costs of living and the transportation required to bring participants to activities. Therefore, to maintain the same level of funding, the new application was submitted to serve 85 students instead of the previous 60 students. In order to compensate for the decreased per student cost, the number of schools served was decreased from six schools (Lanai High School, Molokai High School, Lahainaluna High School, King Kekaulike High School, Baldwin High School, and Maui High School) to three schools (Maui High School, Baldwin High School, and Molokai High School).
- In addition, the new federally-mandated objectives for 2012-2017 grant cycle focus on increased academic preparation for Upward Bound participants to include: GPA requirement, proficiency on Hawaii State Assessment, completion of rigorous high school curriculum, and placement into college level courses. Therefore, the UH Maui College Upward Bound program must produce increased results with less funds.
- The Upward Bound Math and Science grant will assist with increased program efficiency and effectiveness by sharing the project director and office assistant staff salaries between the two grants. The effectiveness of both programs can be improved by allowing for more combined summer instructors, therefore allowing for more varied course offerings for summer (ex: In previous years, 1 math instructor had to teach four to five levels of math with only having the students divided into two groups. Now, with both programs, there can be three math instructors, all offering 1-2 classes and students can be placed appropriately. Programs to share instructor costs). Monetary savings by shared positions will be primarily used to offer improved summer curriculum and services. The Lanai Summer Project further improves efficiency by sharing staff costs, program templates, staff/program ideas, and expertise of staff working for the program (such as teachers providing guest lectures and/or special activities).
- With increased academic focus, Upward Bound program needs to concentrate on student grades and academic achievement. Position created for part time (19 hours per week) Tutoring Coordinator/Advisor. Program has need for increased hours for this position as students at risk for not earning at least a 2.5 GPA and testing at proficient levels in Math and Science (see summative and formative data). Currently looking for ways to extend this position as a full time casual hire in partnership with other campus program and/or new grant funding.

PROGRESS TOWARDS UH SYSTEM STRATEGIC OUTCOMES AND PERFORMANCE MEASURES

Increase Going Rates of Public & Private High Schools to UH Campuses

Academic Preparation for Postsecondary Education:

- Saturday Academy Workshops: Study and Learning Skills
 - Workshops on study skills, test preparation, test taking, time management, financial literacy, career exploration, and goal setting during Saturday Academy
- Academic Advising
 - Counselor school visits/track course enrollment
 - Educate about benefits of rigorous curriculum
 - Collaboration with HS counselors
 - Mandatory completion of rigorous high school curriculum
 - Parent/student meeting and contract
- Tutoring
 - Three days per week at Baldwin & Maui high schools
 - Two days per week an Molokai high school
 - By appointment at UH Maui College
 - Distance tutoring through Skype available
 - Refer students to UH Manoa online tutoring (OLA) and KHAN Academy as well as support in using the resources
 - Intern to provide intensive support (teacher and parent interactions) for students with C or lower in any course
- Tracking Student Progress
 - Stipends/activities tied to academic performance
 - Contract for students to maintain above 2.5 GPA
 - Pledge/early-alert system for new and at-risk students
- Residential Summer Program
 - Rigorous classes in Math (basic through calculus), Science, Writing, Literature, Foreign Language (Rosetta Stone, choice of 25 languages), Nutritional Science, & electives (digital media, graphic design, leadership)
 - 93 students attended Summer 2013 (73 residential seats available, additional students accepted as day students)

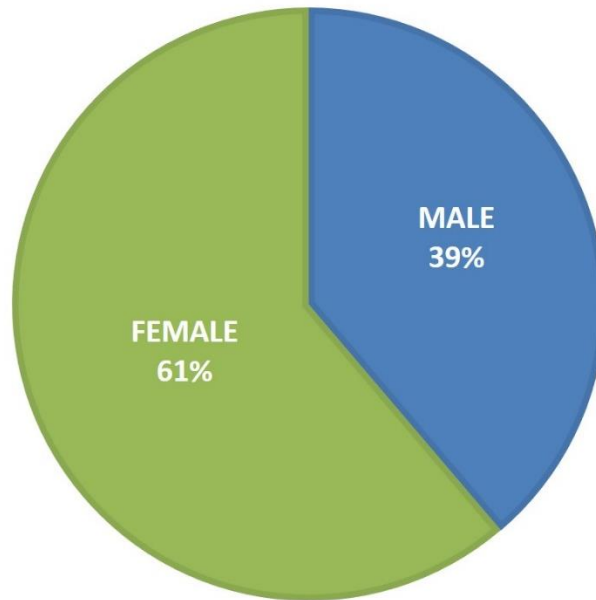
Career Exploration:

- Career Information database/assessments to explore careers & complete assessments
- Work study job shadow experience during summer program: students earn money to job shadow/work in area of interest (20 students in Summer 2013)
- Career workshops during Saturday Academy
- College and Career Readiness Course, Success 101 designed to assist students in aligning future desires, career aspirations, and current behavior

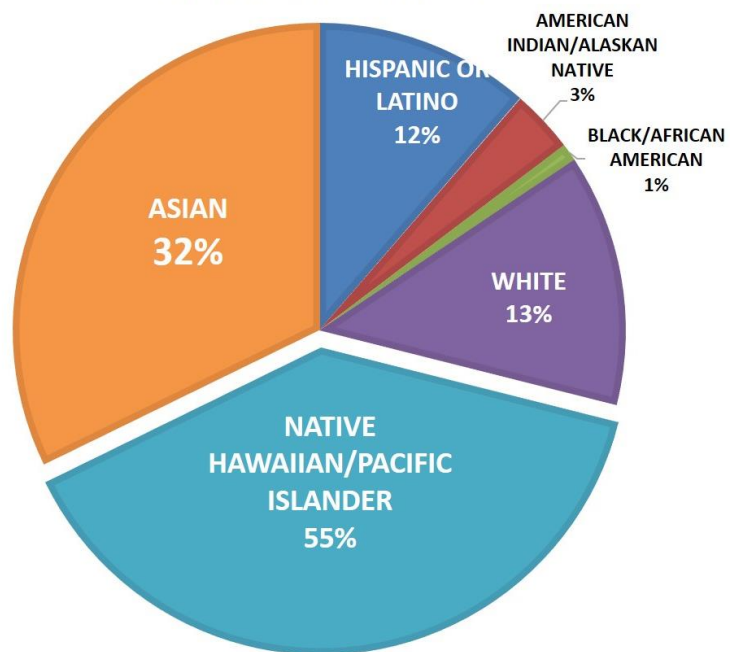
Increase Going Rates of Public & Private High Schools to UH Campuses	<p>College Exploration:</p> <ul style="list-style-type: none"> College exploration workshops during Saturday Academy College tour to Oahu or Hilo colleges (Spring 2012-19 students attended Oahu tour; Spring 2013-28 students to attend Hilo tour)
	<p>Student Leadership:</p> <ul style="list-style-type: none"> Student leadership team developed to inform program decisions, provide additional student peer support, lead icebreakers Student experience for growth and experience
Increase UH Degrees & Certificates of Achievement Earned	<p>Intensive Assistance with PSE Enrollment for Seniors:</p> <ul style="list-style-type: none"> Workshops on writing personal statement Assistance w/completing college applications, to include UHMC Assistance with completion of FAFSA, financial aid forms, and scholarship searches Senior Academy/College Goal 808 to prepare for college
	<p>Summer Bridge Program for Seniors</p> <ul style="list-style-type: none"> Walk through complete admission process at UHMC 8 students Summer 2012; 8 students Summer 2013
	<p>Support for former UB students enrolled at UHMC</p> <ul style="list-style-type: none"> Assistance with course selection and financial aid completion Mini-computer lab and printing station at UB office for current UH Maui college students (former UB students) In process of creating pipeline for UB Student Alumni club for support and mentoring to UHMC students via student leadership team
Increase UH Disbursement of Pell Grants	<ul style="list-style-type: none"> Assistance with completing FAFSA for all Upward Bound Seniors
	<ul style="list-style-type: none"> Financial Aid Education and College Budgeting Workshops <p>Financial Literacy Curriculum:</p> <ul style="list-style-type: none"> Legislation requires Upward Bound to provide financial literacy education Exploring USA skills classes for juniors/seniors & financial literacy curriculum package aimed at freshmen/sophomores Partnership with HawaiiUSA Bank for students to open account to save for college (hands on experience)
Increase Degree Attainment of Native Hawaiians at UH	<ul style="list-style-type: none"> 56% of current UB and 55% of current UBMS students identify as Native Hawaiian 59% of 2007-2012 grant cycle students identified as Native Hawaiian
Increase UH Extramural Fund Support	<ul style="list-style-type: none"> Awarded a second proposal, Upward Bound Math and Science to serve additional students (\$250,000 per year for five years = \$1.25 million)

<p>Increase UH Extramural Fund Support</p>	<ul style="list-style-type: none"> ▪ Awarded Summer Lanai Project, through Pulama Lanai, for up to \$395,919 ▪ Participation in the USDA Summer Food Service program during the summer residential program for a total reimbursement of \$15,818.13 ▪ Submitting proposal for USDA Summer Food Service program for Summer 2014 (due approximately April 1, 2014) ▪ In process of submitting National Science Foundation-ITEST proposal to fund engaging innovative STEM curriculum development for UBMS program for Summers 2015, 2016, 2017. ▪ In process of finding private funders for pilot version of STEM curriculum for Summer 2014.
<p>Increase UH Degrees in STEM Fields</p>	<ul style="list-style-type: none"> ▪ Awarded Upward Bound Math and Science grant aimed at preparing high school students to enroll in and complete degrees in the STEM field in postsecondary education ▪ Assisted UHMC Math Faculty in writing Math Training grant to prepare teachers to provide advanced mathematics instruction to high school teachers; One of the Math Trainers was hired to teach for UB/UBMS Summer Academy ▪ Partnering with UH Maui College Math instructor to write NSF grant to develop integrated hands on curriculum using UBMS summer residential program as a learning lab for teacher professional development

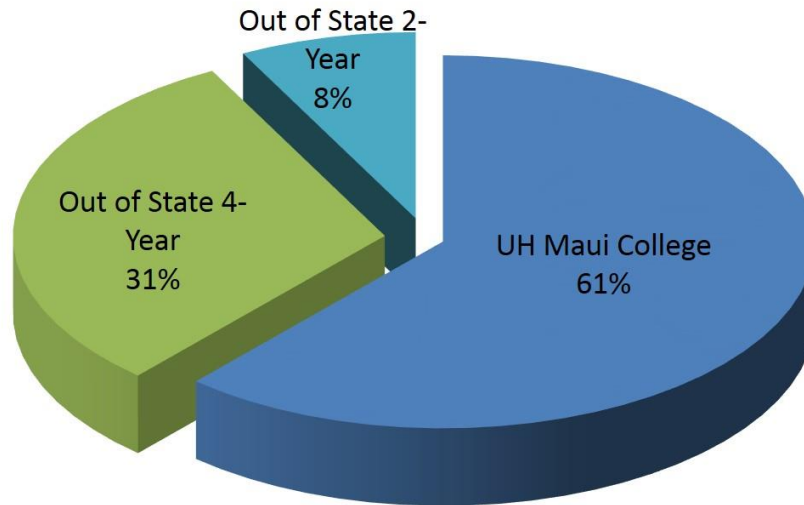
2012-2013 UB & UBMS
PARTICIPANT GENDER



2012-2013 UB & UBMS
PARTICIPANT ETHNICITY



2012-2013 UB & UBMS PSE Attendance by Institution Type



2007-2012 Upward Bound Participants PSE Attendance by Institution Type

