



MISSION STATEMENT

The University of Hawaii Maui College Upward Bound strives to increase postsecondary enrollment and college degree completion for low-income first-generation Maui County high school participants.

FUNCTIONAL STATEMENT

TRiO Upward Bound is federally funded by the U.S. Department of Education and sponsored by the University of Hawaii Maui College. The intensive pre-college program promotes 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 aspires to increase student motivation for postsecondary education by creating connections from high school to college to career through engaging learning opportunities, 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. In the 2007-2012 grant cycle, Upward Bound objectives included two assurances and four objectives. The federal objectives have changed for the new 2012-2017 grant cycle (see below for 2007-2012 and 2012-2017 objectives). The new grant cycle also includes a performance measure that does not affect funding.

2007-2012 Federal Objectives and Assurances	
Assurance	Program will serve 60 students
Assurance	67% of participants will meet both low-income and first-generation eligibility
Objective 1	26% of students will be proficient in math and reading on the Hawaii State Assessment (HSA proficiency)
Objective 2	95% of students will continue in the program the following year (program retention)
Objective 3	52% of students will enroll in postsecondary education the fall following high school graduation (PSE enrollment)
Objective 4	40% of students who enroll in college the fall after high school graduation will persist to the second year fall (PSE persistence)



2012-2017 Federal Objectives and Assurances	
Assurance	Program will serve 85 students
Assurance	67% of participants will meet both low-income and first-generation eligibility
Objective 1	80% of students will graduate high school with at least a 2.5 GPA (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
- 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
- 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 clubs: yearbook, video, leadership
- Recreational and social activities including field trips, dances, luau, talent show, and cooking competitions

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	FY11	FY12	FY 13
Recruitment	2007-2012 Assurance (34 CFR 645.21): Recruit, select, and serve 60 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.	64 participants were served. 1) 75% (48/64) were both low-income and first-generation. 2) 6% (4/64) were low-income only, and 19% (12/64) were first-generation only	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	In Spring 2013, Upward Bound will recruit 36-40 new participants to replace 14 graduated seniors, 6 exited students, and to meet new 2012-2017 grant increase to total 85 participants.

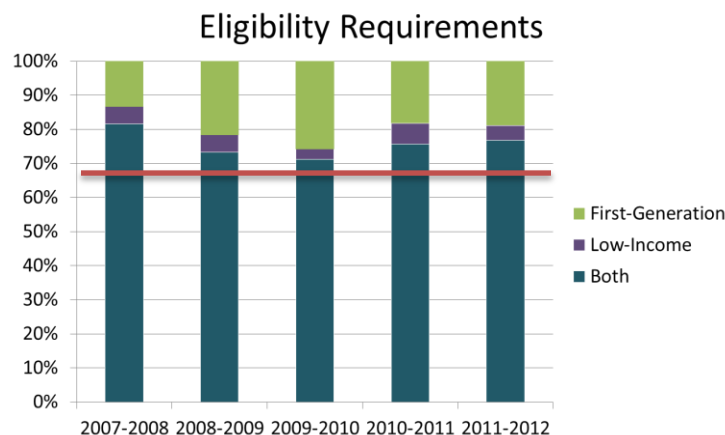
ASSESSMENT TOOLS & METHODS

Participant selection determined as follows:

- Participants formerly selected from Baldwin, Lahainaluna, Lanai, King Kekaulike, Maui, and Molokai High Schools. Under 2012-2017 grant, future participants will be selected from Baldwin, Maui and Molokai High Schools.
- 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

- Upward Bound met participant and eligibility criteria requirements for 2007-2012 grant cycle.
- Participants will be recruited for the 2013 project year in early spring.



PROGRAM IMPROVEMENTS	
<ul style="list-style-type: none"> Project Director will request to recruit to high school classes (ex: all 9th, 10th, and 11th grade English classes) and attend counselor meetings to provide program information as well as receive updates. Recruitment materials (brochure, slide show, video, presentation) currently being updated; to be complete by 1/16/13. Materials updated to engage and attract potential participants. Application process changed during 2011-2012 project year to include: pre-application to determine eligibility followed by parent/student interview. Students selected for program will be asked to complete full application (includes liability waivers, insurance information, permission to access academic records, health records) before admission into the program. New in 2012-2013, students will have a probation period (approximately March 2013 through June 2013) to determine commitment to program. Recruitment for 2013-2014 project year will begin in April/May 2013 at feeder middle schools. Student/parent interviews will be completed in Fall 2013. As the program is no longer required to recruit rising 9th graders, Upward Bound will work to 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: PROFICIENCY ON STANDARDIZED TEST SCORES				
Institutional Goals	OBJECTIVES - USDOE	FY11	FY12	FY 13
Persistence	2007-2012 OBJECTIVE A Academic Improvement on Standardized Test: 26% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments* in reading/language arts and math. <i>*For Maui County Public Schools the 10th grade state assessment (HSA) is used to evaluate this standardized goal.</i>	Achievement: 8 of 11 students with an expected high school graduation date during the 2010-2011 academic year completed the 10 th grade state assessment in both reading/language arts and math. Of these 8 students, 50% (4/8) were proficient in both subjects. Of the total students taking each subject, 100% (8/8) achieved at the proficient level in reading and 50% (4/8) achieved at the proficient level in math.	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 at the proficient level in reading and 55% (6/11) achieved at the proficient level in math.	Challenges: The Hawaii State Assessment (HSA) is last administered in 10 th grade, shortly after students are typically admitted into the Upward Bound program. An estimated 23% of 2013 graduates are proficient in both and 60% of the 2014 graduates are proficient in both. Public Schools are implementing the Common Core State Standards (CCSS), with an eventual proposed administration of the HSA for 11 th and 12 th grade.

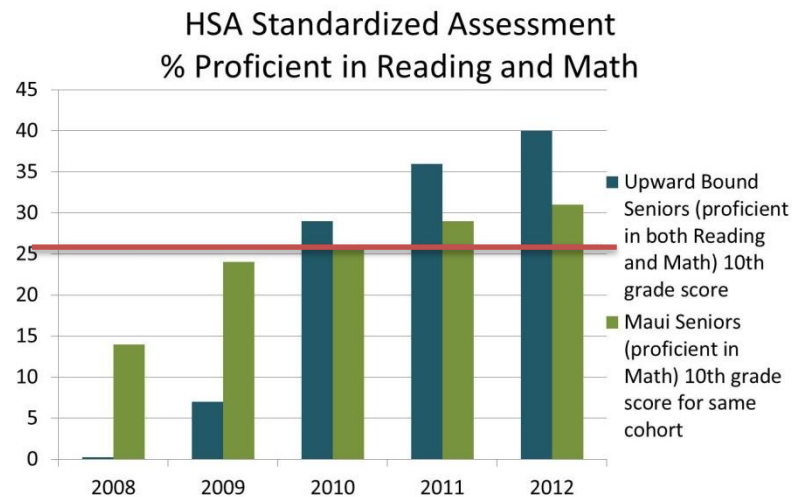
ASSESSMENT TOOLS & METHODS

Summative assessment determined as follows:

- 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.

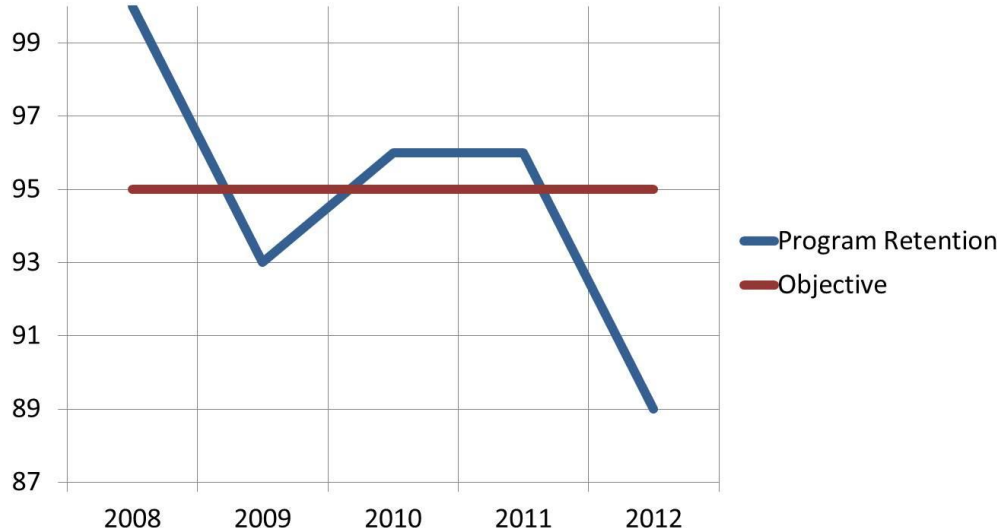
RESULTS & ANALYSIS

- Upward Bound met the HSA Proficiency Objective during project years 2010, 2011, and 2012 of the 2007-2012 grant cycle. The objective measures 10th grade proficiency levels of graduating seniors. **Therefore results show a two year delay between program services and test scores.**
- For 2012-2017 grant cycle, proficiency objective is increased to 45%. Graduates of 2013 do not meet this objective due mostly to prior recruitment of students inappropriate for the program. 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. Graduates of 2014 exceed the proficiency level.



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.
- Study skill and test taking curriculum administered to 9th and 10th grade students during Fall 2012 to impact 10th grade HSA scores in Spring 2013 semester. Study skill and test taking curriculum will be evaluated based on results of 10th grade participant Spring 2013 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 2013.
- In process of hiring Professional Tutor to coordinate after school tutoring as well as college student tutors to provide tutoring. Professional Tutor will track student grades through progress reports (already used), 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.
- Collaborating with Kahikina O Ka La to provide college-level volunteer tutors/mentors.
- Additional UBMS grant acquired to increase summer instructors to better meet students' needs.
- Developing integrated curriculum and exploring online delivery systems of Math and Reading for Summer Academy curriculum. Summer instructors to focus on HSA concepts for rising 10th grade.

OBJECTIVE 2: PROGRAM RETENTION																						
Institutional Goals	OBJECTIVES - USDOE	FY11	FY12	FY 13																		
Retention	2007-2012 OBJECTIVE B: 95% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year.	Achievement: 96% (43/45) of continuing participants served were retained in the project through the beginning of the next program year.	Not Met: 89% (49/55) of continuing participants served were retained in the project through the beginning of the next program year.	Challenges: For 2012-2013 Academic year, 3 students moved out of state and 2 students on probation with program due to behavior violations of Upward Bound program rules.																		
ASSESSMENT TOOLS & METHODS																						
Summative assessment determined as follows:																						
<ul style="list-style-type: none">Project retention determined by participation in Upward Bound activities the Fall semester following reported year to include attendance at: monthly Saturday Academy, weekly school visits, after school tutoring, and/or maintains contact with program on a minimum of one time per month for students out of target area or students on probation.Student sign in sheets maintained by counselor for all activities. Student contacts recorded in student records.																						
RESULTS & ANALYSIS																						
<ul style="list-style-type: none">Program retention objective met during 2008, 2010, and 2011 of the 2007-2012 grant cycle.Exited 6 students not meeting program participation, academic, or behavior requirements as the final project year in the 5-year grant cycle does not affect prior-year experience points.For 2012-2013, 5 students at risk for not remaining in the program have been maintained due to potential requirement to report students in 2012-2017 objectives. First year of new grant cycle will also not affect prior-year experience points.																						
<div>Program Retention</div>  <table><caption>Program Retention Data</caption><thead><tr><th>Year</th><th>Program Retention (%)</th><th>Objective (%)</th></tr></thead><tbody><tr><td>2008</td><td>99</td><td>95</td></tr><tr><td>2009</td><td>93</td><td>95</td></tr><tr><td>2010</td><td>96</td><td>95</td></tr><tr><td>2011</td><td>96</td><td>95</td></tr><tr><td>2012</td><td>89</td><td>95</td></tr></tbody></table>					Year	Program Retention (%)	Objective (%)	2008	99	95	2009	93	95	2010	96	95	2011	96	95	2012	89	95
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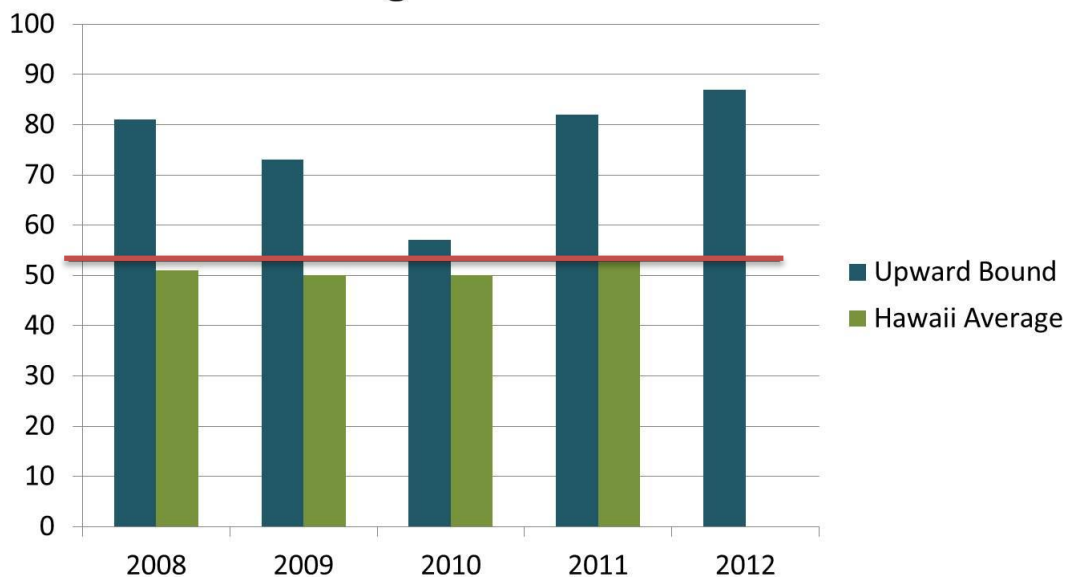
PROGRAM IMPROVEMENTS	
<ul style="list-style-type: none"> Since all prior participants may need to be included in the new objective for 2012-2017, less active students and students out of target area were exited. Students on probation will be offered limited services to ensure high school retention and graduation, postsecondary enrollment, and postsecondary degree completion. Limited services to include online Upward Bound curriculum, individual college admission assistance, financial aid information, and career exploration. Project Director chose to exit students not in good standing as prior-year experience points do not affect current grant in fifth year of cycle or first year of new 2012-2017 grant cycle. 2012-2017 objective changed from program retention to secondary school retention and graduation (student promotion to next grade level or graduate high school). New objective will be tracked via grade reports the following fall indicating current grade level and transcripts showing graduation date for seniors. The following strategies were added to increase program/high school retention: parent and student interview for program selection to determine interest, student contract indicating program participation and academic achievements, and intensive academic advising/course selection to ensure high school graduation (tracked through Student Achievement Plan). To be implemented Spring 2013: Undergraduate STEM major tutors from Kahikina O Ka La and increased rigor of Summer Academy curriculum focused on Common Core Standards. 	

OBJECTIVE 3: PSE ENROLLMENT				
Institutional Goals	OBJECTIVES - USDOE	FY11	FY12	FY 13
Post-Secondary Enrollment	2007-2011 OBJECTIVE C: 52% of all UB Participants (current and prior year participants) with an expected graduation date during the school year will enroll in a PSE program by the fall term immediately following the expected graduation date from high school.	Achievement: 82% (9/11) 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.	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.	Estimate: For 2013, an estimated 72% (13/18) of current and prior year participants with an expected graduation date during the school year will enroll in a PSE program for Fall 2014. New objective increased from 52% to 70% for the 2012-2017 grant cycle. Five seniors exited from program; previous inappropriate selection of participants (unable to complete college prep curriculum) led to lower expected percentage for 2013.
ASSESSMENT TOOLS & METHODS				
Summative assessment determined as follows:				
<ul style="list-style-type: none"> 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

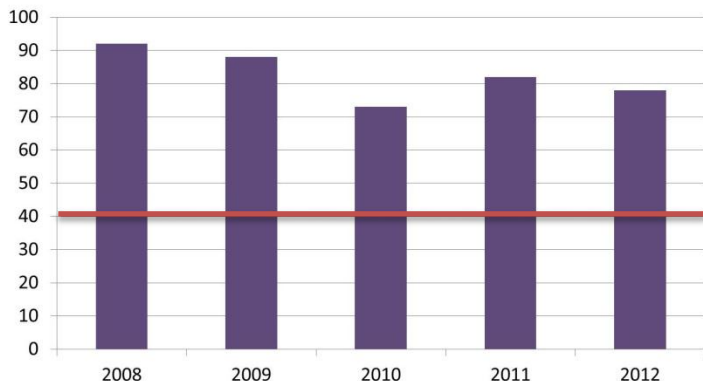
- Program retention objective met each year of the 2007-2012 grant cycle.
- For 2012-2013, an estimated 72% of high school seniors will enroll in postsecondary education. This year's estimate is influenced by 5 students not in good standing with the Upward Bound program due to the previous selection of inappropriate students for the program. First year of new grant cycle will not affect prior-year experience points if increased objective is not achieved for 2013.

PSE Enrollment (%) of High School Students



PROGRAM IMPROVEMENTS

- In process of creating Student Achievement Plan (SAP) 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. Initial SAP will be completed with student and parents at entrance to program. Annual parent-student meetings with Upward Bound staff to discuss progress and make goals. Program will begin using SAP with newly admitted students in March 2013. SAP created by 1/30/12.
- As part of new 2012-2017 objectives, Upward Bound students must enroll in rigorous courses during high school. Intensive academic advising and coordination with high school counselors following SAP plan to ensure college prep high school course selection.
- As part of new 2012-2017 objectives, Upward Bound students must graduate with 2.5 GPA. Increased focus on contracting with students to achieve grades above C as well as mandatory tutoring for all students with a C or below in core subjects. In process of hiring Professional Tutor to focus on coordinating tutoring services and enforcing mandatory tutoring.
- 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 entry.
- Improved college prep curriculum during monthly Saturday Academy to include SAT test preparation and college exploration/admission process assistance implemented Fall 2012.

OBJECTIVE 4: PSE PERSISTENCE																
Institutional Goals	OBJECTIVES - USDOE	FY11	FY12	FY 13												
Persistence	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.	Achievement: 82% (9/11) of all UB participants who enrolled in a program of PSE during the fall term following high school graduation enrolled for the fall term of the second academic year. Three additional students enrolled in college after the fall semester.	Achievement: 78% (7/9) of all UB participants who enrolled in a program of PSE during the fall term following high school graduation enrolled for the fall term of the second academic year. Three additional students enrolled in college after the fall semester.	Estimate: For 2012-2013 academic year, this objective is changed to PSE degree completion within six years. Since this is a new objective and results are reported six years after high school graduation despite the grant cycle only being five years, it is unclear how the U.S. Department of Education will measure the new objective.												
ASSESSMENT TOOLS & METHODS																
Summative assessment determined as follows: <ul style="list-style-type: none">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.PSE Degree completion data is also collected from the National Student Clearinghouse.																
RESULTS & ANALYSIS																
<ul style="list-style-type: none">Program retention objective 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 2008 high school graduates that enrolled in college during the 2008-2009 academic year who have earned an associate or bachelor’s degree. For UH Maui College Upward Bound sixteen 2008 graduates enrolled in college the following year. Of these 16 students, 3 have earned degrees (19%) and 8 (50%) are currently enrolled for a potential of 19% to 69% of 2008 Upward Bound high school graduates who enrolled in college completing an associate or bachelor degree within six years. The objective is set at 45%.																
<div>PSE Persistence from Fall to Fall</div>  <table><thead><tr><th>Year</th><th>Persistence (%)</th></tr></thead><tbody><tr><td>2008</td><td>92</td></tr><tr><td>2009</td><td>88</td></tr><tr><td>2010</td><td>73</td></tr><tr><td>2011</td><td>82</td></tr><tr><td>2012</td><td>78</td></tr></tbody></table>					Year	Persistence (%)	2008	92	2009	88	2010	73	2011	82	2012	78
Year	Persistence (%)															
2008	92															
2009	88															
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2012	78															

PROGRAM IMPROVEMENTS	
<ul style="list-style-type: none"> College Achievement Plan (CAP) to be created by 6/15/13 following structure of SAP. 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 2013). 	

2007-2012 Upward Bound Participant Outcome Summary		
	Upward Bound	Comparison
Total Served	138 Students	N/A
High School Graduation	83 students expected to graduate from 2008-2012 79 total with HS Diploma or equivalency by expected graduation date(95.2%) 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)	80% on-time graduation rate for Hawaii in 2011 compared to 95.2% for UB students. Dropout/unknown rates range from 12.4% to 19.5% for the 2010-2011 in target schools compared to 4.8% for UB students.
PSE Enrollment	65 Enrolled in PSE programs after high school (78.3%)	Hawaii State average 53% and target HS average 52.3% for 2011 compared to 78.3% for UB students.
PSE Persistence	47 Currently enrolled in PSE programs (72.3%) 2 Earned BA/BA degree and not enrolled (3.1%) 16 not currently enrolled (24.6%)	Approximately 36% of UHMC students earn degrees or are still enrolled after three years (IRO, 2011) compared to 75.4% of UB students.

Degrees/Certificates	4 Certificate earned 2 Associate's Degrees <u>2 Bachelor's Degrees</u> 6 students still enrolled (those with cert. and assoc.)	Too early to be determined as most students working towards 4-year degree.
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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 ▪ Test Taking ▪ Goal Setting/Time Management ▪ 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		
<p>Formative assessment completed by the following:</p> <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 1/1/13. ▪ 1st Quarter grades show 11 students with D's or F's in core subjects and an additional 16 students with C's. UB Counselor has worked to coordinate tutoring services with the identified students either at school or at Upward Bound after school. 		
PROGRAM IMPROVEMENTS		
<ul style="list-style-type: none"> ▪ Student Achievement Plan (SAP) to be completed by 1/30/12. SAP will be used to track and calculate GPA as well as demonstrate semester GPA needed in order to achieve 2.5 GPA or higher. ▪ Saturday Academy Curriculum: Mandatory completion of curriculum online for students absent at Saturday Academy. Will publish curriculum on Laulima for access by September 2013. ▪ In process of hiring professional tutor to start approximately 1/16/13. UB Counselor and Director are strained to coordinate and follow up on tutoring services as program is currently understaffed. 		

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/ReadingComplete Test Taking Curriculum prior to Spring of 10th grade yearTake PSAT exam during Sophomore or Junior YearTake SAT Junior or Senior YearTake 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 PrepStudy SkillsWeekly advising sessions with reminders of testing benchmarksIntensive Senior AdvisingSAP semester reviews and annual parent-student meeting																													
ASSESSMENT TOOLS & METHODS																															
Formative assessment completed by the following: <ul style="list-style-type: none">Student Achievement Plan: Tool created to track test scores as well as other academic benchmarksStudent Attendance tracked at Saturday Academy, Summer Academy, and weekly advisor meetingsAnalyze 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																															
<ul style="list-style-type: none">Of 9th and 10th grade students: 16/17 attended Summer Academy at least once, 11/17 attended Saturday Academy this FallAnalysis of Juniors who completed HSA Spring 2012:																															
<table><tr><th colspan="4">POTENTIAL FACTORS AFFECTING HSA SCORES OF JUNIORS</th></tr><tr><th>Factor</th><th>Total #</th><th>HSA Proficient</th><th>Perc</th></tr><tr><td>All Students</td><td>15</td><td>9</td><td>60%</td></tr><tr><td>Attended at least 1 Summer Academy</td><td>14</td><td>8</td><td>57%</td></tr><tr><td>Attended 2 Summer Academies</td><td>6</td><td>5</td><td>83%</td></tr><tr><td>Regularly Attends Saturday Academy</td><td>8</td><td>6</td><td>75%</td></tr><tr><td>Regularly Attends weekly Advising Sessions</td><td>13</td><td>8</td><td>62%</td></tr></table>				POTENTIAL FACTORS AFFECTING HSA SCORES OF JUNIORS				Factor	Total #	HSA Proficient	Perc	All Students	15	9	60%	Attended at least 1 Summer Academy	14	8	57%	Attended 2 Summer Academies	6	5	83%	Regularly Attends Saturday Academy	8	6	75%	Regularly Attends weekly Advising Sessions	13	8	62%
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<ul style="list-style-type: none">Upward Bound Advisor working closely with students to take PSAT/SAT/COMPASS. Of 47 sophomores, juniors, and seniors: 36 have taken either PSAT or SAT, 5 have not, 6 unknowns																															
PROGRAM IMPROVEMENTS																															
<ul style="list-style-type: none">Saturday Academy Curriculum: Completion of curriculum will be mandatory regardless of attendance at monthly Saturday event. Will publish curriculum on Laulima 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 2/1/13.Continual focus on improving Summer and Saturday Academy Curriculum. Current data from pool of 15 Juniors indicates that attendance at more than one Summer Academy (and/or the most recent Summer Academy) and regular attendance at monthly Saturday Academy does impact 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 chef ▪ Plan, budget, and purchase groceries ▪ 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"> ▪ Goal Setting and Time Management ▪ Career Exploration ▪ Financial Literacy ▪ 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, clubs (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		
<p>Formative assessment completed by the following:</p> <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 11 students with D's or F's in core subjects. UB Counselor has coordinated tutoring services with the identified students and is working closely with school counselors to ensure graduation/grade promotion. ▪ 42 students attended Summer Academy 2012 (up to 40 residential spaces, additional day students) ▪ Of 45 students in good standing invited to attend Saturday Academy, 33 attended at least one activity Fall 2012, an additional 8 students turned in absence request forms signed by parents ▪ Of 49 total students, 46 participant in regular advising appointments, either at school or remotely 		
PROGRAM IMPROVEMENTS		
<ul style="list-style-type: none"> ▪ Student Achievement plan currently being developed with implementation of new grant to be completed by 1/30/12 to track attendance, course selection, GPA, and progress. ▪ In process of creating more challenging Summer Academy curriculum to best match student levels. ▪ Developing attendance database to analyze correlations between activities and achievement of SLO's/program objectives; created by 2/1/13. ▪ In process of hiring UBMS Advisor, Molokai Advisor, Professional Tutor, Student Assistants, and Office Manager. Full staff will assist in tracking students and providing services. 		

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 UB 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 ▪ Student Achievement Plan to set/track goals (including course selection) ▪ Weekly advising sessions with UB 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		
<p>Formative assessment completed by the following:</p> <ul style="list-style-type: none"> ▪ Student and parent reviewed and signed Upward Bound participant contract ▪ Student Achievement 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. ▪ Student Achievement Plan being developed. Ongoing discussions between UB Counselor 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 9/1/13). ▪ 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"> ▪ Student Achievement Plan currently being developed with implementation of new grant to be completed by 1/30/12. Plan will be updated annually and reviewed with student each semester. ▪ 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 September 2013. 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"> Student Achievement 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"> In 2011-2012 student progress towards achievement was tracked using progress notes and charts developed by counselor. Under new grant for 2012-2017, Student Achievement Plan will be a tool created to formally track student progress. Of 19 students in the cohort expected to graduate May 2013, 74% (14) intend to enroll in college and are in process of applying, 11% (2) are considering the military vs. college and have applied to college(s), 2 have no plans of college, and 1 student is unknown/not responding to contacts. 7 seniors have met individually with counselor regarding college admissions process, 7 have attended Saturday Academy during the current academic year, and 11 have registered to attend Senior event/College Goal Sunday 9 seniors have attended college tours with Upward Bound 2013 Upward Bound college tour tentatively planned for DOE spring break, 1/20-22/13. 		
PROGRAM IMPROVEMENTS		
<ul style="list-style-type: none"> Student Achievement plan currently being developed with implementation of new grant to be completed by 1/1/12 and will be used to track completion of college admission process. Database/system to analyze progress to be set up by Fall 2013. Senior Event scheduled for 1/13/13. This will be the first senior event and is combined with College Goal Sunday. Steps towards applying to college were previously done by individual appointment. 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 2013. During Saturday Academy introduced idea of college tour via online videos this past Fall; will work with students to explore college campuses via online methods as campus visits to mainland campuses may not be a viable option for students due to cost restrictions. 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: Individual appointments during senior academic year to best match students to college 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; refunded programs may need to track participants from the previous grant Of the 16 students graduating in 2008, 3 (19%) earned degrees and 8 (50%) are still enrolled as of Fall 2012 for a potential of 19% to 69% earning degrees by May 2014 (objective set at 45%). 		
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. 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). 		

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"> ▪ Student Achievement 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 		
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

- In process of contacting principals of Maui and Baldwin High School to inform of changes in Upward Bound program and for support from new administration.
- Met with Molokai High School principal to discuss program changes. In contact with Molokai counselor to inform of Upward Bound. Both involved in recruitment.
- 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.
- 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 Maui Makers and STEM faculty to create integrated STEM curriculum as well as pathway from high school to postsecondary education to career.

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.
- 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.

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

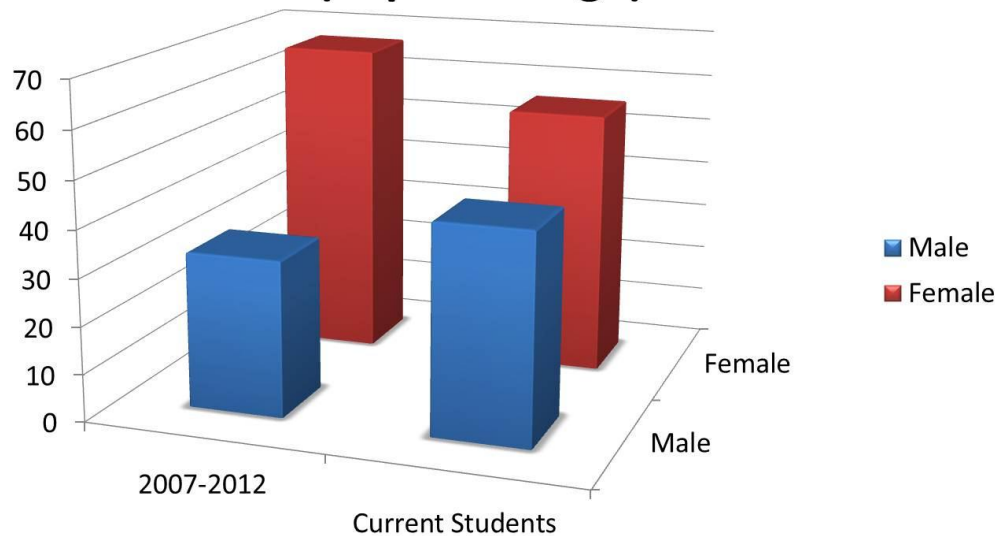
- The 2012-2017 Upward Bound grant capped the per-student cost at \$4,500. The 2007-2012 UH Maui College grant award served students at a cost of \$6,308 per student due to high costs of living and the transportation required to bring participants to activities. Therefore, to maintain the same level 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.
- 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).

PROGRESS TOWARDS UH SYSTEM STRATEGIC OUTCOMES AND PERFORMANCE MEASURES	
<p>Increase Going Rates of Public & Private High Schools to UH Campuses</p>	<p>Academic Preparation for Postsecondary Education:</p> <ul style="list-style-type: none"> ▪ Saturday Academy Workshops: Study and Learning Skills <ul style="list-style-type: none"> -Workshops on study skills, test preparation, test taking, time management and goal setting during Saturday Academy ▪ Academic Advising <ul style="list-style-type: none"> -Counselor school visits/track course enrollment -Educate about benefits of rigorous curriculum -Partnership with HS counselors -Mandatory completion of rigorous high school curriculum -Parent/student meeting and contract

	<ul style="list-style-type: none"> ▪ Tutoring <ul style="list-style-type: none"> -Three days per week at UH Maui College -Distance tutoring through Skype -Refer students to UH Manoa online tutoring -Encourage attendance at high school tutoring resources -Mathletics curriculum at student level-basic math to calculus -Year-round access to Rosetta Stone foreign language resource ▪ Tracking Student Progress <ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> -Rigorous classes in Math (basic through calculus), Science, Writing, Literature, Foreign Language (Rosetta Stone, choice of 25 languages), Nutritional Science, & World Topics -42 Students attended Summer 2012 (40 residential seats available, additional students accepted as day students) ▪ Close Up trip to Washington, D.C. increases critical thinking & debate skills <ul style="list-style-type: none"> -4 students attended Close Up trip Spring 2012 -discontinuation of Close Up due to DOE no longer approving trip; lack of funding due to decrease in per student cost
	<p>Career Exploration:</p> <ul style="list-style-type: none"> ▪ Career Information database/assessments to explore careers & complete assessments ▪ Work Study during summer program: students earn money to job shadow/work in area of interest (13 students in Summer 2012) ▪ Career workshops during Saturday Academy
	<p>College Exploration:</p> <ul style="list-style-type: none"> ▪ College exploration workshops during recall Saturdays ▪ College tour to Oahu or Hilo colleges (Spring 2011-16 students attended Oahu tour; Spring 2012-15 students attended Hilo tour)
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
	<p>Summer Bridge Program for Seniors</p> <ul style="list-style-type: none"> ▪ Walk through complete admission process at UHMC ▪ 6 students Summer 2011; 8 students Summer 2012
	<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) ▪ UB Student Alumni club for support and mentoring to UHMC students
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"> ▪ New Legislation requires Upward Bound to provide financial literacy for upcoming grant cycle

	<ul style="list-style-type: none"> ▪ 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"> ▪ 49% of current students identify as Native Hawaiian ▪ 59% of students served since 2007 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) ▪ Participation in the USDA Summer Food Service program during the summer residential program for a total reimbursement of \$5,497.42 ▪ Submitting proposal for USDA Summer Food Service program for Summer 2013 (due approximately April 1, 2013)
Increase UH Degrees in STEM Fields	<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 Camp grant to prepare teachers to provide advanced mathematics instruction to high school teachers; seat available for Upward Bound summer instructor ▪ Partnering with UH Maui College Physics and Math professors as well as Maui Makers to write NSF grant to develop integrated hands on curriculum using Upward Bound summer residential program as a learning lab for teacher professional development

Upward Bound Gender Comparison (in percentage)



2007-2012 Upward Bound Participants PSE Attendance by Institution Type

