

Upward Bound Math and Science Program Manual Outline

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TITLE 34--EDUCATION

DEPARTMENT OF EDUCATION

PART 645--UPWARD BOUND PROGRAM--Table of Contents

Subpart A--General

Sec. 645.1 What is the Upward Bound Program?

(a) The Upward Bound Program provides Federal grants to projects 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.

(b) The Upward Bound Program provides Federal grants for the following three types of projects:

- (1) Regular Upward Bound projects.
- (2) Upward Bound Math and Science Centers.
- (3) Veterans Upward Bound projects.

(Authority: 20 U.S.C. 1070a-11 and 1070a-13)

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Subpart A--General

Sec. 645.3 Who is eligible to participate in an Upward Bound project?

An individual is eligible to participate in a Regular, Veterans, or a Math and Science Upward Bound project if the individual meets all of the following requirements:

(a)(1) Is a citizen or national of the United States.

(2) Is a permanent resident of the United States.

(3) Is in the United States for other than a temporary purpose and provides evidence from the Immigration and Naturalization Service of his or her intent to become a permanent resident.

(4) Is a permanent resident of Guam, the Northern Mariana Islands, or the Trust Territory of the Pacific Islands.

(5) Is a resident of the Freely Associated States--the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau.

(b) Is--

(1) A potential first-generation college student; or

(2) A low-income individual.

(c) Has a need for academic support, as determined by the grantee, in order to pursue successfully a program of education beyond high school.

(d) At the time of initial selection, has completed the eighth grade but has not entered the twelfth grade and is at least 13 years old but not older than 19, although the Secretary may waive the age requirement if the applicant demonstrates that the limitation would defeat the purposes of the Upward Bound program. However, a veteran as defined in Sec. 645.6, regardless of age, is eligible to participate in an Upward Bound project if he or she satisfies the eligibility requirements in paragraphs (a), (b), and (c) of this section.

(Authority: 20 U.S.C. 1070a-11 and 1070a-13)

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Subpart A--General

Sec. 645.4 What are the grantee requirements with respect to low income and first-generation participants?

(a) At least two-thirds of the eligible participants a grantee serves must at the time of initial selection qualify as both low-income individuals and potential first-generation college students. The remaining participants must at the time of initial selection qualify as either low-income individuals or potential first generation college students.

(b) For purposes of documenting a participant's low-income status the following applies:

(1) In the case of a student who is not an independent student, an institution shall document that the student is a low-income individual by obtaining and maintaining--

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(i) A signed statement from the student's parent or legal guardian regarding family income;

(ii) Verification of family income from another governmental source;

(iii) A signed financial aid application; or

(iv) A signed United States or Puerto Rican income tax return.

(2) In the case of a student who is an independent student, an institution shall document that the student is a low-income individual by obtaining and maintaining--

(i) A signed statement from the student regarding family income;

(ii) Verification of family income from another governmental source;

(iii) A signed financial aid application; or

(iv) A signed United States or Puerto Rican income tax return.

(c) For purposes of documenting potential first generation college student status, documentation consists of a signed statement from a dependent participant's parent, or a signed statement from an independent participant.

(d) A grantee does not have to revalidate a participant's eligibility after the participant's initial selection.

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Subpart A--General

Sec. 645.6 What definitions apply to the Upward Bound Program?

(a) Definitions in EDGAR. The following terms used in this part are defined in 34 CFR 77.1:

Applicant
Application
Award
Budget
Budget period
EDGAR
Equipment
Facilities
Grant
Grantee
Project
Project period
Secretary
State
Supplies

(b) Other Definitions. The following definitions also apply to this part:

Family taxable income means--

- (1) With regard to a dependent student, the taxable income of the individual's parents;
- (2) With regard to a dependent student who is an orphan or ward of the court, no taxable income;
- (3) With regard to an independent student, the taxable income of the student and his or her spouse.

HEA means the Higher Education Act of 1965, as amended.

Independent student means a student who--

- (1) Is an orphan or ward of the court;
- (2) Is a veteran of the Armed Forces of the United States (as defined in this section);
- (3) Is a married individual; or

(4) Has legal dependents other than a spouse.

Institution of higher education means an educational institution as defined in sections 1201(a) and 481 of the HEA.

Limited English proficiency with reference to an individual, means an individual whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

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Low-income individual means an individual whose family taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participates in the project. The poverty level amount is determined by using criteria of poverty established by the Bureau of the Census of the U.S. Department of Commerce.

Organization/Agency means an entity that is legally authorized to operate programs such as Upward Bound in the State where it is located.

Participant means an individual who--

(1) Is determined to be eligible to participate in the project under Sec. 645.3;

(2) Resides in the target area, or is enrolled in a target school at the time of acceptance into the project; and

(3) Has been determined by the project director to be committed to the project, as evidenced by being allowed to continue in the project for at least--

(i) Ten days in a summer component if the individual first enrolled in an Upward Bound project's summer component; or

(ii) Sixty days if the individual first enrolled in an Upward Bound project's academic year component.

Potential first-generation college student means--

(1) An individual neither of whose natural or adoptive parents received a baccalaureate degree; or

(2) A student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.

Secondary school means a school that provides secondary education as determined under State law.

Target area means a discrete local or regional geographical area designated by the applicant as the area to be served by an Upward Bound project.

Target school means a school designated by the applicant as a focus of project services.

Veteran means a person who served on active duty as a member of the Armed Forces of the United States--

(1) For a period of more than 180 days, any part of which occurred after January 31, 1955, and who was discharged or released from active duty under conditions other than dishonorable; or

(2) After January 31, 1955, and who was discharged or released from active duty because of a service-connected disability.

(Authority: 20 U.S.C. 1001 et seq., 1070a-11, 1070a-13, 1088, 1141, 1141a, and 3283(a)).

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Subpart B--What Kinds of Projects and Services Does the Secretary Assist Under This Program?

Sec. 645.10 What kinds of projects are supported under the Upward Bound Program?

The Secretary provides grants to the following three types of Upward Bound projects:

- (a) Regular Upward Bound projects designed to prepare high school students for programs of postsecondary education.
- (b) Upward Bound Math and Science Centers designed to prepare high school students for postsecondary education programs that lead to careers in the fields of math and science.
- (c) Veterans Upward Bound projects designed to assist veterans to prepare for a program of postsecondary education.

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Subpart B--What Kinds of Projects and Services Does the Secretary Assist Under This Program?

Sec. 645.11 What services do all Upward Bound projects provide?

(a) An Upward Bound project that has received funds under this part for at least two years shall include as part of its core curriculum, instruction in--

- (1) Mathematics through pre-calculus;
- (2) Laboratory science;
- (3) Foreign language;
- (4) Composition; and
- (5) Literature.

(b) All Upward Bound projects may provide such services as--

(1) Instruction in subjects other than those listed in Sec. 645.11(a) that are necessary for success in education beyond high school;

- (2) Personal counseling;
- (3) Academic advice and assistance in secondary school course selection;
- (4) Tutorial services;

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(5) Exposure to cultural events, academic programs, and other educational activities not usually available to disadvantaged youths;

(6) Activities designed to acquaint youths participating in the project with the range of career options available to them;

(7) Instruction designed to prepare youths participating in the project for careers in which persons from disadvantaged backgrounds are particularly underrepresented;

(8) Mentoring programs involving elementary or secondary school teachers, faculty members at institutions of higher education, students, or any combination of these persons and other professional individuals; and

(9) Programs and activities such as those described in paragraphs (b)(1) through (b)(8) of this section that are specifically designed for individuals with limited proficiency in English.

(Authority: 20 U.S.C. 1070a-13)

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Sec. 645.12 How are regular Upward Bound projects organized?

(a) Regular Upward Bound projects--

(1) Must provide participants with a summer instructional component that is designed to simulate a college-going experience for participants, and an academic year component; and

(2) May provide a summer bridge component to those Upward Bound participants who have graduated from secondary school and intend to enroll in an institution of higher education in the following fall term. A summer bridge component provides participants with services and activities, including college courses, that aid in the transition from secondary education to postsecondary education.

(b) A summer instructional component shall--

(1) Be six weeks in length unless the grantee can demonstrate to the Secretary that a shorter period will not hinder the effectiveness of the project nor prevent the project from achieving its goals and objectives, and the Secretary approves that shorter period; and

(2) Provide participants with one or more of the services described in Sec. 645.11 at least five days per week.

(c)(1) Except as provided in paragraph (c)(2) of this section, an academic year component shall provide program participants with one or more of the services described in Sec. 645.11 on a weekly basis throughout the academic year and, to the extent possible, shall not prevent participants from fully participating in academic and nonacademic activities at the participants' secondary school.

(2) If an Upward Bound project's location or the project's staff are not readily accessible to participants because of distance or lack of transportation, the grantee may, with the Secretary's permission, provide project services to participants every two weeks during the academic year.

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Subpart B--What Kinds of Projects and Services Does the Secretary Assist Under This Program?

Sec. 645.13 What additional services do Upward Bound Math and Science Centers provide and how are they organized?

(a) In addition to the services that must be provided under Sec. 645.11(a) and may be provided under Sec. 645.11(b), an Upward Bound Math and Science Center must provide--

(1) Intensive instruction in mathematics and science, including hands-on experience in laboratories, in computer facilities, and at field-sites;

(2) Activities that will provide participants with opportunities to learn from mathematicians and scientists who are engaged in research and teaching at the applicant institution, or who are engaged in research or applied science at hospitals, governmental laboratories, or other public and private agencies;

(3) Activities that will involve participants with graduate and undergraduate science and mathematics majors who may serve as tutors and counselors for participants; and

(4) A summer instructional component that is designed to simulate a college-going experience that is at least six weeks in length and includes daily coursework and other activities as described in this section as well as in Sec. 645.11.

(b) Math Science Upward Bound Centers may also include--

(1) A summer bridge component consisting of math and science related coursework for those

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participants who have completed high school and intend on enrolling in an institution of higher education in the following fall term; and

(2) An academic year component designed by the applicant to enhance achievement of project objectives in the most cost-effective way taking into account the distances involved in reaching participants in the project's target area.

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Subpart B--What Kinds of Projects and Services Does the Secretary Assist Under This Program?

Sec. 645.14 What additional services do Veterans Upward Bound projects provide?

In addition to the services that must be provided under Sec. 645.11(a) and may be provided under Sec. 645.11(b), a Veterans Upward Bound project must--

(a) Provide intensive basic skills development in those academic subjects required for successful completion of a high school equivalency program and for admission to postsecondary education programs;

(b) Provide short-term remedial or refresher courses for veterans who are high school graduates but who have delayed pursuing postsecondary education. If the grantee is an institution of higher education, these courses shall not duplicate courses otherwise available to veterans at the institution; and

(c) Assist veterans in securing support services from other locally available resources such as the Veterans Administration, State veterans agencies, veterans associations, and other State and local agencies that serve veterans.

(Authority: 20 U.S.C. 1070a-11 and 1070a-13)

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Subpart D--How Does the Secretary Make a Grant?

Sec. 645.32 How does the Secretary evaluate prior experience?

(a) In the case of an application described in Sec. 645.30(a)(2), the Secretary reviews information relating to an applicant's performance under its expiring Upward Bound grant. This information includes information derived from annual performance reports, audit reports, site visit reports, project evaluation reports, and any other verifiable information submitted by the applicant.

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(b) The Secretary evaluates the applicant's prior experience in delivering services on the basis of the following criteria:

(1) (3 points) Whether the applicant serves the number of participants agreed to under the approved application;

(2) (3 points) The extent to which project participants have demonstrated improvement in academic skills and competencies as measured by standardized achievement tests and grade point averages;

(3) (3 points) The extent to which project participants continue to participate in the Upward Bound Program until they complete their secondary education program;

(4) The extent to which participants who complete the project, or were scheduled to complete the project, undertake programs of postsecondary education; and

(5) (3 points) The extent to which participants who complete the project, or were scheduled to complete the project, succeed in education beyond high school, including the extent to which they graduate from postsecondary education programs.

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Subpart D--How Does the Secretary Make a Grant?

Sec. 645.33 How does the Secretary set the amount of a grant?

(a) The Secretary sets the amount of a grant on the basis of--

(1) 34 CFR 75.232 and 75.233, for new grants; and

(2) 34 CFR 75.253, for the second and subsequent years of a project period.

(b) If the circumstances described in section 402A(b)(3) of the HEA exist, the Secretary uses the available funds to set the amount of the grant at the lesser of--

(1) \$190,000; or

(2) The amount requested by the applicant.

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Subpart E--What Conditions Must Be Met by a Grantee?

Sec. 645.40 What are allowable costs?

The cost principles that apply to the Upward Bound Program are in 34 CFR part 74, subpart Q. Allowable costs include the following if they are reasonably related to the objectives of the project:

- (a) In-service training of project staff.
- (b) Rental of space if space is not available at the host institution and the space rented is not owned by the host institution.
- (c) For participants in an Upward Bound residential summer component, room and board--computed on a weekly basis--not to exceed the weekly rate the host institution charges regularly enrolled students at the institution.
- (d) Room and board for those persons responsible for dormitory supervision of participants during a residential summer component.
- (e) Educational pamphlets and similar materials for distribution at workshops for the parents of participants.
- (f) Student activity fees for Upward Bound participants.
- (g) Admissions fees, transportation, Upward Bound T-shirts, and other costs necessary to participate in field trips, attend educational activities, visit museums, and attend other events that have as their purpose the intellectual, social, and cultural development of participants.
- (h) Costs for one project-sponsored banquet or ceremony.
- (i) Tuition costs for postsecondary credit courses at the host institution for participants in the summer bridge component.
- (j)(1) Accident insurance to cover any injuries to a project participant while participating in a project activity; and
- (2) Medical insurance and health service fees for the project participants while participating

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full-time in the summer component.

- (k) Courses in English language instruction for project participants

with limited proficiency in English and for whom English language proficiency is necessary to succeed in postsecondary education.

(l) Transportation costs of participants for regularly scheduled project activities.

(m) Transportation, meals, and overnight accommodations for staff members when they are required to accompany participants in project activities such as field trips.

(n) Purchase of computer hardware, computer software, or other equipment for student development, project administration and recordkeeping, if the applicant demonstrates to the Secretary's satisfaction that the equipment is required to meet the objectives of the project more economically or efficiently.

(o) Fees required for college admissions applications or entrance examinations if--

(1) A waiver of the fee is unavailable;

(2) The fee is paid by the grantee to a third party on behalf of a participant.

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Subpart E--What Conditions Must Be Met by a Grantee?

Sec. 645.41 What are unallowable costs?

Costs that may not be charged against a grant under this program include the following:

- (a) Research not directly related to the evaluation or improvement of the project.
- (b) Meals for staff except as provided in Sec. 645.40 (d) and (m) and in paragraph (c) of this section.
- (c) Room and board for administrative and instructional staff personnel who do not have responsibility for dormitory supervision of project participants during a residential summer component unless these costs are approved by the Secretary.
- (d) Room and board for participants in Veterans Upward Bound projects.
- (e) Construction, renovation or remodeling of any facilities.
- (f) Tuition, stipends, or any other form of student financial aid for project staff beyond that provided to employees of the grantee as part of its regular fringe benefit package.

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Subpart E--What Conditions Must Be Met by a Grantee?

Sec. 645.42 What are Upward Bound stipends?

(a) An Upward Bound project may provide stipends for all participants who participate on a full-time basis.

(b) In order to receive the stipend, the participant must show evidence of satisfactory participation in activities of the project including--

(1) Regular attendance; and

(2) Performance in accordance with standards established by the grantee and described in the application.

(c) The grantee may prorate the amount of the stipend according to the number of scheduled sessions in which the student participated.

(d) The following rules govern the amounts of stipends a grantee is permitted to provide:

(1) For Regular Upward Bound projects and Upward Bound Math and Science Centers--

(i) For the academic year component, the stipend may not exceed \$40 per month; and

(ii) For the summer component, the stipend may not exceed \$60 per month.

(2) For Veterans Upward Bound projects, the stipend may not exceed \$40 per month.

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Subpart E--What Conditions Must Be Met by a Grantee?

Sec. 645.43 What other requirements must a grantee meet?

(a) Number of participants. (1) In each budget period, Regular Upward Bound projects shall serve between 50 and 150 participants and Upward Bound Math and Science projects shall serve between 50 and 75 participants.

(2) Veterans Upward Bound projects shall serve a minimum of 120 veterans in each budget period.

(3) The Secretary may waive the requirements of paragraphs (a)(1) and (a)(2) of this section if the applicant can demonstrate that the project will be more cost effective and consistent with the objectives of the program if a greater or lesser number of participants will be served.

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(b) Project director. (1) A grantee shall employ a full-time project director unless paragraph (b)(3) of this section applies.

(2) The grantee shall give the project director sufficient authority to administer the project effectively.

(3) The Secretary waives the requirement in paragraph (b)(1) of this section if the applicant demonstrates that the requirement will hinder coordination--

(i) Among the Federal TRIO Programs; or

(ii) Between the programs funded under sections 402A through 410 of the HEA and similar programs funded through other sources.

(c) Recordkeeping. For each participant, a grantee shall maintain a record of--

(1) The basis for the grantee's determination that the participant is eligible to participate in the project under Sec. 645.3;

(2) The basis for the grantee's determination that the participant has a need for academic support in order to pursue successfully a program of education beyond secondary school;

(3) The services that are provided to the participant;

(4) The educational progress of the participant during high school and, to the degree possible, during the participant's pursuit of a postsecondary education program.

(Authority: 20 U.S.C. 1070a-11 and 1070a-13).

PROGRAM OVERVIEW

Upward Bound Math & Science (UBMS)

The program serves fifty (50) J. O. Johnson and S. R. Butler High School participants. The program is designed to prepare participants for postsecondary studies that lead to careers in the fields of math and science. The services provided are necessary to motivate, encourage, and train participants for matriculation in Mathematics and Science majors and for pursuit of careers in these technical fields. The UBMS program will supplement services provided by the Educational Talent Search (ETS) and Upward Bound (UB) programs, and take students beyond coursework into intensified study and field/lab experiences that will prepare them for postsecondary studies. UBMS offers a twelve-month program of support, which includes an Academic Year Support Program, a Summer Program, and a Bridge Component. The twelve-month program will transition the students smoothly from academic year studies to the intensive summer curriculum and into college enrollment through the Bridge Component. The Academic Year Support program offers after-school tutorial assistance for two hours and six-Saturday sessions during the academic year. Additional tutoring hours are available during the week and during Saturday sessions if needed. The Summer Component will be in residence at UAH, a four-year institution devoted to science and research. Bridge students will enroll in two math/science college courses at UAH following their high school graduation.

PURPOSE AND SERVICE

The Upward Bound Math and Science program allows the Department to fund specialized Upward Bound math and science centers. The program is designed to strengthen the math and science skills of participating students. The goal of the program is the help students recognize and develop their potential to excel in math and science and encourages them to pursue postsecondary degrees in these fields.

Services Provided by the Program Include:

- Summer programs of intensive math and science training
- Year-round counseling and advisement
- Exposure to university faculty who do research in math and science
- Computer training
- Participant-conducted scientific research under the guidance of a faculty member or graduate student serving as the participant's mentor

PROGRAM OBJECTIVES

- Students will be in place by October 30th.
- Assess academic needs and develop academic plan within 10 days of acceptance.
- Provide instruction and tutoring to ensure 94% complete the year with 2.5 GPA.
- 100% pass the Exit Exam.
- 100% seniors apply and are accepted to postsecondary schools, 85% to four-year postsecondary schools.
- 30% of UBMS students must participate in a six-week instructional Summer Component.
- 70% of seniors participate in 8-week Bridge Component with 80% achieving 2.5 GPA on college courses.
- 55% retention each year.
- Follow-up and track 65% through high school graduation and 40% of alumni through five years of college.
- Offer 5 activities for increasing parent awareness and participation in their child's education.

PERSONNEL

STAFF ASSIGNMENTS

The following assignments are commitments of and not restricted to each individual Upward Bound Math & Science staff member.

Coordinator - The project Coordinator will provide administrative support to the Executive Director and counseling support to the project. The Coordinator is responsible for reviewing and clearing all paperwork; making sure that all initial intake packets are complete and students are admitted; office written and electronic communications; requisitioning and distribution of stipends; typing correspondence for project director and staff; ordering supplies through purchase order procedures; making reservations; coordinating logistics for trips; and daily account of attendance. The Coordinator is also responsible for the overall security of the students; contacts of personnel at the high schools and host institution to secure facilities and to coordinate activities; and submitting recommendations to the Executive Director for staff hiring, training, and evaluations. The Coordinator will assist with the formulation and implementation of appropriate counseling activities, supervise all personnel including part-time personnel and interns, interact with parents and be present at parent meetings, implement weekly staff meetings, review monthly activities report for the Executive Director, and organize counseling services for bridge participants. The program Coordinator is responsible for reporting directly to the Executive Director.

Education/Curriculum Specialist - The Education/Curriculum Specialist uses appropriate assessment instruments to determine each participant's academic potential, learning styles, and achievement potential. Based on these determinants, he/she formulates and prescribes educational plans to improve the participant's academic performance. The Education/Curriculum Specialist is also responsible for supervising and monitoring tutorial staff.

This will ensure compliance with the program's policies and communicating with teachers to gain their confidence and cooperation in support of participants.

Counselor - The Counselor implements counseling activities to the project participants that promote growth personally and academically. The Counselor assists the project coordinator in mobilizing resources as well as motivating staff and project participants to accomplish objectives as set forth in the project design. The Counselor administers and interprets standardized tests, inventories, and interacts with target school administrators and counselors.

Education Specialist - The Education Specialist provides counseling activities for the Academic, Summer, and Bridge components. The Education Specialist visit the target schools daily to assist with personal, academic, and career counseling on an individual bases. Other duties include dissemination of information, recruitment and selection, documentation on students and reports (participants files and monthly reports), and the execution of counseling and guidance activities appropriate for each component.

Tutors - The tutors will be responsible for implementing the tutorial and instructional activities required by the project plan. During the week, tutors assist the curriculum coordinator with after-school tutorial duties. As needed, tutors will also be requested to assist during Saturday sessions, and test preparation for standardized exams.

Volunteer Tutors. The volunteer tutors are assigned to tutor in their areas of expertise. The coordinator attempts to match tutors and students according to individual learning styles and the tutor's demographic information.

ADMINISTRATIVE REPORTS

Staff Monthly Report - The purpose of this form is to outline the activities performed during the month in relation to the North Alabama Center for Educational Excellence (NACEE). The report will include: date, type and purpose of activity, number of participants in attendance, and program objective codes. Please note any additional comments or information that will be helpful in assessing program activities. The Monthly Activities Report is submitted by the sixth working day of the following month. (See Appendix, Sample Form #1).

Blumen Data Entry - The purpose of this form is to outline counseling and activity interactions between the staff and students of UB, UBMS and ETS. The Blumen Data Entry Form will indicate the interaction, date, service code(s), name of counselor, name of student, and the location of service. The service codes for this form are divided into ten categories: Identification, academic assessment, math and science interest assessment, academic counseling, career counseling, workshops/presentations, testing, tutoring, classes and other. (See Appendix, Sample Form #2)

Annual Performance Report - NACEE is required to submit a final performance report to the U. S. Department of Education three months following the end of the fiscal year. The information provided on the Final Performance Reports is used by the Department of Education to evaluate NACEE's prior experience. The data in the Annual Performance Report is used to

evaluate compliance and to determine whether a project will be refunded during the project period, which can add crucial points to an application during open competition.

DOCUMENTATION

Student Master Folder - The Master Folder holds the complete client file. Each folder must contain the initial intake information, and all other information pertaining to the participant thereafter. The folder should indicate all services provided (counseling and tutorial) to the participant, the participant's needs, goals, activities, evaluations, and outcomes. Each Master Folder houses the following information:

- Blue - Initial Intake
- Green - Freshman Year
- Red - Sophomore Year
- Yellow - Junior Year
- Manila - Senior

Sheets of Paper:

In each folder (except blue) you will have slips of colored paper. Each paper represents a certain type of documentation indicated below:

- Blue - Intake information
- Green - Academic information (Grades, Progress Reports, Act/PSAT/SAT test scores act.)
- Red - Blumen Sheets, Academic Counseling Correspondence, Letters, Permission Slips, act.
- Yellow - Mentoring, Shadowing, Field Experiences
- Orange - Personal Counseling

Intake Files - The Intake Files are blue jackets and blue sheets of paper housed within the Master Folders. These files contain the Application and Initial Intake information. Included in initial intake information is the Applicant Questionnaire and Essay, Application for Admission, Authorization for Release of Records, Family Financial Statement, Information Data Sheet, Release for Student Travel and Medical Release, as well as an Official School Transcript.

Academic/Tutorial Information - The Academic/Tutorial information are green sheets of paper housed within the Master Folders. These files include a Tutoring Progress Report, Six-week grades, and other teacher generated or standardized test scores. The curriculum coordinator prepares the file for each tutoring client. The UBMS Education Specialist is responsible for recording the progress of students under their tutelage and student served by the part-time and volunteer tutors. These reports are given to the curriculum coordinator to be entered into the computer (at least once a month) to avoid backlog in Blumen data entry. A record of each student's grades will be obtained to help in assessing the student's progress throughout the academic year.

Counseling Files/Evaluations - The Counseling Files are orange sheets of paper housed within the Master Folder. These files contain various forms and evaluations used within the counseling curriculum. The forms are housed as follows; initial counseling packet, counseling data sheet, UBMS survey, counseling curriculum survey, semester evaluation form, results of program inventories (Myers Briggs/Self Directed Search), counselor and teacher recommendations, students summary profiles, UBMS service sheets, target assignments, and any additional counseling information. Additional counseling information will be housed in the red jacket folder. The counselor is responsible for documenting, in a timely manner on all students enlisted in the program at least once a semester. The evaluations provide staff information that will help better serve the students individual needs.

Mentoring Files - The Mentoring Files are yellow sheets of paper housed within the Master Folders. These files include the name and company, organization or institution of the mentor, date of presentation or shadowing, and the Practical Application Mentorship Program applicant sheet. Included within these files are the evaluation forms for mentor and mentee.

ACADEMIC YEAR COMPONENT

Recruitment - UBMS will recruit participants from the identified pool of eligible students. The following steps will be taken to recruit participants:

- UBMS staff will make presentations to eligible S. R. Butler and J. O. Johnson High School students, parent meetings, and school faculty meetings. These presentations explain the project's objectives, proposed events, participant responsibilities, advantages of participation, and enrollment requirements.
- Application forms will be distributed to S. R. Butler and J. O. Johnson High School counselors and teachers for distribution to students.

Selection of participants – This is based on federal guidelines and requirements and without consideration for race, ethnicity, color, national origin, gender, disability or religious preference. Once prospective participants have been identified and recruited, the staff will implement the following selection procedures:

- The staff will collect the application forms for evaluation. The applications include student demographics and information that will support the student's eligibility, academic need, and potential.
- To establish income eligibility, the staff will review school records documenting students who are eligible for free or reduced lunch allowances, students who receive Aid for Dependent Children benefits, and/or students who receive other public assistance.
- To establish academic need and potential, the staff will review test scores, grades from teacher-generated tests, and school attendance records. Staff will review and discuss with teachers and counselor any evidence of existing behavior problems.
- After collecting all the information available, staff will select participants who meet the following criteria:

- Low-income and potential first-generation college bound
- In need of UBMS services
- Have potential for success at postsecondary level
- Have submitted all intake information
- The UBMS staff will schedule personal interviews with prospective participants and parents. Staff will evaluate all variables for compliance with the selection criteria form. (See Appendix, Sample Form # 3).
- Once the selection criteria form is reviewed by staff, the application packet will be reviewed by the Executive Director for approval.

Tutoring - The project will offer each participant a minimum of two hours of tutoring per week during the academic year. School test scores and grades, teacher and counselor recommendations, and personal interviews assist the UBMS staff in identifying the participant's area of need. The required tutoring hours will be determined on a 4.0 GPA scale:

- 2.0-3.0 GPA - 4 hours/week
- 3.0-3.5 GPA - 2 hours/week
- 3.5 and above - recruited as peer tutors

Counseling - The Counseling Component of the UBMS program is a very active and essential part of the curriculum. The Component will address four specific areas according to the UBMS proposal. The objectives for the counseling component are as follows:

- Academics (assessment, tutoring, etc.)
- Personal counseling (social skills, relationships, coping skills and support)
- Career Exploration, Development, Advisement and Planning.
- Inventories and Testing Services
- Financial Aid

The Counseling Component serves every student on an individual basis. Students are evaluated and assisted according to self-report surveys and staff recommendations. At the beginning of every academic year, the UBMS staff will comprise a list of all Target students and assist them as necessary. Target students are made up of individuals who have been interviewed, evaluated, or have requested additional help. Students in all groups are evaluated on a continuum.

Counseling is conducted on a group or individual basis. Individuals will meet as often as necessary, and the group counseling will meet twice per month at S. R. Butler High School, and during designated Saturday sessions throughout the academic year for UBMS participants.

Saturday Sessions - Designated Saturday sessions provide time for supplemental classes, counseling, assessment, and scholarship searches. In addition, ACT, SAT, and Exit Exam preparation sessions are also conducted prior to testing.

Mentoring/Protégé - The primary purpose of the mentoring/protégé is to provide S. R. Butler and J. O. Johnson High School program participants with various work environment experiences, and the general knowledge of diverse fields of study with first hand experience. Mentoring will consist of four fields of employment that the UBMS students will research and explore. The different categories are as follows: Technology, Business, Health, and Education. The

Mentoring/Protégé component has two sections, the Informative and the Experiential. The Informative section allows a company, organization, or institution representative to present information on their field of employment. These sessions will be held during after-school tutorial sessions at NACEE, S. R. Butler High School, and on Friday mornings during the Summer Component. Outside equipment and materials within safety limits may be used during presentations. The Experiential section is commonly referred to as the “Shadowing program.”

Practical Application Program - The UBMS Practical Application Mentorship was created to offer a unique practical experience to participants from J. O. Johnson and S. R. Butler High School. Selected students will be placed in an industry or agency matching the student’s career interest. Placement will provide experience and exposure to the various career fields in mathematics and science. The student will engage in real practical application with the help of a mentor in order to get a realistic impression of the occupation. The student will perform hands-on activities and experiments with the help of a professional mentor. The experience will provide the potential to educate, inspire, and motivate young people to pursue a major in the field of science and/or mathematics at the postsecondary level.

SUMMER RESIDENTIAL COMPONENT

OVERVIEW

The summer component is the fulcrum of the UBMS program. It is the center between the academic year and bridge program. It offers an exceptional opportunity in real-life preparation for successful educational pursuits and prepares and generates the skills and motivation necessary for the participants’ successful enrollment in postsecondary education. The summer residential component is conducted on the University of Alabama in Huntsville campus. Students will devote a minimum of five hours each day in formal instruction in Mathematics, Science, English, Grammar, Computer Science and Foreign Language. The curriculum complements the schools’ college-track program. It offers instruction that challenges the participants through use of a variety of instructional modes and strategies which include: Research; group learning; computer programs; field and lab experiments; discussion; standardized test prep; and group counseling. Based on grade level, major/career interest, assessed readiness, test scores, GPA and UBMS advisors and curriculum coordinator’s assessments, the participants will enroll in the following:

- Math (Algebra I, II; Geometry; Trigonometry)
- English (Grammar, Literature, creative Writing)
- Science (Biology, Chemistry)
- Computer Science (Beginning, Intermediate)
- Lab/Research (In Science discipline taken)
- Foreign Language (Spanish or French, etc...)
- Elective (History, Philosophy, Civic, etc...)
- Intro to Calculus or Calculus I

PERSONNEL

Instructors - Instructors will report to the Coordinator and/or Education Specialist but are responsible for overall performance and reporting to the Executive Director. Each will be responsible for developing curriculum plans that meet standards for performance-based competencies in their specific area. Working in their areas of expertise, the instructors will create a climate to assist the student in motivating themselves, while preparing the student for postsecondary education. Hours of work and rate of pay are contingent on approved schedule and decisions made by the Executive Director.

Residence Assistance/Advisors - Residence Assistants (RAs) will monitor students from 7:00 p.m. until 7:00 a.m. during the Summer Component. They will be responsible for checking students in and out of the dorm building when they leave for class or recreation during the evening hours. Their responsibilities will include checking rooms after “lights out,” reporting incidents to the coordinator, reporting any illnesses or accidents, transporting students to appropriate facility, and the overall security of the students. They are also responsible for assisting with developing and monitoring evening activities for students. They will assist in getting students to the morning meal in a prompt fashion.

Tutors - Tutors will work at scheduled times during the Summer Component. They will administer tutorial and instructional activities, document student progress, and complete progress and monthly reports. Tutors may also be asked to assist with the Scholars Bowl, Olympics, and supervision of students during free time sessions, GED preparation, and test preparation for standardized exams.

Mentoring/Shadowing

The Shadowing Program will be initiated during the Summer Component. Students shall “shadow” a company, organization, or professional mentor for approximately 4 hours receiving first-hand experience of the job activities. The amount of exposure and detail of various activities will be at the discretion of the mentor. The goal is to provide each student with insight to the four fields of employment. In doing so, each corporation, organization, and institution will earn valued time of community service. Shadowing will aid in the development of qualified students who will seek employment in the near future.

BRIDGE COMPONENT

Purpose - The primary purpose of the Bridge component is to ensure that participating graduates have the transitional experience between high school and college. The participants will enroll in two transferable courses (Mathematics and English) offered by The University of Alabama in Huntsville, or another state university. During the academic year prior to Bridging, it is imperative that participants complete school searches, admissions applications, standardized testing (ACT, SAT, exit exam), financial aid (FAFSA, scholarships, and loans) and resolve dilemmas concerning major fields of study.

Admissions and Financial Aid - All graduating seniors participating in the UBMS program will apply for college admissions and Free Application for Federal Financial Aid (FAFSA). Each senior must narrow down post-secondary choices and submit applications for admissions to at least three universities during their first semester. Financial aid applications for the following summer, and scholarship searches will also be completed during this time. The FAFSA for the following fall will be completed no later than March of the senior year.

Alumni Tracking - Prior Bridge students will continue to utilize the services of Upward Bound Math & Science, and the Educational Opportunity Center (EOC). This is to ensure that knowledge and support remains available to the student. Wherever possible, students will be referred to Student Support Services at their respective institutions. Follow-up by UBMS and EOC staff will verify continued enrollment, attendance, and progress.

UPWARD/UPWARD BOUND MATH/SCIENCE LOCATIONS

Central Office: 4900 Century Street, Suite B
Huntsville, Alabama 35816

UAH: 301 Sparkman Drive
Huntsville, AL 35899

Butler High School: 3401 Holmes Avenue
Huntsville, AL 35816

Johnson High School: 6201 Pueblo Drive
Huntsville, Alabama 35810