

2. Objectives

The process and outcome objectives do relate to the purpose of the Upward Bound Program [645.31(b)(1)]. The objectives address the needs of the target area and population [645.31(b)(2)]. The objectives are measurable, ambitious, and attainable over the life of the project [645.31(b)(3)].

Prior Experience and GPRA Performance Objectives: Department of Education regulations mandate five criteria for prior experience point allocation [34 CFR Part 645.32(b)] that are primarily quantifiable project outcomes. In addition, the Government Performance and Results Act of 1993 (GPRA), designates three specific performance indicators for Upward Bound that serve to help the Department of Education and Congress evaluate the effectiveness of the program. Therefore, for each of our nine objectives, we have included a reference to the relevant prior experience regulation or GPRA performance indicator and, when available, a baseline number for comparison and evaluation purposes.

Objective 1 (Process): 130 participants will be served each year. A minimum of 67% or 87 of these students will be both low income and first generation and a maximum of 33% or 43 will be either low income or first generation.

Relates to Purpose: The grant will serve 130 students in a program designed to “generate in program participants the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education” **Prior experience requirement** [645.1]. The grant will serve potential first-generation college students and/or low income students as required by Federal Regulation [645.3 (b)(1)] and [645.3 (c)(2)].

Addresses Target Area Needs: Because there is low per student expenditure rates at the target schools and low family income rates in the target community, it is necessary to provide program services. With these services, we will help increase the low college sending rates of the target schools.

Measurable: Number of participants enrolled, and percent of low income and first generation participants, are all set at specific and measurable levels, tracked in a computer database, and reported in the Annual Performance Report each year to the Department of Education.

Ambitious: Limited budget and personnel to provide intense services in a wide variety of settings to 130 participants. Nearly 7,000 students are eligible but project can only serve 130.

Attainable: Project has served 130-140 students for the past two years combining base funding with recent supplemental grant awards.

Objective 2 (Process): 70% of participants recruited each year will qualify as higher risk students as identified by the Department of Education *Invitational Priority*. These students will meet one or more of the following criteria: 1) an academic GPA of 2.9 or lower, 2) enrolled in less than 3 academic classes, and 3) has potential to pursue secondary education, but no plans to do so.

Relates to Purpose: By defining “need for academic support” according to criteria suggested by the *Invitational Priority*, the grant targets students identified by the Department of Education as “higher need” [645.3 ©] [645.43©(2)]. This strengthening of academic need criteria builds upon the efforts of the *UB Participant Expansion Initiative* (in which this grant participated) to target students at schools with the highest free/reduced lunch participation levels.

Addresses Target Area Needs: This objective helps address the low high school graduation rates, the low college sending rates, and the low college preparatory course sequence present in the “higher need” participant.

Measurable: The objective specifically describes the population to be served and quantitatively measures the degree of completion.

Ambitious: Given the “higher need” student profile, increasing our current number by 5% will require expanded recruitment efforts. Retaining and graduating these participants will require extended program services.

Attainable: Approximately, 65% of our most recently recruited class meets one or more of the three criteria described above.

Objective 3 (Process): The program will provide a six-week summer component for a minimum of 90 participants each summer.

Relates to Purpose: The grant will serve the number of participants approved under the **prior experience federal regulation** [645.32 (b)(1)]. The grant will provide participants with a six week “summer instructional component that is designed to simulate a college-going experience” [645.12 (a)(1)][645.12 (b)(1)].

Addresses Target Area Needs: By simulating the college-going experience, this objective works on improving the low college preparatory sequence completion and the low college sending rates that exist at the target schools.

Measurable: The objective specifically describes the population to be served within a set time limit and quantitatively measures the degree of completion.

Ambitious: Complicated satellite design provides exciting opportunities, depending largely on relationships and communication with mentors, agencies, and offices from year to year. Daily internships create difficult logistics, and require tremendous resources and exceptional staff energy and commitment.

Attainable: We have achieved this objective for the past four years through long standing relationships with satellite campuses, high % of summer staff experience in Upward Bound residential programs, enthusiasm and contributions of mentors, and community organizations and students.

Objective 4 (Outcome): Academic Growth: GPA

50% of program participants will improve their cumulative grade point average by at least .10 at the end of each academic year.

Relates to Purpose: The grant will determine “the extent to which project participants have demonstrated improvement in academic skills and competencies as measured by standardized achievement tests and grade point averages” **prior experience requirement** [645.32 (b)(2)]. This objective provides the grant a “plan for assessing individual participant needs and for monitoring the academic progress of participants” [645.12 (c)(3)].

Addresses Target Area Needs: This objective addresses low target area achievement on state assessment. By improving G.P.A.s, we will work to reduce the school dropout rates and increase the college sending rates at the target schools.

Measurable: In 2001, 41% of the participants increased their grade point average by at least .10. With this baseline, a specified measurable percentage goal allows us to measure the achievement of the participants’ progress over a set time period.

Ambitious: Our objective seeks to increase our current number by 9%. Given our commitment to selecting only students with an academic need for program services and challenging them to enroll in five college preparatory courses per semester, it will be difficult for such a high number of participants to achieve this goal.

Attainable: We have met or exceeded a variation of this objective in all previous grant years. Outstanding study hall/ tutorials and Saturday programs, individualized staff follow up and advising, a strong summer course sequence, the support of target school counselors and faculty will ensure that we continue to achieve this objective.

Objective 5 (Outcome): Academic Growth: Standardized Tests

At least 60% of the participants will improve their national percentile score in two or more of the following Stanford 9 test areas: English, math and science.

Relates to Purpose: The grant will determine “the extent to which project participants have demonstrated improvement in academic skills and competencies as measured by standardized achievement tests and grade point averages” **prior experience requirement** [645.32 (b)(2)]. This objective provides the grant a “plan for assessing individual participant needs and for monitoring the academic progress of participants” [645.12 (c)(3)].

Addresses Target Area Needs: This objective addresses low target area achievement on state assessment and other standardized tests. By attempting to boost scores, we will also work to reduce high drop out rates and increase college sending rates at target schools.

Measurable: The objective establishes a measurable percentage goal to be achieved in a set period of time. During the 2001-2002 academic year, 52% of the students improved their test scores in two of the academic areas, while 94% improved in only one area.

Ambitious: Test scores in our target schools are significantly below state and national averages. Our experience with the Stanford 9 exam has demonstrated that helping students below grade level remediate while helping students at or above grade level accelerate provides significant challenges for the management of resources, tutorial and instructional structures and strategies, and individualized score interpretation and advising (for students and parents).

Attainable: Because the staff has significant reading and basic math skills development experience, the program has implemented a rigorous curriculum focusing on reading and math skills. Targeting of test score improvement begins with student interview, parent home visit, and first summer pre-summer reading requirements and math skills institute. Academic year service efforts include twice-weekly tutorial/study halls, Saturday program instruction, and regular reports to counselors, teachers, and parents.

Comments: We determined that at least 60% of our participants will improve in two or more test areas after reviewing improvements in particular sections of the Stanford 9 exam. During the last academic year, 76% of our students showed improvement in reading, 51% in math and 38% in science. Last year, we were most successful helping our students prepare for the reading section by offering English seminars for students with scores above grade level and one-on-one acceleration tutorials for students with English percentile ranks below grade level. We plan to follow similar remediation techniques in math and science during the coming academic year and summer curriculums.

Objective 6 (Outcome): 80% of program participants will remain in the program until they complete their secondary education.

Relates to Purpose: The grant will retain 80% of participants for the “extent to which project participants continue to participate in the Upward Bound Program until they complete their secondary education program” **prior experience requirement** [645.32 (b)(3)].

Addresses Target Area Needs: This objective addresses the high target school drop out and attrition rates. By retaining participants in the program, we will also be working to alleviate the target population need for academic advisement in schools with high student/counselor ratios.

Measurable: The objective specifically describes a student behavioral outcome to be achieved within a set time and quantitatively measures the degree of completion. **Baseline:** 61.5% of the class of 2000 cadre in our target schools completed high school (California State Department of Education CBEDS reports).

Ambitious: Our goal is significantly higher (18.5%) than the norm in our communities. This goal is especially ambitious because we require our students to take a far more demanding course sequence than the general student body. Need levels and mobility of our student population and our staff’s determination to release students from the program who do not keep their commitments to participate in most program activities, also make this objective particularly challenging.

Attainable: We have met this objective in all previous grant years. Frequent and early contact with parents, the long term educational plan we prepare with the students, and the quality and intensity of program services (especially the weekly study hall component) all help make this goal attainable. Outcome for this objective has ranged between 80% and 85% in previous prior experience reports.

Objective 7 (Outcome): 95% of participants who participate during their senior year will complete their secondary education and graduate from high school.

Relates to Purpose: The grant will retain 95% of students who participated their senior for the “extent to which project participants continue to participate in the Upward Bound Program until they complete their secondary education program” **prior experience requirement** [645.32 (b)(3)]. This will ensure that the grant complies with **GPR performance indicator #1**, “Upward Bound participants will complete high school at higher rates than comparable non-participants”.

Addresses Target Area Needs: This objective addresses the low high school completion rates (high dropout rates) at target areas. By improving completion rates of secondary education, we will be working to increase college sending rates.

Measurable: The objective specifically describes a student behavioral outcome and quantitatively measures the degree of high school completion. **Baseline:** In 2000, 61.5% of the seniors at our target high schools graduated (source: California Department of Education CBEDS reports).

<p>Ambitious: 33.3% higher than the community rate, our rate is especially ambitious given the declining senior graduation rate at two of our target high schools (El Monte and Mountain View). High drop out and attrition numbers, a lack of academic support services at the target schools, and a host of socio-economic pressures also make this objective ambitious.</p>	<p>Attainable: Excellent individualized academic advising from the staff, weekly tutorials, intense summer instruction, enrichment and acceleration Saturday academic programs and outstanding communication with school faculty and counselors make this objective achievable.</p>
---	--

<p>Objective 8 (Outcome): 90% of program participants scheduled to complete the project (who begin the 12th grade participating in Upward Bound) will undertake programs of postsecondary education after completing Upward Bound and graduating from high school.</p>	
<p>Relates to Purpose: 90% of participants who complete the project their senior year will “undertake programs of postsecondary education” prior experience requirement [645.32 (b)(4)]. This will ensure that the grant complies with GPR performance indicator #2, “Upward Bound participants will enroll in postsecondary education programs at higher rates than comparable non-participants”.</p> <p>Addresses Target Area Needs: This objective primarily addresses the target areas need to improve college sending rates. However, it also addresses some of the needs which contribute to the low college sending rate such as: low college preparatory course sequence completion rates, high target school drop out rates, low adult educational attainment levels, and low family incomes.</p> <p>Measurable: The objective specifically describes a student behavioral outcome and quantitatively measures the degree of completion (% of participants who will enroll in postsecondary education). Baseline: In the years, 1998-2000, 34.2% of seniors in our target high schools went on to public postsecondary education. (California Postsecondary Education Commission)</p>	
<p>Ambitious: More than twice the postsecondary enrollment rate of our target schools, our objective is ambitious given the social context of our students’ efforts, the exposure level of their parents to higher education, and the lack of college placement support services at their high schools.</p>	<p>Attainable: Weekly reports to parents, weekly college workshops for students, summer residential components, two-weekly study halls, and Saturday programs, as well as sustained individual and group college advising make this goal attainable. This expectation is established with the participant from the moment of acceptance via the educational plan and admissions assessment.</p>

Objective 9 (Outcome): 65% of program participants who have completed the program will report each year that they are currently enrolled in or have completed a program of postsecondary education. Students who have not completed a postsecondary program will be monitored for up to six years (longer if they report continued enrollment).

Relates to Purpose: 65% of participants “who complete the project or were scheduled to complete the project, will undertake programs of postsecondary enrollment” **prior experience requirement** [645.32 (b)(5)]. This allows the grant to monitor student progress allowing us to comply with **GPRRA performance indicator #3**, “Upward Bound students who enroll in postsecondary education will complete two or four year postsecondary education at a rate higher than comparable non-participants”.

Addresses Target Area Needs: This objective addresses the low college sending rates at the target schools. At the same time, the objective will work to improve the low adult educational attainment levels found in the target communities.

Measurable: The objective specifically describes a student behavioral outcome to be achieved within a set time and quantitatively measures the degree of completion. **Baseline:** 1) Cal Poly Pomona and Cal State Los Angeles, the two universities closest to our students geographically and demographically, report six year graduation rates averaging 43% (College Board Handbook), and 2) 9.5% of adults in the target communities have received a postsecondary degree.

Ambitious: Our goal is significantly higher than the retention rates for local public four year universities (reliable community college statistics are not available, but our target school counselors and local community college advisors report that graduation/retention rates for local community colleges are significantly lower than local four year universities). Given that retention figures for Hispanics are even lower than figures for the general population, our goal is especially ambitious.

Attainable: The program has achieved this objective in the previous four grant years. Strong summer and academic year components address skill and motivation levels, persistent staff follow up of program graduates, and referrals of participants to transitional and student support service programs all contribute to making this goal achievable.

3. Plan of Operation

The plan of operation is of high quality and provides detailed information of the applicant’s plans for the ten areas detailed in the Upward Bound Program Regulations [645.31©]

(1) The plan to inform the faculty and staff at the applicant institution and the interested individuals and organizations throughout the area of the goals and objectives of the project is of high quality [645.30 ©(1)].

Faculty and Staff at Applicant Institution: The Director coordinates the following efforts to keep Harvey Mudd faculty and staff informed about the goals and objectives of Upward Bound.

Method	Description
Annual Report Summary/ Program Calendar	The Director composes and distributes a condensed version of our Annual Performance Report and a program calendar to the faculty and staff each fall. This report summarizes college sending information for the most recent graduating class, long-term college persistence data of our alumni, and summer and academic year services.
“Beyond Foothill and Twelfth”	The Director composes and distributes a short monthly email newsletter updating faculty, staff, and students on the activities and services Upward Bound, MESA, and other community service groups on campus provide.
Annual Faculty Presentation	Once each year, the Director presents an update on the program, goals and objectives to the faculty senate.
Summer Information	Each May the Director distributes information about our summer programs and services to all faculty and staff on campus.
Campus “Green Sheet”	Program staff post announcements of Saturday Programs, speakers, trips, ceremonies, and other program activities to a campus green sheet that is emailed to the entire campus community.
Other Contacts Within the Harvey Mudd Community	Because our project reports directly to the Dean of Faculty, we have extraordinary access to the highest administrative levels at the college. Our staff regularly participates in activities ranging from informal faculty/staff get-togethers to committee meetings, conferences, and retreats. Staff members have recently served on the college’s diversity task force and the sexual harassment and grievance committee. These contacts keep faculty and staff aware of our presence on campus.

Plan to inform interested individuals and organizations throughout the target area:

Our ongoing efforts to keep interested community members aware of our goals and objectives involves all staff members but is coordinated by the Director:

Method	Description
Target high school administrators, counselors, faculty, school boards, and parent organizations	<ul style="list-style-type: none"> • condensed annual report summarizing college placement and persistence data, program activities and services (August) • promotional flyers, applications, and nomination forms (January) • presentations to counselors/faculty at target high schools (Dec-Jan) • Summer program and student placement information (June)
Community and social service agencies	<p>[Calworks and foster care case workers, youth employment agencies, the Department of Public Social Services, community organizations, churches, and juvenile homes and other youth services organizations.]</p> <ul style="list-style-type: none"> • condensed annual report summarizing college placement and persistence data, program activities and services (August) • promotional flyers, applications, and nomination forms (January) • phone outreach and meetings with community service providers
Community churches and other youth organizations	<ul style="list-style-type: none"> • condensed annual report (September) • program promotional flyers, videos, applications, and nomination forms (January)
Major area news papers (<i>The Los Angeles Times, La Opinion, etc.</i>) and public radio stations (KCRW, KPCC, KPFK)	<ul style="list-style-type: none"> • press releases announcing the application period at target schools summarizing program services and objectives (January) • press releases, as appropriate, for program activities, especially summer programs and special enrichment activities during the school year (throughout the year, but primarily in June) • press releases, as required by USDA regulations, announcing our various summer site food service participation (May)
Target high school students and families	<ul style="list-style-type: none"> • announcements in school bulletins inviting students to information sessions made throughout the recruitment period (February-April) • program presentations made to all ninth grade English classes • flyers/applications made available via counselors, career centers, libraries, and the program's web site (Feb.-April) • "invitation to apply" letters and program information flyers (in English and Spanish) mailed to the families of all ninth graders
Internship mentors, offices, and agencies (for La Jolla Science, Capitol Internship, and Georgetown sites)	<ul style="list-style-type: none"> • thank you notes and condensed version of program annual report (September) • update on academic progress of summer intern (November) • invitation to participate in the program again (December) • summary report on academic progress of all previous interns at the office or agency (February).

Technology and the Plan to Inform Interested Parties about the Program: Technology plays a central role in our effort to keep interested parties informed about the services provided by this federal grant. Staff members use MacIntosh computers and Adobe Photoshop and Pagemaker software to prepare fliers, reports, and informational material available in hard copy and email. We also encourage interested individuals and organizations to visit our program web site

(designed and maintained on office computers using Dreamweaver and server software). Fliers, applications, and other information materials are also available in downloadable format on our web site which includes weekly updates of program activities, calendars, and news sections.

(2) The plan for identifying, recruiting, and selecting participants to be served by the project is of high quality [645.30©(2)].

For many years our program has successfully recruited what the Department of Education's *Invitational Priority* describes as "higher need" students through a comprehensive school and community based recruitment process. Coordinated by the Director, our recruitment and selection efforts involve the four full-time staff and the Secretary in a drive that spans four cities and five high schools and reaches out not only to every ninth grade student at every school but also to a wide range of other students nominated by teachers, counselors, and community service providers.

Identifying potential program applicants and participants: To identify and recruit potential program participants we work with school counselors, teachers, administrators, community agencies, parents, and students. We accept nominations for and referrals to the program on a year round basis, but we focus our recruitment efforts in the spring semester.

In December and January of each grant year, we meet with counselors and school administrators to review program services and requirements. We also make a general presentation to the school faculty and more narrowly focused presentations to math, science, and English departments at target schools. Administrators, counselors, staff, and teachers receive nomination forms, program flyers, and applications. In the target community, we meet with and provide nomination and application materials to parent groups, school boards, church groups, government social service workers, youth employment agencies, and juvenile detention homes.

Our nomination form encourages community and school leaders to identify students who have the potential to go to college but also have a demonstrable academic need for the program. Because almost all of our applicants are low income (for the past two years less than 5% of students admitted to the program have not qualified as both low-income and potential first-generation college students), we can encourage prospective nominators to focus on academic potential and need. We also ask nominators to share any information they have about a student's economic and social need.

In addition to these efforts to solicit nominations and identify candidates from a wide range of sources, we review grades, test scores, and attendance records for all ninth graders at each of our target schools. This allows us to identify students who may have “slipped under the radar” of adults in the school or community. As we review these records, we look for profiles that meet the *Invitational Priority* and our own supplemental needs categories (see below).

Recruiting: Once we have collected nominations and selected potential applicants from the academic files of the target school, we host informational meetings for all nominated students (including those identified by our staff in the transcript review process) and in **all** ninth grade English classrooms (including all non-college preparatory classrooms). These 30-40 minute meetings include a powerpoint presentation about the program, a fifteen minute promotional video, and an explanation of the application form and process. We conduct supplemental meetings for those students who could not attend the classroom meetings or have been nominated from the tenth or eleventh grade classes.

After these large group and small group presentations, we follow up with students via their counselors, through the mail (email and regular), or by calling them at home to encourage to apply and address any questions they may have about the program. We also send a letter

(English and Spanish) to all of the families of students enrolled in the ninth grade at our target high schools inviting family's to apply for the program.

Selection: Once the interested students at a school have completed their preliminary application (a three page application that asks students to provide eligibility information, discuss their postsecondary aspirations and need for academic support), we collect transcripts and academic records for each applicant, help any students who were unable to complete the application, and screen the applications to select a group of students whom we ask to submit secondary applications and participate in interviews with Upward Bound staff members.

All students with an indication of academic need who qualify as both potential first generation college students AND low-income are interviewed. Whether or not students who meet one criteria or the other receive interviews depends on the size of the applicant pool and the staff's preliminary determination of academic need. The secondary application has three sections: 1) two short essays (one paragraph) about the student's interest in and need for the program, 2) a writing sample from the student's current English class, and 3) assessments from the student's mathematics and English instructors

Once the student has submitted this secondary application, a staff member schedules an interview with the student. During this interview the student and the staff member discuss the secondary application, career and college aspirations, and academic and social need for program support. Together, they draft a preliminary three-year *college preparatory course plan*, a *grade improvement plan* (necessary because two-thirds of the students we admit have grade point averages below the 3.0 requirement of the state's four-year college systems), and an *educational contract* (that outlines the services we provide to the student and the expectations we have of the student). By the time the secondary applications and interviews have been completed, our staff

has assembled a wide range of assessment materials upon which to base student selection. A list of each assessment and the information they provide for our staff follows.

Assessment	Student Eligibility, Need, or Profile Information Provided
<p>The preliminary application and school transcripts</p> <p>The preliminary application packet provides the basic documentation of a student's eligibility to participate (as defined in 645.3)</p>	<ul style="list-style-type: none"> • Documentation of student's status as a citizen or non-resident is certified by a question on the preliminary application, a social security number and student and parent signature on the application [654.3(a)(1,2)]. Students who are in the United States for other than a temporary purpose must provide evidence from Immigration and Naturalization Service of their intent to become a permanent resident [as required by 645.3(a)(3)] • Documentation of a student's eligibility for the program as "a potential first generation college student" is provided by a signed statement on the application by the parent of a dependent participant or a signed statement by an independent participant [645.3(b)(1), 645.4(c)]. • Documentation of a student's eligibility for the program as a "low income individual" is provided by one or more of the following: a) a signed statement from the student's parents or legal guardian (for a dependent student) or from the student (in the case of an independent student) regarding family income, b) verification of family income from another governmental source, c) a signed financial aid application, or d) a signed United States or Puerto Rican tax return [645.3(b)(2), 645.4(b)] • Evidence of a student's academic need for the program is demonstrated by GPA, course enrollment and standardized test scores [645.3©]. As we explain below, other components and instruments of the application and selection process also contribute to assessment of academic need. • Documentation that the student has completed the eighth grade but not entered the twelfth grade and is at least thirteen years old but not older than nineteen is provided by grade level and birth date questions on the application signed by the student and the parent or guardian (an independent student may sign for himself or herself) and confirmed by school records[645.3(d)].
<p>Secondary Application</p> <ul style="list-style-type: none"> • short essays • writing sample • assessments from teachers 	<ul style="list-style-type: none"> • academic need for program service and support • interest in pursuing a postsecondary education • enthusiasm for and commitment to participating in the project • study skills and needs relating to each discipline • writing skills, abilities, and needs

Assessment	Student Eligibility, Need, or Profile Information Provided
The Interview	<ul style="list-style-type: none"> • social and economic need that may not appear in the applications • knowledge of and response to student’s transcript and test scores • detailed educational plan drafted with the student which delineates a course sequence, sets learning and grade goals in each subject area, and details the student’s preferences for summer residential programs, courses, and internship assignments • college aspirations and career interests • character, family background, motivation and personal needs • likelihood to complete program and participate in all activities

When program staff members have collected all this information and completed interviews, we compose an *Individual Action Plan* for each student. The *IAP* has five core elements: 1) a two-page *needs assessment* that summarizes the student’s eligibility status, family background, financial need, motivational level, and academic need; 2) a *plan for program services* that reviews each component of program services (residential summer programs, academic year services, parent outreach services, academic advising, grade monitoring, college and career planning, etc.) and identifies those that would most benefit the student; 3) an *educational contract* (described above); 4) a *college preparatory course plan* (described above), and 5) a *grade improvement plan* (described above).

In making final selections, the staff gives priority to students who qualify as both low-income and potential first generation college students and to those students who meet the “higher need” categories identified below and suggested by the *Invitational Priority*. Up to thirty percent of the selected students at our target schools require program services due to low test scores, an interest in a math or science based career, or an intention to transfer from English Learner classes to college preparatory classes despite earning solid grades.

**Harvey Mudd College Upward Bound
Application Evaluation and “Need for Project Support” [645.3©] Criteria**

<p style="text-align: center;">Department of Education Invitational Priority Criteria (Highest Priority)</p> <ul style="list-style-type: none"> • A minimum of 70% of all applicants will meet the following priority categories: • Students must meet the criteria listed below: 	<p style="text-align: center;">Other Need Criteria (Secondary Priority)</p> <ul style="list-style-type: none"> • No more than 30% of selected students shall meet the following priority categories: • Students must meet the following qualifications:
<p>1) Academic Potential: The student has a demonstrated potential to continue on to postsecondary education (as documented by standardized test scores, teacher or counselor assessment, and/or application and interview)</p> <p>2) Commitment to Participate: The student has a demonstrated enthusiasm for and interest in Upward Bound program participation (as documented by the application and interview process)</p> <p>3) “Higher Risk” Academic Need (one or more of the following)</p> <ul style="list-style-type: none"> a) The student has a grade point average of 2.9 or lower (as documented by school transcripts) b) The student is enrolled in three or fewer college preparatory courses during the semester prior to applying to Upward Bound (as documented by school transcripts) c) The student has low or no postsecondary aspirations (as demonstrated by student surveys and admissions interview) 	<p>1) Academic Potential: The student has a demonstrated potential to continue on to postsecondary education (as documented by standardized test scores, teacher or counselor assessment, and/or application and interview)</p> <p>2) Commitment to Participate: The student has a demonstrated enthusiasm for and interest in Upward Bound program participation (as documented by the application and interview process)</p> <p>3) Secondary Priority Academic Need The student has a high school grade point average of 3.0 or higher but meets one of the following academic need criteria:</p> <ul style="list-style-type: none"> a) standardized test scores below grade level in one or more area (as documented by school transcript) b) an interest in a math or science based career (as documented by student surveys, the application form, and/or the interview) c) a written assessment by a school counselor, teacher, psychologist, or learning disability specialist that indicates a need for program services in order to prepare for and succeed in postsecondary education. d) an intention to transfer from bilingual or limited English classes to a full English language college preparatory course sequence.

The Assistant Director, Program Coordinator, and Academic Coordinator complete *IAP's* for each applicant who remains in the pool after the interview process (in some cases students opt out after the interview; in other cases staff members determine that the student is not willing to commit to program activities or a college preparatory—or transitional toward college preparatory—course plan). Students are ranked by eligibility (those who qualify as both low-income and potential first-generation college students have priority) and by need (those who qualify as “higher need” based on the *Invitational Priority* categories have priority over those who qualify in “secondary need” categories).

Before the Director finalizes admissions decisions, files are audited to ensure all eligibility and need documents have been collected and properly completed. Admitted students receive letters inviting them and their parents to join us at admissions family nights. Students not chosen for immediate admission are wait-listed and/or referred to other support service programs (when and where such support service programs are available). Staff members forward copies of the *College Preparatory Course Plan* and *Grade Improvement Plan* completed during the interview to those students not admitted to the program. We also send these forms to the student’s school counselor to facilitate alternative interventions to non-admitted students.

Technology and the Recruitment / Selection Process: The program’s web site offers detailed program information and a preliminary on-line application (students may also complete and submit an application online). Staff members use a Filemaker Pro database to track student applications, laptop computers to make powerpoint presentations during school and community information meetings, and a variety of publishing and multimedia software to generate informational flyers and videos. Staff also uses email to communicate with school faculty and counselors, and those applicants with access to email.

(3) The plan for assessing individual participant need and for monitoring the academic progress of participants while they are in Upward Bound is of high quality [645.31©(3)].

As explained in section two of the *Plan of Operations*, the process of assessing participant need and academic progress begins during the recruitment and selection process with the construction of the *Individual Action Plan*. The process continues with the **Admissions Family Night** during which program staff meet with students and their parents out at the target high schools. During these meetings, the staff presents the program to parents, answer questions, and addresses any concerns. Staff members then conference individually with each family to review the *IAP*, particularly the three key documents which parents also sign off on: 1) the *Educational Contract*, 2) the *College Preparatory Course Plan*, and 3) the *Grade Improvement Plan*. Each student’s counselor also signs and receives a copy of these documents. With this foundation of parent-program-school counselor communication established from the student’s entry into the program, the staff sets the stage for the comprehensive program of monitoring and advising services.

During summer programs, the Site Coordinator at each of our summer sites has primary responsibility for coordinating needs assessment and academic progress monitoring but all summer staff members play an active role in this process.

Summer	
Pre-summer academic assessments: math, English, science	Administered by the <i>Assistant Director, Program Coordinator, and Academic Coordinator</i> these pre-summer tests establish baseline skill levels in math, English, and science that staff members then use for course placement and as a pre-test against which September post-tests are evaluated.
Study Skills	During summer orientation week students complete the pre-test. Results are used to structure study skills workshops and one-to-one conferences with students about their study skills preferences and needs areas. Students participating in internship based summer complete an abbreviated Meyers/Briggs based survey that facilitates discussions about approaches to communicating and problem solving in the workplace.

Summer	
Summer Courses: Progress Reports	Completed by summer instructors and tutors in each summer class during weeks 2, 3, and 4 these progress reports evaluate course content, course based learning and study skills. Staff distributes these reports to students and parents. Students complete a one-page response sheet for each report.
Summer Courses: Final Evaluations of Student Progress	Completed by summer instructors and tutors, this report provides detailed information on the students' academic progress in both content and skills areas. Students are evaluated in a broad range of categories, receive detailed study recommendations for the coming school year and detailed summative comments. Copies are distributed to students and their parents during our closing ceremonies and sent to school counselors. During the school year, copies are kept in the student's field folder for easy review during tutorials/study halls, Saturday programs, and conferences.
Internship Mid-Summer Evaluations	For students participating in a second or third summer, internship mentors complete detailed mid-summer evaluations of student progress in motivational, organizational, communication, and personal skills areas. A summer staff member meets with the student and the mentor to discuss the evaluation. The site coordinator also follows up on this evaluation with students during internship seminar sessions. .
Internship Final Evaluation	During the last week of a student's second or third summer, the internship mentors complete a detailed final evaluation evaluating the student's progress and development in the areas identified in the mid-summer evaluation. The mentor also writes a one-page recommendation for the student, that can be included in their college applications.
STAR Testing Results	Each year California public schools administer the Stanford 9 standardized test battery to ninth through eleventh graders. We review the results of this test, which are usually released in August, with parents and students at the end of the summer program. These results also structure Saturday program placement for math and English remediation and acceleration activities, plus provide a focus point for tutorial and study hall work when students do not have school work to complete. The Academic Coordinator administers this test to all 12 th grade participants not tested by their schools.

During the academic year, we provide intensive needs assessment and academic growth monitoring services by assigning each grade level cadre to a staff member responsible for coordinating all of our efforts with that grade level. This allows us to address the outrageous counselor student ratios at our schools by providing a ratio of no more than 50 to 1 for academic advising in Upward Bound. As the table below indicates, we have a comprehensive support program that actively involves students and parents in this vital task.

Academic Year	
<p>Weekly Saturday Profile</p> <p>Assistant Director * (10th graders) Program Coordinator * (11th graders) Academic Coordinator * (12th graders)</p>	<p>Staff members prepare weekly profiles of each student's academic progress. The profile includes previous, current semester progress reports, student's grade goals, and their grade estimate for each class. The profile also includes test scores in key areas (math, English, science, SAT, etc.) and lays out the student's schedule for the coming Saturday Program. At the end of each Saturday, the student updates the form and requests the tutorial support and class placement they would like for the coming week's Tutorial/Study Halls and the next Saturday Program. Staff members review and update the form and mail a copy home to the student and family. Completed forms remain in the student's Field Folder and are referred to during Saturday Program tutorials, weekly Tutorial/Study Halls at the schools, and any conferences with students, counselors, or parents.</p>
<p>Tutorial / Study Hall Reports</p>	<p>At the end of each tutorial hour during Saturday Programs as well as at the end of all Tutorial/Study Halls, students and tutors complete a brief summary and evaluation of what the student accomplished and what needs remain to be addressed. These reports are added to the student's Field Folder and are referred to by staff members when constructing Saturday Profiles or conferencing with students, counselors, or parents. Tutors also refer to these forms to evaluate how to build on previous tutorials during the week and on Saturdays.</p>
<p>Family Nights</p>	<p>At Family Nights in October, December, February, and April staff members meet with students and their families to review grades, test scores, and Field Folders, and to discuss student progress and identify strategies for further improving standardized test scores and grades.</p>
<p>PSAT</p>	<p>Each October the target schools administer the PSAT. We provide fee waivers for all 10th and 11th grade participants to take this test. Staff members review these results with students and their families at the February Family Night and post this information to the student's Saturday Profile form.</p>
<p>SAT I and II / ACT</p>	<p>We provide fee waivers for Juniors to take the SAT I in May and for Seniors to take the SAT I in October and the SAT II in November. Many seniors also take the ACT in October or December. As we receive these results we add them to the student's Saturday Profile form, review them with students, and discuss them with parents at the next Family Night meeting.</p>

Academic Year	
Semester Conference	Once each semester (usually in December and again in May), staff members meet individually with each student to review and update the <i>Individual Action Plan</i> , review grades and test scores, and discuss college and career plans. During these conferences the student and staff member complete a <i>Semester Action Plan</i> for addressing the student's goals in these areas in the coming semester. This plan is then kept in the student's field folder so the student, tutors, and staff members can refer to it during Saturday Programs as well as weekly tutorial/study halls. Parents also receive a copy of this updated plan.
High School Proficiency Exam	California has recently implemented a high school proficiency examination which students must pass in order to graduate from high school. Beginning with April of the 9 th grade, students take this test each year until they pass each of its components. Although this controversial program is likely to be discontinued, as long as these results are available we will collect and review them with students and their parents in both semester conferences and Family Nights .
School Counselor Conferences	As needed, staff members confer with school counselors to coordinate intervention efforts, advise students, and develop each student's career and college planning efforts. At least once each year, our staff formally meets with the counseling team at each school. Also, once a month, counselors receive written updates on program services and/or their individual students (please see <i>Plan of Operation 9</i> for more information on our outreach to school counselors).
Teacher Conferences	Staff members meet with target school teachers as needed to discuss the individual academic needs of students and to prepare individualized support plans that allow program staff to target resources toward students struggling in particular classes.
Parent Conferences	In addition to our contact with parents at the four Family Nights each year, staff members contact parents each and every time that a student does not attend a required program activity. Staff members also meet with parents at schools and at family homes to provide individualized support services or to follow up on concerns staff members have about the progress of individual students. Please see <i>Plan of Operation 9</i> for more details about our work with parents.

Technology and Needs Assessment / Academic Growth Monitoring: We use Filemaker Pro database software to track and evaluate student test scores and course grade information as well as, to generate the *Weekly Saturday Profiles* discussed above. Students and staff use email and

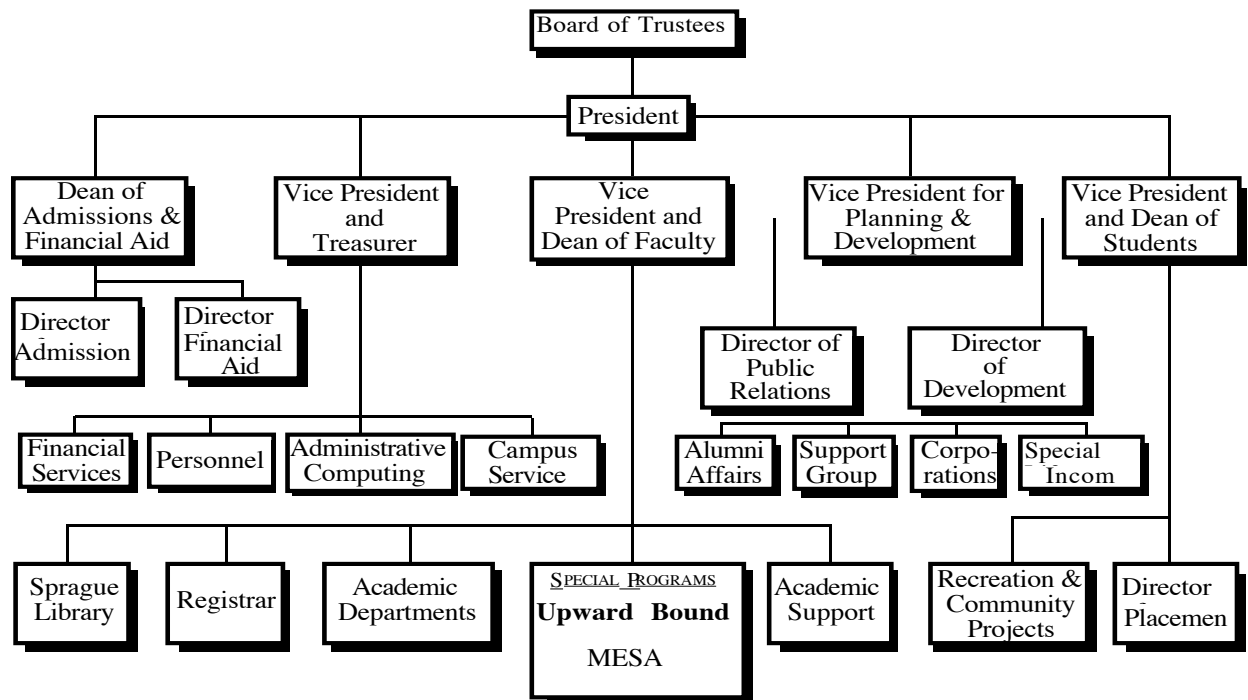
the course web site to communicate with each other and laptop computers allow staff members to quickly share data and results with students and their families during conferences, Family nights, and home visits. Publication software allows our staff to prepare professional quality reports for students, parents, school officials, and the Department of Education.

(4.) The plan for locating the project within the applicant's organizational structure is of high quality and clearly explained [645.31©(4)]

Harvey Mudd College is a member of the Claremont Colleges, a group of five private colleges located thirty-five miles east of Los Angeles. Harvey Mudd College is a small, but nationally recognized, co-educational, independent, residential college of engineering and the sciences, whose purpose is to offer the highest quality education to one of the most high achieving student populations in the country. The college believes that future scientists, engineers, and managers must have an understanding of the importance of their work in society. As a result, it views its mission as more than the classroom instruction of students, and seeks to become involved in community and civic programs like Upward Bound.

The Director of Upward Bound reports directly to the Vice President and Dean of Faculty, F. Sheldon Wettack and is given full authority to operate the program (please see section eight, *plan to ensure effective and efficient administration of the project*, for a copy of the memorandum granting the project Director authority to operate the program). This immediate access to the highest levels of the college's administration is one of the benefits of operating at such a small college. The Director reports directly to the Dean of Faculty at least once a month during the school year and on a weekly basis during the summer component. Financial administration and personnel matters are coordinated with and supervised by the Financial

Services offices under the Vice President and Treasurer. Community relations and grant development are coordinated with and supervised by the offices of Public Relations and Development. The Office of the Dean of Students, Financial Aid, Admissions, Academic Support, and various academic and non-academic departments offices provide a wide range of support services to Upward Bound. Further details of our relationships with other departments and programs at Harvey Mudd are provided under *the plan for effective and efficient administration of the project and applicant and community support*. The diagram below outlines the basic organization of Harvey Mudd College and the location of Upward Bound.



(5) The curriculum, services, and activities that are planned for participants in both the academic year and summer components are of high quality and clearly and completely explained and described [645.31©(5)].

Harvey Mudd College fully complies with Section 427 of the General Education Provisions Act (GEPA). For a detailed explanation, please see Appendix C.

Summer Program Curriculum Services and Activities: After a non-residential orientation week at Harvey Mudd College (students have class, workshops, activities, and recreation), the

program sends students to a five-week residential component at one of four “satellite” sites: 1) Academic Frontiers (Harvey Mudd); 2) La Jolla Science Project (UC San Diego); 3) Capitol Internship Project (UC Davis); or 4) Georgetown University Project (Washington, D.C.). At each campus, students have access to a full range of services from classrooms, lounges, and meeting rooms to science laboratories, recreational facilities, libraries, and **computer labs**. Our summer residential staff members—coordinators, instructors, and tutors—supervise students around the clock and conduct all classes and other. The sites follow a schedule that incorporates key services and activities offered by Upward Bound.

Capitol Internship, La Jolla Science, and Georgetown Project Daily Schedule		Academic Frontiers Project Basic Daily Schedule	
6:00	Rise and Shine	6:00	Rise and Shine
7:00	Breakfast	7:00	Breakfast
7:45	Classes Begin (two way rotation between courses offered at each site)	7:45	Classes Begins (three way rotation between math, chemistry, and English (literature and composition))
10:45	Internship Seminar		
11:45	Lunch	11:45	Lunch
12:45	Depart for Internships	12:45	Spanish / Computer Instruction / Drama-Dance Enrichment Rotation
1:00	Student dropped off for internship	4:00	Recreation time
4:30	Student picked up from internship	5:30	Dinner
5:00	Dinner	6:30	Group Activity/Community Time
6:00	Group Activity/Recreation Time		
7:30	Study Hall	7:30	Study Hall
10:30	Unstructured Time	10:30	Unstructured time in dorm
11:00	Lights Out	11:00	Lights Out

As the following tables demonstrate, each of our summer sites has a unique staff configuration, academic sequence, and set of support services and activities.

Harvey Mudd Site: Academic Frontiers (48 students; summer before 10th grade) Staff: Residential: Coordinator, 3 Instructors, 3 Tutors / Part-time: 4 instructors	
Curriculum: 7.5 hours per week of instruction in each of the three core academic courses. <ul style="list-style-type: none"> • Mathematics (Algebra I or Algebra II) • Composition and Literature • Chemistry 	Other Services: <ul style="list-style-type: none"> • 15 hours per week of supervised study hall/tutorial services. • 5 hours per week of college counseling, goal setting, motivation, college planning, and communication workshops.

<p>6 hours per week in each of two supplemental courses (12 hours total):</p> <ul style="list-style-type: none"> • Computer Proficiency Lab • Spanish Language Seminar <p>5 hours per week in performing arts workshops (dance or drama)</p>	<ul style="list-style-type: none"> • 5 hours per week of supervised physical education and recreation • Ongoing academic and personal assessment, evaluation, and advising (as well as referrals to necessary medical or counseling support services)
<p>Enrichment Activities:</p> <ul style="list-style-type: none"> • Tours of Claremont Colleges and Cal Poly Pomona campuses • Four cultural enrichment trips: 1) a 4 day outdoor school at Zion National Park; 2) Museum of Tolerance / LA Dodgers game; 3) Marine Science Institute Ocean Research Boat Trip; 4) Community service project day / Raging Waters entertainment park 	

<p>UC San Diego Site: La Jolla Science Project (24 students; summer before 11th grade) Staff: Residential: Coordinator, 2 Instructors, 2 Tutors / Volunteer: 24 Internship Mentors</p>	
<p>Curriculum: 7.5 hours per week/ per course for two core courses:</p> <ul style="list-style-type: none"> • Mathematics (Algebra II, Pre-cal, or Calculus) • Marine Science (field research and lab science course) <p>20 hours per week in supervised internship and internship preparatory seminar:</p> <ul style="list-style-type: none"> • UCSD Medical Center, Scripps Research Institute, Veterans Administration Hospital, Burham Cancer Research Center and other sites. 	<p>Other Services:</p> <ul style="list-style-type: none"> • 15 hours per week of supervised study hall/tutorial services. • 4 hours per week of college counseling, goal setting, motivation, college planning, and communication workshops. • 4 hours per week of supervised physical education and recreation • Ongoing academic, internship, and personal assessment, evaluation, and advising (as well as referrals to necessary medical or counseling support services)
<p>Enrichment Activities:</p> <ul style="list-style-type: none"> • Tours of UC San Diego, San Diego State, and University of San Diego Campuses • Cultural enrichment trips: 1) 3 day marine science camping trip to Catalina Island; 2) 2 day behind the scenes Sea World Tour / Educational Program; 3) Tidal Pool field research trips to La Jolla and Cabrillo Beach Areas; 4) Tijuana Estuary field marine science trip; 5) Balboa Park / Old Globe Shakespeare Theatre. 	

<p>UC Davis Site: Capitol Internship Project (24 students; summer before 11th grade) Staff: Residential: Coordinator, 2 Instructors, 2 Tutors / Volunteer: 24 Internship Mentors</p>	
<p>Curriculum: 7.5 hours per week/ per course for two core courses:</p> <ul style="list-style-type: none"> • California Literature • California Public Policy <p>20 hours per week in supervised internship and internship preparatory seminar:</p> <ul style="list-style-type: none"> • Governor's and Lt. Governor's Offices, State Senate and Assembly Offices, 	<p>Other Services:</p> <ul style="list-style-type: none"> • 15 hours per week of supervised study hall/tutorial services. • 4 hours per week of college counseling, goal setting, motivation, college planning, and communication workshops. • 4 hours per week of supervised physical education and recreation

Offices of Various Government Agencies and other organizations.	<ul style="list-style-type: none"> Ongoing academic, internship, and personal assessment, evaluation, and advising (as well as referrals to necessary medical or counseling support services)
Enrichment Activities: <ul style="list-style-type: none"> Tours of UC Berkeley, Sacramento State, San Francisco State, UC Davis campuses Cultural enrichment trips: 1) 3 day Yosemite/Eastern Sierras camping trip; 2) San Francisco day trip; 3) UC Berkeley / Oakland day trip 4) Lake Tahoe overnight camping trip 	

Georgetown University Site: Georgetown Project (24 students summer; before 11th grade) Staff: Residential: Coordinator, 2 Instructors, 1 Tutor / Volunteer: 14 Internship Mentors	
Curriculum: 7.5 hours per week/ per course for two core courses: <ul style="list-style-type: none"> U.S. History Seminar American Literature Seminar 20 hours per week in supervised internship and internship preparatory seminar: <ul style="list-style-type: none"> U.S. Library of Congress, U.S. Congress, U.S. Dept. of Education, Hispanic Link Newsletter, Georgetown University, ASPIRA 	Other Services: <ul style="list-style-type: none"> 15 hours per week of supervised study hall/tutorial services. 4 hours per week of college counseling, goal setting, motivation, college planning, and communication workshops. 4 hours per week of supervised physical education and recreation Ongoing academic, internship, and personal assessment, evaluation, and advising (as well as referrals to necessary medical or counseling support services)
Enrichment Activities: <ul style="list-style-type: none"> Tours of American U., George Washington U., Georgetown U., Yale, Brown, Harvard, MIT, NYU, Princeton, Johns Hopkins Cultural enrichment trips: 1) U.S. Capitol, Library of Congress, and White House Tours, 2) Smithsonian Museums; 3) National Monuments; 4) Monticello and U. of Virginia; 5) four day trip to New York and Boston. 	

Summer Curriculum: Our Summer Program academic curriculum has three goals (all of which correspond to program objectives): 1) to help students improve the basic skills evaluated by California’s standardized testing sequence, 2) to help students improve their high school grade point average while taking a college preparatory course load, and 3) to help students prepare for college level academic expectations. Beginning with our **Academic Frontiers** site for students in the summer before the 10th grade, our course sequence scaffolds high school and pre-college academic preparation while it targets student’s individual academic skills need through intensive

supervised study halls and tutorials, individualized learning activities, and **computer assisted instruction in campus computer labs and classroom laptop learning stations.**

The courses offered at the different sites function as an academic sequence. **Academic Frontiers** provides the core sequence of mathematics, lab science (Chemistry), literature and composition, foreign language, and computer proficiency for all incoming students. For their second and/or third summers, students have the choice of a site that focuses more specifically on a cluster of related academic courses: 1) marine science (field and lab based) and mathematics at our **La Jolla Science Project** (UCSD) site, 2) public policy and California literature at our **Capitol Internship Project** (UC Davis) site, or 3) American history and literature at our **Georgetown Project** site.

At all sites, we match classroom instructional hours with study hall hours during which students learn to study quietly for blocks of time, as instructors and tutors monitor their progress and provide tutorial assistance. The pages that follow outline curriculum offerings in each of the core curriculum areas and detail the scope, methodology, and purpose of our academic courses.

Course/Site		Summer Mathematics Curriculum	
Algebra 1 <ul style="list-style-type: none"> Academic Frontiers 	Rules of algebra, ratios and proportions, solving linear equations, graphing linear equations, writing linear equations, solving and graphing linear inequalities; word problem solving; Stanford 9 and SAT I preparation. Text: <u>Algebra I: Integration, Applications, and Connections</u> (Glencoe 2001)		
Algebra II <ul style="list-style-type: none"> Academic Frontiers La Jolla 	Systems of linear equations and inequalities; polynomial and radical expressions; factoring; solving and graphing quadratic equations and inequalities; graphing conic sections ; word problem solving; and SAT II and Stanford 9 test preparation. Text: <u>Algebra II: Integration, Application, and Connections</u> (Glencoe 2001)		
Pre-calculus <ul style="list-style-type: none"> La Jolla Science 	Graphing polynomial, exponential, logarithmic and trigonometric functions ; finding inverse functions; unit circle, solving trig functions; using and verifying trig identities; standardized test preparation for SAT II level IIc. Text: <u>Pre—calculus</u> (Larson, Houghton-Mifflin 2001)		
Calculus <ul style="list-style-type: none"> La Jolla Science 	Ability to analyze single variable functions in various contexts; limits and their properties; derivatives and corresponding rules; indefinite and definite integrals, ability to compare and apply derivatives and integrals; and preparation for SAT II math and AP Calculus exams. Text: <u>Calculus</u> (Larson, Houghton-Mifflin 2001)		
Methodology and Pedagogy	Instructional teams consist of a Residential Instructor and tutor for each class. Pedagogical practices include integration of study and test preparation skills, individualized remediation/acceleration; real life application problems & projects; comprehensive subjective/objective assessment in study hall and classroom; use of I-85 and 86 graphing calculators ; computer assisted instruction in campus computer labs and in laptop based classroom stations.		

Course/Site		Summer Science Curriculum
Chemistry • Academic Frontiers	Scientific method in Chemistry, describing matter, the composition of an atom, chemical reactions and equations, electrons in atoms, the periodic table, molarity, and stoichiometry. Text: <u>Fundamentals of Chemistry</u> (Goldberg, McGraw Hill 2001)	
Marine Science • La Jolla Science	Scientific method in Marine Science; chemical and physical features of the ocean world, marine life; geology and ecology, lab procedures and methodologies, writing science labs, research analysis, and field research methods. Text: <u>Marine Biology</u> (Castro and Huber, McGraw-Hill 2000).	
Methodology and Pedagogy	Instructional teams consist of a Residential Instructor and a tutor for each class. Both courses emphasis extensive laboratory experience in college science labs as well as lab and field observation, data collection, analysis, and report writing techniques. The marine science course has a substantial field study component (students in the field two days a week). Pedagogical practices include integration of study and test preparation skills, individualized remediation/acceleration; real life application problems; comprehensive subjective and objective assessment in study hall and classroom; computer assisted internet and CD-ROM based learning in campus computer labs and in laptop based classroom stations.	

Course/Site		Summer Composition and Literature Curriculum
Composition & Literature • Academic Frontiers	Expository writing, paragraph focus and development, sentence structure, active voice, identifying phrases and clauses, basic sentence grammar non-fiction and fiction critical reading, and Stanford 9 and SAT I preparation. Texts include a non-fiction reader, three novels selected by the instructor, the <i>St. Martin's Guide to Writing</i> (Axelrod/Cooper 2001) and the Simon and Shuster <i>Workbook for Writers</i> (Troyka 2001).	
California Literature • Capitol Internship Site	Analytical essay writing, thesis statements, integration of evidence, active voice, advanced subordination strategies, advanced literary techniques, and SAT II test preparation. Texts include <i>The Anthology of California Literature, Vol. 1</i> , three novels selected by the instructor, the <i>St. Martin's Guide to Writing</i> (Axelrod/Cooper 2001) and the Simon and Shuster <i>Workbook for Writers</i> (Troyka 2001).	
American Literature • Georgetown Project	Analytical essay writing, thesis statements, integration of evidence into writing, active voice, advanced subordination strategies, advanced literary techniques, and AP Literature and College Placement test preparation. Texts include a non-fiction reader, three novels selected by the instructor, the <i>St. Martin's Guide to Writing</i> (Axelrod/Cooper 2001) and the Simon and Shuster <i>Workbook for Writers</i> (Troyka 2001).	
Methodology and Pedagogy	Instructional teams consist of a Residential Instructor tutor for each class. Pedagogical practices focus on the writing process, individualized grammar instruction linked to revision, peer editing, seminar style instruction, comprehensive subjective and objective assessment in study hall and the classroom, and computer assisted instruction in campus computer labs and in laptop based classroom stations.	

Course/Site		Summer Social Studies Curriculum	
Public Policy Capitol Internship		Analytical reading of primary texts and legislation; persuasive and research based writing; structure of California govt.; California political history; voter initiatives; race, ethnicity and gender in public policy, economics and public policy; educational and electoral reform. Texts include a primary text reader, <i>California Dreams and Realities</i> , and <i>Politics of Diversity</i> .	
American History Georgetown		Analytical reading of and writing about primary texts; tracing the competing ideals of equality and freedom in the political development of the U.S.; early American political philosophy; relations with Mexico and American Indian tribes; women's suffrage and the civil rights movements. Texts include a primary text reader, <i>The People's History of the United States</i> (Zinn) and <i>Lies My Teacher Told Me</i> (Loewen).	
Methodology and Pedagogy		Instructional teams consist of Residential Instructor and tutor. Pedagogical practices focus on analytical reading and writing; revision and peer editing; seminar style instruction; role play and scenario activities; comprehensive subjective and objective assessment in study hall and classroom; and computer assisted instruction in campus computer labs and in laptop based classroom stations.	

Course/Site		Other Curricular Offerings	
Spanish • Academic Frontiers		Divided into introductory and advanced groups, the Spanish seminar focuses on the review of conversational and grammar skills through the study of Latino literature, art, and culture. A part-time instructor and residential tutor employ seminar style and collaborative learning methods with individualized computer assisted instruction in the classroom at laptop computer stations. Topics include present, preterite, imperfect and future tense. The text <u>Spanish First Year</u> , is a grammar based textbook.	
Computer Proficiency • Academic Frontiers		Students learn introductory and advanced Microsoft Office skills (particularly the use of tables and graphs in Word and presentation skills in Powerpoint); web searching skills ; basic HTML and web site design (each student creates a web page that is posted to the program web site), and introductory multi-media software skills. A part-time instructor and residential tutor design workshops that encourage students to use and develop content from their academic courses as they develop their knowledge of computer applications.	

The Summer Internship Program: Since the early 1970's our program has been a leader and innovator in experiential education and mentoring programs. Each summer more than 60 students from our grant participate in an internship mentored by a college-educated professional. The following table details the methodology and scope of our internship component.

Course/Site Summer Internship Program	
Philosophy and Purpose	The three satellite sites offer an intensive (20 hour per week) internship component designed to help students develop their academic skills in a professional work setting and to expose students to careers requiring a college education by pairing them with college educated mentors. Each participating student receives a \$400 work-study stipend.
Logistics	The Director, Proram Coordinator, and Academic Coordinator develop the internships at each of the three summer sites during the academic year. During the summer, individual site coordinators manage the internships affiliated with each site and lead the internship seminar and mentor outreach efforts. All summer staff members drive students to internships, pick them up each day, present students on the first day of their internship, and participate in a mid-summer evaluation conference.
Mentor Support	Staff members provide mentors with a detailed training guide, make weekly phone checks with mentors, visit with mentor on the student's first day, and participate in a mid-summer evaluation conference with the mentor and student. At the end of the summer, site staff and students host a luncheon to thank and honor the mentors. During the school year, staff members follow up by providing updates on student progress to each mentor.
The Internship Seminar	At each site the Coordinator leads a 45-60 minute seminar designed to prepare students for the internship experience. Working in groups led by the residential instructors and tutors, students share internship journal entries and develop and present internship based research projects: 1) a profile of their office, lab or agency, 2) two college graduate interviews, 3) an "Issue Investigation," and 4) a Formal Presentation made to their mentors and other professionals at the internship placement.
The Internship Journal	Completed each day by the students, a two-page journal entry asks students to write responses to journal prompts, record terminology, identify the skill and motivational areas they have addressed, and compile a directory of contacts they have made in their internship. Staff members read and respond to these journals each day.
La Jolla Science	2002 internship sites included the following: Veterans Administration Medical Center, UCSD Medical Center, Scripps Research Institute, Scripps Institute of Oceanography, the Burnham Cancer Research Institute, and the Southwest Fisheries Science Center.
Capitol Internship Project	2002 internship sites included the following: Office of the Governor, Office of the Lt. Governor, National Organization for Women, Torres and Torres Policy Consultants, MALDEF, Offices of 10 State Assembly Members and 5 State Senators, the Joint Committee on the Master Plan for Education, and the Assembly Rules Committee.
Georgetown Project	2002 internship site included the following: 8 Internships at the U.S. Library of Congress, Hispanic Link Newsletter, ASPIRA Association, Offices of Congresswomen Hilda Solis and Grace Napolitano, U.S. Department of Education, and the Senate Curator's Office.

Academic Year Curriculum, Services, and Activities

Saturday Programs: Offered three times monthly from September to May, the Saturday Programs focus on academic growth and college preparation. Structured around the *Saturday Profile* assessment and placement tool, which students help maintain (see Plan of Operation 2), the Saturday program allows for both classroom instruction and highly individualized tutorial support geared to help students improve basic skills as measured by standardized tests and grade point averages in college preparatory course schedules. Students have the option of seminar based instruction or one-to-one tutorial services. The following tables explain the structure.

Time		Saturday Program Schedule	
6:45 am	Students picked up at target schools by bus, 15 & 8 passenger vans.		
8:00 am	Students arrive on HMC campus. Students pick up field folders.		
Math Hour 8:10 am	Instructional Seminars <ul style="list-style-type: none"> • Course 2/Geometry (Director) • Course 3/Algebra (Assistant Director) • Trig./Pre-Cal (Part-time instructor) • Calculus (Part-time instructor) 	Tutorial Sessions <ul style="list-style-type: none"> • Algebra 1 or lower (5 tutors) • Course 2/ Geometry (8 tutors) • Course 3/Algebra 2 (10 tutors) • Social Studies (10 tutors) • English/For. Language (13 tutors) • Science (6 tutors) • Math Remediation (8 tutors) 	
Science Hour 9:20am	<ul style="list-style-type: none"> • Biology (Program Coordinator) • Chemistry (Part-time instructor) • Physics (Director) 	<ul style="list-style-type: none"> • Biology (10 tutors) • Chemistry (10 tutors) • Social Studies (10 tutors) • English/For. Language (20 tutors) • Math (10 tutors) 	
10:30am	Brunch at Harvey Mudd’s Platt Dining Center		
English Hour 11:20pm	<ul style="list-style-type: none"> • English 10 (Part-time instructor) • English 11 (Program Coord.) • English 12 (Academic Coord.) 	<ul style="list-style-type: none"> • English 10 Acceleration (20 tutors) • English 11 Acceleration (20 tutors) • English 12 Acceleration (20 tutors) 	
College Planning 12:25pm	<ul style="list-style-type: none"> • Sophomore Workshop (Assistant Director) • Junior Workshop (Program Coordinator) • Senior Workshop (Academic Coordinator) 		
1:00pm	Students depart HMC and dropped off at target high school		

Subject	Content/Skills Area	Pedagogy
Math	Subject based seminars mirror student’s high school curriculum (try to accelerate students in that curriculum) while tutorial sessions target individual needs for one-to-one support with subject based assignments and studies. If a student is below grade level in the math section of the Stanford 9, the student is placed in a remediation workshop to work one-on-one with a tutor using Princeton Review texts <u>Math Smart</u> and <u>Cracking the SAT</u> to improve fundamental skills.	Subject based seminars focus on collaborative learning, real-life based problem solving, and seminar style discussions of math concepts and readings. Tutorials employ a one-to-one student centered approach that challenges tutors to function as facilitators empowering students to learn on their own by mastering reading, note taking, and problem solving skills.
Science	Instructional seminars in science aim to accelerate students’ progress by using their textbooks and supplementing with lab work, presentations by Harvey Mudd science faculty and prep for Stanford 9, SAT II and AP tests. Tutorial services focus on individual acceleration or remediation and emphasize reading, writing, and problem solving in the sciences. Students also use campus computer lab and classroom based laptop stations for individualized computer assisted instruction .	Subject based seminars focus on collaborative learning, real-life based problem solving, and seminar style discussions of science concepts and readings. Tutorials employ a one-to-one student centered approach that challenges tutors to function as facilitators empowering students to learn on their own by mastering reading, note taking, and problem solving skills.
English	Seminars aim to improve students’ critical reading and writing skills, by using the anthology, <u>Rereading America</u> , completing analytical and expository writing assignments (using the <u>St. Martin’s Guide to Writing</u> as a support resource) and preparing for standardized tests using Princeton Review’s <u>Cracking the SAT I and II</u> and Barron’s <u>AP English</u> . Using Princeton Review’s <u>Reading Smart</u> , tutors work one-to-one in a sequenced reading skills curriculum. Students scoring below the 50 th percentile in the Stanford 9 exam in reading, are placed in these acceleration workshops.	An instructor and two tutors lead each grade level English seminar while teams of tutors work individually with students in the reading remediation workshops. Grade level based seminars focus on collaborative learning, peer editing, and grammar and writing workshops. Tutorials employ a one-to-one student centered approach that challenges tutors to function as facilitators empowering students to learn on their own by mastering reading, note taking, and problem solving skills.

For. Lang.	Curriculum focuses entirely on tutorial services and small group seminars in Spanish and French. Topics emerge from student efforts to improve grades in school courses and/or prepare for SAT II and AP language exams. Students also use campus computer labs and classroom based laptop stations for individualized computer assisted instruction.	Tutorials employ a one-to-one student centered approach that challenges tutors to function as facilitators empowering students to learn on their own by mastering reading, note taking, and problem solving skills rather than following traditional teacher methodology.
College Plan	For details of College Planning curriculum, please see the separate table below.	

Tutorial / Study Halls: Weekly contact with students through Saturday Programs is supplemented by four hours of study halls/tutorials at each target high school each week. The Director, Assistant Director, Program Coordinator, Academic Coordinator, and a Part-Time Tutorial Coordinator supervise teams of undergraduate tutors at the five target high schools each Tuesday and Thursday afternoon from 3-5 P.M. Students who are not achieving their grade goals or are scoring below grade level must attend these study hall/tutorials. Program staff encourage other program participants who desire tutoring or a quiet place to study to attend these sessions as well. In general, approximately 70% of program participants attend these Tutorials/ Study Halls each week. The following table provides details about this program service.

Time	Tutorials / Study Hall
Philosophy and Purpose	Students can achieve the academic grade point average they set for themselves when entering the program by having consistent access to academic support provided by tutors. Students receive academic assistance in particular subject areas, and are challenged to improve their learning and study skills to become more independent learners. Tutors model the most effective study skills strategies needed for success in the college classroom and serve as the students' direct link to college.

Time	Tutorials / Study Hall
Time Structure	During the first ten minutes of the session, students' plan their tutorial session by specifying the minutes they will spend on each subject as well as identifying particular topics they will cover. Tutors review these plans to decide how and when to best assist students during the session. During the remainder of the session, tutors work with individual students or small groups, to provide tutoring and ensure that students are effectively implementing their plan. Tutors also make written observations on study plans that provide feedback to students and keep class advisors informed of student progress. Students complete a written evaluation assessing their productivity and reflecting on ways to improve future sessions the last ten minutes of the session.
Tutorial Methodology	Tutorials take on a student centered approach that challenges tutors to function as facilitators who empower students to learn on their own by mastering reading, note taking, and problem solving skills rather than traditional classroom methodology. Students are required to utilize their resources (text, notes, etc.) and explain concepts they have learned to tutors to show true understanding. Tutors then briefly quiz students and encourage them to develop their own test questions in preparation for exams in order to achieve mastery of material.
Student Resources and the Site Resource Box	The program provides the following to each student for the academic year support materials: <u>The St. Martin's Guide to Writing</u> , Princeton Review's <u>Cracking the SAT</u> , the <u>Upward Bound College Planning Guide</u> , graphing calculators and laptop computers (on as needed basis loan program) . A site resource box has over forty academic and college planning resources ranging from math and science texts and study guides to the Fiske Guide to Colleges and much more.
Logistics	A tutorial coordinator meets tutor teams at 2:15 P.M. to ride out in vans to the target schools. Tutor teams are composed of 4-8 undergraduates who have strengths in the particular academic areas the students at the target school struggle with the most. At each high school, a classroom is reserved for the semester to be used for tutorials. During the session, the coordinator follows up with any student absences with a call home. In addition, each class advisor contacts students and parents with any attendance issues. Because we visit five different high schools twice a week, we hire additional part time coordinators to fully staff our sessions. These coordinators have significant experience with our program goals as they have in the past worked for the program in some capacity and are educators in the target communities we serve.
The Role of the Tutorial Coordinator	The tutorial coordinator oversees each tutorial session to supervise students and tutors and to ensure group safety. The coordinator serves as mentor for both students and tutors as they provide individual advising to students, and help tutors develop and refine their tutoring methodology. The tutorial coordinator makes note of any student concerns or questions that should be addressed by year round staff.

College Advising and Planning: For details of our monitoring and advising services, please see *Plan of Operation 2*. We supplement our comprehensive monitoring and advising program with the following topics and activities introduced during the Saturday Program College Planning workshops and follow up during the week at Tutorials/Study Halls. (For details on our program of college visits and tours, please see the next section of *Plan of Operation 5*)

	Sophomores (Assistant Director)	Juniors (Program Coordinator)	Seniors (Academic Coord.)
Sept.	<ul style="list-style-type: none"> PSAT registration SAT prep in seminars and tutorials 	<ul style="list-style-type: none"> SAT prep in seminars and tutorials Cal State university web based research 	<ul style="list-style-type: none"> SAT and ACT registrations UC/ Cal State applications
Oct.	<ul style="list-style-type: none"> Alumni speaker/panel Web based research on college opportunities PSAT test date 	<ul style="list-style-type: none"> Alumni speaker / panel Web based research on UC system PSAT test date 	<ul style="list-style-type: none"> SAT/ACT test dates Draft personal statement for applications
Nov.	<ul style="list-style-type: none"> Exploring college degrees (BA, BS, etc) Workshops on college general education requirements 	<ul style="list-style-type: none"> College majors and minors exploration Verbal SAT prep Professionals panel 	<ul style="list-style-type: none"> SAT/ACT test dates Final edit of personal statement UC/Cal State Applications Due
Dec.	<ul style="list-style-type: none"> Community building games Professor presentation on art of book binding 	<ul style="list-style-type: none"> Math SAT prep Careers related to college majors preprofessional degrees 	<ul style="list-style-type: none"> SAT/ACT test dates Private school applications
Jan.	<ul style="list-style-type: none"> Web based college campus explorations Assessing UC admission requirements 	<ul style="list-style-type: none"> Mock college class Outreach to previous summer mentors Building alumni network via email 	<ul style="list-style-type: none"> Financial Aid Workshop (FAFSA and CSS Profile) EOP applications for Cal State campuses
Feb.	<ul style="list-style-type: none"> Introduction to the SATs Verbal SAT prep 	<ul style="list-style-type: none"> Calculating UC GPA Developing semester action plans 	<ul style="list-style-type: none"> Final private college applications Final EOP applications
March	<ul style="list-style-type: none"> Summer site selection Building support systems Math SAT prep 	<ul style="list-style-type: none"> Introduction to SAT 2 Summer site selection Student support services speaker 	<ul style="list-style-type: none"> Student's SAR reviewed and revised Follow up with EOP admissions offices

	Sophomores (Assistant Director)	Juniors (Program Coordinator)	Seniors (Academic Coord.)
April	<ul style="list-style-type: none"> • Time management workshop • Private college exploration in Southern California 	<ul style="list-style-type: none"> • Request college info online • SAT 2 verbal practice • Letter to a professor to gain insight on specific departments 	<ul style="list-style-type: none"> • College admissions and financial aid offered reviewed with students and parents • Advising on college selection process
May	<ul style="list-style-type: none"> • Tour of Claremont Colleges • Out of State college virtual visits 	<ul style="list-style-type: none"> • SAT 2 math practice • Tour of Claremont colleges • Review admissions writing prompts 	<ul style="list-style-type: none"> • Alumni network set up at various campuses • Alumni panel • Final Transcript evaluation

Academic Year Activities: Program participants commit to attending a minimum of four enrichment activities/trips (outdoor education, culture and the arts, and college exploration) each year. Designated coordination staff person and all staff members participate in activities.

	Outdoor Education 9 Activities (115-175 opportunities)	Culture and the Arts 11 Activities (240-330 opportunities)	College Exploration 9 Activities (400-500 opportunities)
September	Beach Bike Ride: 35	Huntington Library: 35	UCLA/Occidental: 70
October	Local Mountains Overnight Backpack: 15	Bilingual Foundation of the Arts: Play: 35	Riverside/University of Redlands: 55
November	Introduction to Rock Climbing: 15	California African American Museum: 35	Senior College Planning Retreat: 40
December	Introduction to Rock Climbing: 15	Norton Simon Museum: 35	Caltech / Pasadena City College: 50
January	Intermediate Rock Climbing: 15-20 students	LA County Art Gallery Tour: 30-40 students	USC/Cal State LA trip 60-80 students
February	Cross Country Ski/Winter Sierra Trip 20-25 students	Bilingual Foundation of the Arts: play, 30-40 students	San Diego Colleges Trip (San Diego State, UCSD, and University of San Diego): 40-50 students
March	Intermediate Rock Climbing: 15-20 students	LA County Museum of Art: 30-40 students	UC Irvine/Fullerton: 50-60 students
April	Grand Canyon Backpack 15-18 students	J. Paul Getty Museum 30-40 students	Northern Calif. College Tour: UC Berkeley/Santa Cruz/Santa Barbara, U of SF, Stanford: 50 students
May	Snorkeling/kayaking trip 20-25 students	Renaissance Faire: 40	Cal Poly Pomona/Whittier 40-50 students

	Outdoor Education 9 Activities (115-175 opportunities)	Culture and the Arts 11 Activities (240-330 opportunities)	College Exploration 9 Activities (400-500 opportunities)
Staffing and other logistics	Staff: Program Coord. Transportation: Leased Harvey Mudd 15 and 8 Passenger vans.	Staff: Assistant Director Transportation: Leased Harvey Mudd 15 and 8 Passenger Vans or rented buses.	Staff: Academic Coord. Transportation: 15 passenger Harvey Mudd College leased vans.

Plan for the Disbursement of Stipends	
Academic Frontiers Weekly Summer Stipends	Stipends will not exceed \$60 per month and will be distributed each Friday of the six-week summer program. Each student will receive \$15 per week if he/she meets the following criteria: 1) satisfactory attendance in all summer classes and activities, and 2) satisfactory performance in the academic components (this means completion of all required assignments). Students receive stipends in cash distributions and must sign stipend receipt documentation.
Internship Work-Study Stipends	Summer Internship participants will receive \$400 for the six week summer program if they satisfactorily complete the internship journal, attend all internship seminar activities, and participate in mid-summer/final evaluation discussions with an Upward Bound staff member and the internship mentor. To comply with regulatory limits of \$300 per month, students receive \$300 for their July internship hours and \$100 for August hours. Students complete a timesheet for each week signed by their internship mentor and the site coordinator. Internship evaluations are kept on file as documentation of internship participation. Students receive their work study stipend in the form of a check from Harvey Mudd college and must sign stipend receipt documentation.
Academic Year Program	Stipends are not issued during the school year but if we do, students qualify if they have 100% participation rates in all program activities. The following procedures will be in place for disbursement: <ul style="list-style-type: none"> • Stipends will not exceed \$40 per month. • Tutorial/Study Hall and Saturday Program Rosters will be reviewed each month to verify attendance. • Stipends will be issued in cash and students will complete receipt of stipend documentation. • Stipends will be issued at the last Saturday program of each month.

Technology in academic year and summer services: Due to extensive technology resources at Harvey Mudd and summer host institutions, students have a wide array of exposure and access to technology during the academic year. At Saturday programs, students are in computer labs for computer assisted instruction and college exploration internet access. Our laptop loaner program

provides students without a computer at home the opportunity to borrow a computer for the school year to be returned every Saturday program for classroom laptop learning stations.