TABLE OF CONTENTS

NEED FOR PROJECT 1

PROGRAM OBJECTIVES 8

As instructed by application instructions, this section was omitted in lieu of new objectives form. Reference to the outcome objectives can be found in Needs, Plan of Operation, & Budget sections of this application as per instructions.

PLAN OF OPERATION 9

APPLICANT & COMMUNITY SUPPORT 33

QUALITY OF PERSONNEL 36

EVALUATION PLAN 41

BUDGET NARRATIVE 46
NEED FOR THE PROJECT

Criterion: The Secretary uses the following criteria to evaluate an application for a grant: Need for the Project {34CFR §645.31(a)}

Description of the Target Area

The applicant for this Upward Bound Project, Texas A&M-University Corpus Christi (Henceforth to be referred to as A&M-CC) is located in the city of Corpus Christi. Within the city of Corpus Christi is the area colloquially known as the “Corpus Christi West Side” selected by the applicant as the target area to be serviced by this Upward Bound Project. This target area was selected because of its high concentration of low income, and first generation students.

The City of Corpus Christi, makes up about 90% of the entire Nueces County in the South Texas Coastal Bend area. It is the largest county bordering the Gulf of Mexico (313,645) both geographically and demographically. A&M-CC is the only regional four-year university in Nueces County and enrolls students from a population of 451,658 from the entire Coastal Bend.

Nueces County, especially the city of Corpus Christi, is characterized by a large proportion of very young citizens, most of which are between the ages of 5 and 24. 123,889 or 39.5% of the citizens of these regions are of school age or college age between the ages of 5 and 24. The target areas of Corpus Christi Independent School District encompass the majority of the 90,610 school age children and the majority of 33,246 youths ages 18 to 24 that are of college age residing in the county. Corpus Christi currently enrolls 39,618 students under 19 years of age. This represents only 43.7% of the total 90,643 children under 19 living in the county. This means that there are about 50,034 children between 5 and 18 years old who are not enrolled and could be functionally illiterate or dropped out. The county’s two institutions of higher education (A&M Corpus Christi, and Del Mar College) with a collective enrollment of 16,759 students represent only 50.4% of the available 33,246 college age students between 18 and 45 that are
currently residing in the area. This means that half the college age students between the ages of 18 and 45 are not enrolled in a college or university.

Population Demographics and Diversity

Both the City of Corpus Christi and Nueces County mirror the same demographic trends occurring at the state level and national level where Hispanics have become the largest minority group. In comparing nation, state, county and city, one sees this trend becoming even more significant. As the table which follows indicates:

<table>
<thead>
<tr>
<th>City</th>
<th>Total</th>
<th>% of Total</th>
<th>Hispanic</th>
<th>% of Total</th>
<th>Black</th>
<th>% of Total</th>
<th>White</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>281,421,906</td>
<td>100</td>
<td>35,305,818</td>
<td>12.5</td>
<td>34,658,190</td>
<td>12.3</td>
<td>211,460,626</td>
<td>75.1</td>
</tr>
<tr>
<td>Texas</td>
<td>20,851,820</td>
<td>100</td>
<td>6,669,666</td>
<td>32.0</td>
<td>2,404,566</td>
<td>11.5</td>
<td>14,799,505</td>
<td>71.0</td>
</tr>
<tr>
<td>Nueces County</td>
<td>313,645</td>
<td>100</td>
<td>174,951</td>
<td>55.8</td>
<td>13,307</td>
<td>4.2</td>
<td>118,178</td>
<td>37.7</td>
</tr>
<tr>
<td>Corpus Christi</td>
<td>277,454</td>
<td>100</td>
<td>150,737</td>
<td>54.3</td>
<td>12,969</td>
<td>4.7</td>
<td>106,901</td>
<td>38.5</td>
</tr>
<tr>
<td>Corpus Christi West Side</td>
<td>89,501</td>
<td>100</td>
<td>70,087</td>
<td>78.3</td>
<td>6,298</td>
<td>7.3</td>
<td>8,914</td>
<td>10</td>
</tr>
</tbody>
</table>

(U.S. Bureau of the Census, 2000)

Target Areas to be served

The Target Areas to be served compromises the two most economically underserved areas in the entire county of Nueces. The City and County are further subdivided by the Bureau of the Census into census tracts. For the purposes of this proposal, the census tracts of Corpus Christi West Side are herein designated as the target areas to be served by this project. The following table stresses the need in the target area:

<table>
<thead>
<tr>
<th>City</th>
<th>Census Tracts</th>
<th>Pop. Total</th>
<th>White</th>
<th>Black</th>
<th>Other</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corpus Christi</td>
<td>Total Tracts</td>
<td>277,454</td>
<td>106,901</td>
<td>12,967</td>
<td>6,936</td>
<td>150,737</td>
</tr>
<tr>
<td>Total Target Areas</td>
<td>19 census tracts</td>
<td>89,501</td>
<td>8,914</td>
<td>6,298</td>
<td>4,162</td>
<td>70,087</td>
</tr>
</tbody>
</table>

(U.S. Bureau of the Census: Corpus Christi Census Tracts: 2000)

Embedded in these collapsed censuses tract areas of the total target Area are the 4 target high schools in Corpus Christi. The following table lists these schools & 2005 enrollments:
Out of this entire highly minority populated target area, comprising 6 census tract areas, A&M-CC Upward Bound Project proposes to recruit, identify, select and serve a total of 65 eligible participants from the aforementioned high schools according to the Absolute Priority Citeria.

Six major factors pertinent to the need for the project as listed in the Federal Register 34CFR § 643.21 criteria characterized the Target Area: (1) a very high rate of low income families, (2) High percentages of individuals without the a baccalaureate degree, (3) high secondary and postsecondary drop out rates, (4) low postsecondary enrollments, (5) high secondary level Academic Advising Specialist/student ratios, and (6) socioeconomic factors that demonstrate the need for an Upward Bound project. These will be discussed in the order they are presented in the Federal Register 643.21 [a] [1-6]

Income and Poverty Levels of Families in Targeted Areas

<table>
<thead>
<tr>
<th>Household Income</th>
<th>State of Texas</th>
<th>City of Corpus Christi</th>
<th>City Target Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>$41,994</td>
<td>$39,927</td>
<td>$36,414</td>
<td>$21,710</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indiv. Poverty Rate</th>
<th>State of Texas</th>
<th>City of Corpus Christi</th>
<th>City Target Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.6%</td>
<td>16.6%</td>
<td>17.6%</td>
<td>43.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Per Capita Income</th>
<th>State of Texas</th>
<th>City of Corpus Christi</th>
<th>City Target Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>$21,587</td>
<td>$19,617</td>
<td>$17,419</td>
<td>$10,688</td>
</tr>
</tbody>
</table>

Sources: U.S. Bureau of the Census 2000
When broken down by each Census Tract Area, the aforementioned economic indicators appear more clearly in stark contrast between the income levels of the city, and each area as the following table which follows illustrates.

## TARGET AREA ECONOMIC CHARACTERISTICS

<table>
<thead>
<tr>
<th>Income</th>
<th>City</th>
<th>Area 1</th>
<th>Area 2</th>
<th>Area 3</th>
<th>Area 4</th>
<th>Area 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Household</td>
<td>$36,414</td>
<td>*</td>
<td>$21,897</td>
<td>$16,459</td>
<td>$24,533</td>
<td>$29,170</td>
</tr>
<tr>
<td>Median Family</td>
<td>$41,672</td>
<td>$18,267</td>
<td>$25,217</td>
<td>$18,403</td>
<td>$27,392</td>
<td>$31,522</td>
</tr>
<tr>
<td>Per Capita Income (1989)</td>
<td>$17,419</td>
<td>$10,903</td>
<td>$9,009</td>
<td>$9,707</td>
<td>$12,377</td>
<td>$11,439</td>
</tr>
</tbody>
</table>

**Poverty Status**

| All Persons                     | 17.6       | 44.2   | 32.9    | 45.7    | 31.5       | 21.58      |
| Persons 65 Years +              | 15.5       | 33.6   | 30.1    | 38.2    | 35.8       | 23.6       |
| All Families                    | 14.1       | 42.9   | 29.7    | 41.2    | 28.2       | 18.9       |
| Householder with Related Children| 19.5       | 55.4   | 40.5    | 53.2    | 40.2       | 26.8       |

(Guerra, 2000: Summary Statistics of West Side Corpus Christi collapsed from U.S. Bureau of the Census for Corpus Christi Census Tracts, 2000 raw data)

The five target Area geographical region comprises about one-fifth the size of the entire city but houses about one third of the entire city’s population.

### Percentage of Low Income Students in Target Schools

There is a high percentage of low income students who qualify for free lunch programs in the target area. The following table compares the target schools to the non-target schools.

| 2005 Academic Year Percentage of Low Income Students at Target High Schools |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|
| Target Schools                | Non-Target Schools |
| Miller                        | Moody           | Ray             | West Oso        | King            | Carroll        |
| 73.6%                         | 68.7%           | 51.7%           | 80.7%           | 28.2%           | 22.0%          |

Texas Education Agency AEIS Report, 2005

The need for an Upward Bound Program to serve this Target Area becomes increasingly more obvious given the data on Educational Attainment for adults.

**Education**

CRITERION: The education attainment level of adults in the target area is low {34CFR § 645.31 [a] [1] [ii]}
Despite the city’s compulsory school attendance law, school attendance and both high school and college completion rates and levels of educational attainment for citizens 25 and over as well as for citizens 18 and over are low, as the following tables indicates.

**COMPARISON STATISTICS ON EDUCATIONAL ATTAINMENT**

<table>
<thead>
<tr>
<th>National</th>
<th>All Nat. (%)</th>
<th>State of Texas</th>
<th>All State (%)</th>
<th>Corpus Christi Area (%)</th>
<th>All C.C (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HS Diploma</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Latino White</td>
<td>83%</td>
<td>28%</td>
<td>28%</td>
<td>25%</td>
<td>25.5</td>
</tr>
<tr>
<td>Latino</td>
<td>60%</td>
<td>21%</td>
<td>21%</td>
<td>20%</td>
<td>20.2</td>
</tr>
<tr>
<td>White</td>
<td>88%</td>
<td>29%</td>
<td>29%</td>
<td>26%</td>
<td>26.2</td>
</tr>
</tbody>
</table>

| **Some College** | | | | | |
| Black Latino White | 40% | 26% | 26% | 19% | 25.5 |
| Latino | 30% | 17% | 17% | 13% | 13.0 |
| White | 58% | 29% | 29% | 22% | 22.0 |

| **BA Degree** | | | | | |
| Black Latino White | 12% | 12% | 12% | 5% | 5.0 |
| Latino | 10% | 7% | 7% | 3% | 3.0 |
| White | 25% | 25% | 25% | 20% | 20.0 |

The picture appears even more dismal when one compares in detail the educational level of the residents in the five census tract areas to the educational attainment of the entire city of Corpus Christi as the next table illustrates.

**COMPARISON BETWEEN CITY AND TARGET AREA EDUCATIONAL LEVELS**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Area 1</th>
<th>Area 2</th>
<th>Area 3</th>
<th>Area 4</th>
<th>Area 5</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th Grade</td>
<td>18.3%</td>
<td>28.3%</td>
<td>32.9%</td>
<td>25.5%</td>
<td>20.2%</td>
<td>11.1%</td>
</tr>
<tr>
<td>H.S./GED or Higher</td>
<td>58.1%</td>
<td>46.1%</td>
<td>45.3%</td>
<td>43.3%</td>
<td>60.5%</td>
<td>56.2%</td>
</tr>
<tr>
<td>BA &amp; Some College</td>
<td>6.9%</td>
<td>3.6%</td>
<td>6.2%</td>
<td>4.05%</td>
<td>6.1%</td>
<td>19.7%</td>
</tr>
<tr>
<td>Graduate</td>
<td>1.3%</td>
<td>1.7%</td>
<td>2.3%</td>
<td>2.8%</td>
<td>3.7%</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

(Guerra, 2000: Summary Statistics of West Side Educational Attainment obtained from U.S. Bureau of the Census for Corpus Christi Tracts 2000) raw data files

**CRITERION:** Target high school dropout rates are high. [34CFR § 645.31 [a] [1] [iii]]

The longitudinal dropout rate was obtained from Texas Education Agency AEIS statistics on performance indicators. The following table illustrates the alarming higher dropout rates for the target schools in comparison to the non-target schools for the latest 2005 data available.

**Longitudinal Dropout Rates for Target Area Graduating Seniors Cohort from 2002 to 2005**

<table>
<thead>
<tr>
<th>School</th>
<th>Miller</th>
<th>Moody</th>
<th>Ray</th>
<th>West Oso</th>
<th>King</th>
<th>Carroll</th>
<th>District-CCISD</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>12.0</td>
<td>3.9</td>
<td>4.5</td>
<td>5.3</td>
<td>2.0</td>
<td>1.7</td>
<td>4.4</td>
<td>5.2</td>
</tr>
</tbody>
</table>
(Texas Education Agency AEIS Report 2005)

**CRITERION:** College-going rates in target high schools are low. \(34\text{CFR} \ § \ 645.31 \ [a] \ [i] \ [iv] \). 

The educational attainment problem for youths 19 years of age and younger is compounded by the fact that even if they do persevere until graduation, many do not attend college. The following table will illustrate the situation.

### College Attendance of High School Graduates – 2005

<table>
<thead>
<tr>
<th>School</th>
<th>Miller</th>
<th>Moody</th>
<th>Ray</th>
<th>West Oso</th>
<th>*Carroll</th>
<th>*King</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Graduates</td>
<td>250</td>
<td>361</td>
<td>467</td>
<td>95</td>
<td>506</td>
<td>515</td>
</tr>
<tr>
<td># of First Year College</td>
<td>94</td>
<td>180</td>
<td>218</td>
<td>37</td>
<td>277</td>
<td>295</td>
</tr>
<tr>
<td>Percentage of Graduates</td>
<td>37.6</td>
<td>48.9</td>
<td>46.7</td>
<td>38.9</td>
<td>54.7</td>
<td>57.3</td>
</tr>
</tbody>
</table>


### College Attendance of High School Graduates – 2004

<table>
<thead>
<tr>
<th>School</th>
<th>Miller</th>
<th>Moody</th>
<th>Ray</th>
<th>West Oso</th>
<th>*Carroll</th>
<th>*King</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Graduates</td>
<td>311</td>
<td>375</td>
<td>441</td>
<td>94</td>
<td>557</td>
<td>534</td>
</tr>
<tr>
<td># of First Year College</td>
<td>95</td>
<td>145</td>
<td>202</td>
<td>36</td>
<td>335</td>
<td>302</td>
</tr>
<tr>
<td>Percentage of Graduates</td>
<td>30.5</td>
<td>38.7</td>
<td>45.8</td>
<td>38.3</td>
<td>60.1</td>
<td>56.5</td>
</tr>
</tbody>
</table>


The table below details the SAT/ACT scores for the graduates from the four major target area high schools all of which have significant number of low income students compared to two East Side Schools with minimal numbers of low income students.

### SAT/ACT Scores for Target Area 2005 Graduates

<table>
<thead>
<tr>
<th>State</th>
<th>District</th>
<th>Miller</th>
<th>Moody</th>
<th>Ray</th>
<th>West Oso</th>
<th>*King</th>
<th>*Carroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>987/20.1</td>
<td>954/19.6</td>
<td>848/16.7</td>
<td>817/16.3</td>
<td>951/18.9</td>
<td>830/16.7</td>
<td>1021/19.7</td>
<td>997/20.3</td>
</tr>
</tbody>
</table>

(Texas Education Agency, AEIS Report 2005) *Comparison Schools are asterisked

In addition, figures illustrating the SAT/ACT criteria level for admission into most universities showed that none of the target schools even reached or came close to the district percentage of 19.6 or the state percentage of 20.1
Percentage of Students At or Above Criteria Level for the SAT/ACT

<table>
<thead>
<tr>
<th>State</th>
<th>*District</th>
<th>Miller</th>
<th>Moody</th>
<th>Ray</th>
<th>West Oso</th>
<th>*King</th>
<th>*Carroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.0</td>
<td>21.1</td>
<td>10.8</td>
<td>5.5</td>
<td>18.7</td>
<td>4.1</td>
<td>28.3</td>
<td>28.2</td>
</tr>
</tbody>
</table>

(Texas Education Agency, AEIS Report 2005) *Comparison Non Target Schools are asterisked

CRITERION: Student/Counselor ratios in the target high schools are high {34CFR § 645.22 [a] [1] [vi]}.

Such high rates of secondary dropouts and attrition coupled together with the low college attendance of these target schools graduates, however, appear understandable when one looks at the high student to counselor ratio. The following table illustrates the Counselor/pupil ratio for the Target Schools in the Target Area.

Counselor/Pupil Ratio for Schools in the Target Area

<table>
<thead>
<tr>
<th>School</th>
<th>Miller</th>
<th>Moody</th>
<th>Ray</th>
<th>West Oso</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor/Pupil Ratio</td>
<td>461/1</td>
<td>371/1</td>
<td>533/1</td>
<td>244/1</td>
</tr>
</tbody>
</table>

(CCISD and WOISD Campus Personnel Rosters 2005)

CRITERION: Unaddressed academic, social, and economic conditions in the target area pose serious problems for low-income, potentially first-generation college students. {34CFR§645.31 [a] [1] [vi]}.

Employment

Many of the parents of the Target Area high school youth are unemployed or under-employed. These circumstances usually force students especially Blacks and Hispanics in the target area to drop out to assist with family finances or work while they are attending school. The next table shows a comparison of unemployment rates of Corpus Christi & the target areas.

<table>
<thead>
<tr>
<th>Location</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>3.7</td>
</tr>
<tr>
<td>Texas</td>
<td>3.8</td>
</tr>
<tr>
<td>Corpus Christi</td>
<td>4.8</td>
</tr>
<tr>
<td>Corpus Christi Target Area (Average)</td>
<td>15.3</td>
</tr>
</tbody>
</table>

Other Socioeconomic Problems

In addition, the six Census Tract Areas are plagued by the worst crime, drug, and alcoholic
consumption rates, and the most children in poverty. The following table illustrates these socioeconomic problems for the targeted areas.

### SOCIOECONOMIC CONDITIONS OF THE FIVE CENSUS TRACT AREAS 2000

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Felony Arrests</td>
<td>489</td>
</tr>
<tr>
<td>Violent Crimes</td>
<td>823</td>
</tr>
<tr>
<td>Misdemeanor Arrests</td>
<td>1,994</td>
</tr>
<tr>
<td>Drug Arrests</td>
<td>386</td>
</tr>
<tr>
<td>Vandalism, Graffiti</td>
<td>897</td>
</tr>
<tr>
<td>Adult Alcohol Related Arrests</td>
<td>6,808</td>
</tr>
<tr>
<td>Adult Property Crime</td>
<td></td>
</tr>
<tr>
<td>Juvenile Alcohol related Arrests</td>
<td>2,357</td>
</tr>
<tr>
<td>Teen Pregnancies under 18 (Nueces County tops the State 6.1% &amp; nation’s 4.1%)</td>
<td>464/7.8</td>
</tr>
</tbody>
</table>

Philip Rhoades and Kristina Zambrano. Delinquency Risk Factor with Supporting Data Indicators, City of Corpus Christi and Nueces County: July 20, 2001

#### Parental Levels of Educational Attainment

Perhaps the most serious problem that affects the low college attendance of youth is the educational attainment of the parents of the students in the target area. An average of 95 to 98 percent of the secondary school students in the target area are first generation.

#### Low Academic Performance of Students in Target Schools

The most immediate result of this lack of parental educational attainment usually can be seen in the academic performance of their high school and middle school children’s scores on the TAKS Achievement Test, (Texas Assessment of Knowledge and Skills), the state mandated exam. The following table illustrates lower TAKS scores in the target areas as compared to the state, district, and comparison East Side schools.

### Percent of High School Students Passing the TAKS Test

<table>
<thead>
<tr>
<th></th>
<th>*State</th>
<th>*District</th>
<th>Miller</th>
<th>Moody</th>
<th>Ray</th>
<th>West Oso</th>
<th>*King</th>
<th>*Carroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>62%</td>
<td>57%</td>
<td>37%</td>
<td>36%</td>
<td>43%</td>
<td>30%</td>
<td>57%</td>
<td>54%</td>
</tr>
</tbody>
</table>

Texas Education Agency AEIS Report 2005: *Comparison Schools are Asterisked

**Program Objectives:** Having reviewed the needs section information; one can clearly understand why the following objectives seem very ambitious. High poverty rates, low levels of educational attainment, high dropout rates, low college going rates, high student to counselor
ratios in the target schools and many unaddressed academic, social and economic needs as previously described paint a desperate picture for the low-income & first-generation population.

Program Objective #1: **Academic Improvement on Standardized Test**: 80% of all UB participants, will have achieved at the proficient level during high school on state assessments in reading / language arts and math.

Program Objective #2: **Program Retention**: 85% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year.

Program Objective #3: **Postsecondary Enrollment**: 85% of all UB participants, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.

Program Objective #4: **Postsecondary Persistence**: 75% of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.

These program objectives can be achieved if the program plans as demonstrated in the rest of this grant are fully carried out as has been achieved for the last seven years by the currently funded Upward Bound Project. With constant interventions, and intensive services these very ambitious objectives will not be barriers, but instead become benchmarks of excellence. The rest of this proposal is a blueprint for how these objectives will be addressed.

**PLAN OF OPERATION**

CRITERION: The Secretary evaluates the quality of the applicant’s plan of operation on the basis of the following: The plan to inform the faculty and staff at the applicant institution or agency and the interested individuals and organizations throughout the target area of the goals and objectives of the project. {34CFR § 645.31 [c] [1]}:

The proposed Texas A&M University-Corpus Christi Upward Bound Program will employ a variety of methods to inform target area schools, residents, and community organizations of the goals, objectives, services and eligibility requirements of the project.

**Plan to Inform Target Area**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Personnel Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notify the University Administration</td>
<td>Title V/TRIO Director</td>
<td>Immediately upon funding</td>
</tr>
<tr>
<td>Activity</td>
<td>Responsible Party</td>
<td>Timeframe</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Notify other University Faculty &amp; Staff</td>
<td>Title V/TRIO Director</td>
<td>Within first week</td>
</tr>
<tr>
<td>Publicize grant award via media</td>
<td>Director</td>
<td>Within 2 weeks</td>
</tr>
<tr>
<td>Release newspaper, radio, &amp; TV PSA’s</td>
<td>Director of Public Affairs</td>
<td>1 month</td>
</tr>
<tr>
<td>Distribute a newsletter to target schools</td>
<td>Director</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

**TARGET SCHOOLS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Party</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notify Target Schools and Community</td>
<td>Director</td>
<td>Within 2 weeks</td>
</tr>
<tr>
<td>Send Letter to Target Area School Boards notifying them and requesting to be placed on the school board agenda</td>
<td>Director</td>
<td>Within 1 month of notification of grant award</td>
</tr>
<tr>
<td>Send thank you letters to target school superintendents thanking them for their commitment letters</td>
<td>Director, Intervention Specialists</td>
<td>Within 1 month</td>
</tr>
<tr>
<td>Schedule meeting with target schools to meet with faculty and counselors.</td>
<td>Director, Intervention Specialists</td>
<td>Fall of each Project Year</td>
</tr>
<tr>
<td>Conduct regular orientation workshops for all target school faculty and staff</td>
<td>Director, Tutors</td>
<td>Fall of each Project Year</td>
</tr>
<tr>
<td>Notify Students of program services via fliers &amp; presentations.</td>
<td>Director, Intervention Specialists</td>
<td>Year-round</td>
</tr>
<tr>
<td>Interact &amp; network with target school staff on a weekly basis</td>
<td>Director, Intervention Specialists</td>
<td>Year-round</td>
</tr>
</tbody>
</table>

**Agencies and Interested Individuals**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible Party</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notify all individuals, groups &amp; organizations that wrote commitment letters to inform them of grant award</td>
<td>Director</td>
<td>Within 1 month</td>
</tr>
<tr>
<td>Disseminate program information to youth organizations in target area</td>
<td>Director, Intervention Specialists</td>
<td>Within 1 month</td>
</tr>
<tr>
<td>Continue release newspaper, radio, &amp; TV PSA’s</td>
<td>Director</td>
<td>Within 1 month</td>
</tr>
</tbody>
</table>

**CRITERION:** The plan for identifying, recruiting, and selecting participants to be served by the project. \(34\text{CFR \S} 643.31\{c\} \{2\}\):

(a) **Identification (According to Absolute Priority Criteria)**

The TAMUCC Upward Bound Program agrees if selected, to comply with the US Department of Education’s plan for evaluation. Participants will be identified according to the **Absolute Priority Criteria guidelines found in the Federal Register** and primarily from the target secondary schools, community agencies, current and former program participants and through formal and informal recruitment activities. Formal recruitment activities consist of staff presentations in target school classrooms, & assemblies and community agencies. Informal
recruitment activities consist of student referrals from target schools, form community agencies and from former and current program participants. The tables in the following pages illustrate the sequence used to identify, recruit and select program participants according to the Absolute Priority Criteria.

### Plan to Identify Project Participants

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Personnel Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meet with key administrators in target schools and youth agencies in the target area to inform each of the program objectives, participation criteria, services and enlist their support to recruit students in the 9th grade.</td>
<td>Director, Intervention Specialists</td>
<td>Aug - Mid-Sept</td>
</tr>
<tr>
<td>2</td>
<td>Conduct orientation workshops for target school faculty, staff and administration to inform each of the program goals/objectives and train them on identification of project participants. No less than 30% of new Project participants will be high academic risk for failure as stated in the federal register.</td>
<td>Director, Intervention Specialists</td>
<td>Fall</td>
</tr>
<tr>
<td>3</td>
<td>Contact the Senior Guidance Academic Advising Specialist at each target school to develop a recruitment schedule and establish a referral system</td>
<td>Intervention Specialists</td>
<td>Mid-September</td>
</tr>
<tr>
<td>4</td>
<td>Meet with youth oriented agency representatives in the target area to schedule recruitment dates and update agencies on referral procedures</td>
<td>Intervention Specialists</td>
<td>August</td>
</tr>
<tr>
<td>5</td>
<td>Begin accepting referral from target area schools and agencies</td>
<td>Clerical Assistant</td>
<td>Sept - Aug</td>
</tr>
</tbody>
</table>

(b) Recruitment: The UB Program will Follow the Absolute Priority Criteria

Upward Bound Staff will implement formal recruitment presentations in the target area of each program year, which will result in recruitment of a maximum of 65 eligible participants by November 30 of each project year. Informally, Upward Bound staff will be located in target schools at least three days a week to increase the opportunity to receive referrals.

### Plan to Recruit

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
<th>Personnel Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Obtain &amp; design program recruitment tools, flyers, brochures, slide &amp; power point presentations</td>
<td>Director, Intervention Specialists</td>
<td>Sept-August</td>
</tr>
<tr>
<td>2</td>
<td>Obtain approval and disseminate program flyers to every student in target schools outlining goals/objectives, eligibility term, and contact information</td>
<td>Intervention Specialists</td>
<td>Sept-October</td>
</tr>
<tr>
<td>Personnel Responsible</td>
<td>Intervention Specialists</td>
<td>Timeline</td>
<td>Sept 1 – Oct 15</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Step 3</td>
<td>Implement recruitment presentation schedule to disseminate program information to every student in the target schools as agreed upon by Upward Bound staff and Academic Advising Specialists in target schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person Responsible</td>
<td>Director, Intervention Specialists</td>
<td>Timeline</td>
<td>Sept 1 – Oct 15</td>
</tr>
<tr>
<td>Step 4</td>
<td>Distribute program applications to counselors to distribute to interested target high school students who are low-income and potentially first-generation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person Responsible</td>
<td>Intervention Specialists</td>
<td>Timeline</td>
<td>By Mid-Summer</td>
</tr>
<tr>
<td>Step 5</td>
<td>Conduct group presentations to all students in study hall and meet with those who don’t have study hall individually to discuss focus of the project, program goals, objectives, criterion and academic requirements to enroll in a post-secondary institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person Responsible</td>
<td>Director, Intervention Specialists</td>
<td>Timeline</td>
<td>By November 30</td>
</tr>
<tr>
<td>Step 6</td>
<td>Begin accepting referral from target schools and agencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person Responsible</td>
<td>Director, Intervention Specialists</td>
<td>Timeline</td>
<td>Year-round</td>
</tr>
<tr>
<td>Step 7</td>
<td>Collect initial contact forms and application materials to begin the selection process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person Responsible</td>
<td>Director, Program Specialist</td>
<td>Timeline</td>
<td>September</td>
</tr>
<tr>
<td>Step 8</td>
<td>Air information twice a month on KKED Educational radio, KET PBS, and on “Commentarios” on KUNO as part of Upward Bound Recruitment Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person Responsible</td>
<td>Director, Clerical Staff</td>
<td>Timeline</td>
<td>On-Going</td>
</tr>
</tbody>
</table>

(c) Selection

The UB project will serve no less than 2/3 or 43 participants who meet both the Low-income and Potential First generation criteria and the remaining 1/3 will be either low-income or potential first generation eligible. Applicants will be evaluated for needs and potential for success in post-secondary education. The steps are as follows:

**Selection Process**

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1 Verify the completion of prospective students’ applications. It should include: (1) valid income in accordance with U.S. Dept. of Ed., (2) first generation eligibility as certified by applicant’s signature, (3) academic potential as determined by high school transcript and test scores, (4) motivation as assessed by student/parent interview (5) <strong>absolute priority criteria eligibility</strong>.</td>
</tr>
<tr>
<td>Person Responsible</td>
</tr>
<tr>
<td>Step 2 Incomplete Application: parents will be notified in writing of forms needing to be completed to be considered for full eligibility</td>
</tr>
<tr>
<td>Person Responsible</td>
</tr>
<tr>
<td>Step 3 Schedule interviews with prospective students and parents who meet eligibility</td>
</tr>
<tr>
<td>Person Responsible</td>
</tr>
<tr>
<td>Step 4 UB staff will submit their recommendations to admit or deny students into the program</td>
</tr>
<tr>
<td>Person Responsible</td>
</tr>
</tbody>
</table>
Other factors (other than the personal interview) used to measure eligibility are grades, tests, recommendations and a point value scale to determine need as illustrated in the following tables:

<table>
<thead>
<tr>
<th>Academic Potential</th>
<th>Motivational Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Grades</td>
<td>Personal interest in English, Math, Science, and a Foreign Language as shown in courses taken &amp; on the application form</td>
</tr>
<tr>
<td>Standardized Tests</td>
<td>Written statement as to future goals and aspirations in a post-secondary education</td>
</tr>
<tr>
<td>High School Teachers &amp; Counselors Recommendations</td>
<td>Community Leaders and other knowledgeable persons’ statements</td>
</tr>
</tbody>
</table>

One hundred Point Rater

<table>
<thead>
<tr>
<th>Possible Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 Points</td>
</tr>
<tr>
<td>20 Points</td>
</tr>
<tr>
<td>10 Points</td>
</tr>
<tr>
<td>10 Points</td>
</tr>
<tr>
<td>10 Points</td>
</tr>
<tr>
<td>15 Points</td>
</tr>
<tr>
<td>TOTAL 100 Points</td>
</tr>
</tbody>
</table>

The higher the total points on this rater, the greater the need.

CRITERION: The Plan for assessing individual participant needs and for monitoring the academic progress of participants while they are in Upward Bound. {34CFR § 645.31 [c] [3]}

(a) Assessment: The following table illustrates the plan to assess the students’ needs:
To assess the academic, educational and social needs of all (100%) newly admitted participants within 30 days of acceptance in the program to determine the program services required and prepare an Individual Educational Plan (IEP) for each participant.

<table>
<thead>
<tr>
<th>Process</th>
<th>Activity</th>
<th>Personnel Involved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Review students interviews for evaluation</td>
<td>Director, Intervention Specialists</td>
<td>Sept.-May</td>
</tr>
<tr>
<td>Step 2</td>
<td>Assess student’s writing sample</td>
<td>Intervention Specialists</td>
<td>Sept.-May</td>
</tr>
<tr>
<td>Step 3</td>
<td>Have new students complete the UB Needs Analysis and discuss the outcome with participant</td>
<td>Director, Intervention Specialists</td>
<td>Sept.-May</td>
</tr>
<tr>
<td>Step 4</td>
<td>Review new student’s high school transcript to assist in developing a four year plan, i.e. college prep course selection and career options</td>
<td>Director, Intervention Specialists</td>
<td>Sept.-May</td>
</tr>
<tr>
<td>Step 5</td>
<td>Administer the TASK Test to assess student’s abilities</td>
<td>Intervention Specialists</td>
<td>Sept.-May</td>
</tr>
<tr>
<td>Step 6</td>
<td>Administer the National Proficiency Survey in English to assess proficiency levels in grammar</td>
<td>Intervention Specialists</td>
<td>Sept.-May</td>
</tr>
<tr>
<td>Step 7</td>
<td>Administer the Nelson Denny Reading Test to assess the student’s reading skills</td>
<td>Intervention Specialists</td>
<td>Sept.-May</td>
</tr>
<tr>
<td>Step 8</td>
<td>After the completion of step 1-7, develop student’s IEP, review with the student, and sign agreement</td>
<td>Intervention Specialists</td>
<td>Sept.-May</td>
</tr>
<tr>
<td>Step 9</td>
<td>After this initial assessments, students are reassessed annually by means of the TASK assessment and their IEP update</td>
<td>Intervention Specialists</td>
<td>Sept.-May</td>
</tr>
</tbody>
</table>

(1) COMPLIANCE WITH GEPA REGULATIONS

As potential participants are identified and selected, the following strategies will ensure that participants are identified and selected both to meet eligibility requirements as well as participation without consideration to race, color, national origin, creed, gender or disability. Special recruitment strategies to attract recruit and retain eligible male participants will also be implemented to achieve a proportional representation of male & female participants because only one-third of all participants nation-wide are male. (GEPA Selection 427-.L.103-382)

(b) Selection/Identification Strategies: According to Criteria in the Federal Register 34CFR § 643.7:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
AFDC and free lunch lists, (b) Disabled students lists, (c) students rosters with ethnicity/gender codes, (d) referrals by counselors of needy students in need of services, (e) grade transcripts, and (f) migrant education program lists, (g) list of classes where male students tend to be underrepresented.

Two
Advisors will publicize the programs in school bulletins, newspapers, faculty meeting, etc. and invite referrals from teachers, Intervention Specialists and other school staff in both English and Spanish. **Special efforts to recruit male participants such as targeted assemblies, brochures, & efforts to contact instructors of male-oriented activities (ie sports, shop, auto mechanics, computer technology, social clubs, etc.)**

Three
Project Director and Intervention Specialists together with school counselors and clerical staff collate all sources into an Integrated Target List for each school, combining students already documented as low-income and those likely to be low-income based on ethnicity and/or gender or other factors.

Four
Project Directors and Intervention Specialists will meet with target students to explain the program, have intake forms completed, solicit parent income data on parent documentation forms, and obtain information required to verify first generation status.

Five
The Project Director and Intervention Specialists will send a letter to the parents explaining the UB Program, its role in the school, the services available and requesting a letter or signature on a commitment form from the parents.

Six
Identification and selected participants are inducted into the program and assigned an Upward Bound Intervention Specialists.

(2) GEPA Regulations Strategies: The following steps will ensure GEPA Regulations:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Contact community agency staff and resource people to inform them about the Upward Bound application process.</td>
</tr>
<tr>
<td>2.</td>
<td>Distribute UB fliers, brochures, and posters to community agencies of the west and north sides where the majority of low-income, potential first generation people are.</td>
</tr>
<tr>
<td>3.</td>
<td>Distribute brochures in fliers in both English and Spanish to meet needs of Hispanic parents and students who are predominantly Spanish Speaking.</td>
</tr>
<tr>
<td>4.</td>
<td>Air PSA’s on television using sign language interpreters, Spanish Speakers &amp; Translators to meet needs of disabled, hearing handicapped &amp; Limited English Proficiency.</td>
</tr>
<tr>
<td>5.</td>
<td>Submit public service announcements to cable television and local newspapers and radios.</td>
</tr>
<tr>
<td>6.</td>
<td>Make presentations at community meetings and Adult Basic education classes, and request referrals from each agency</td>
</tr>
<tr>
<td>7.</td>
<td>Create and UB Advisory Committee consisting of local college, university, and community agency representatives to monitor Affirmative Action compliance efforts of the UB Program.</td>
</tr>
<tr>
<td>8.</td>
<td>Charge the Advisory Committee with the task of increasing the visibility of the program and expanding the referral network.</td>
</tr>
<tr>
<td>9.</td>
<td>Secure application from members of underrepresented groups, such as blacks, women, and persons with disabilities.</td>
</tr>
<tr>
<td>10.</td>
<td>All publications and verbal presentations will be targeted to these groups.</td>
</tr>
<tr>
<td>11.</td>
<td>Concentrate public relations activities: public speaking engagements, information booths, advertising, radio, and television program appearances in areas, which have the largest...</td>
</tr>
</tbody>
</table>
12. Make the aforementioned events bilingual in English and Spanish since the largest minority group in the targeted areas is Hispanic. Hire Bilingual Upward Bound Staff who can translate all college brochures or catalogues for parents of potential first generation participants who are recent immigrants and are monolingual Spanish Speaking.

(c) Monitoring: The Director, Intervention Specialist, and Clerical Assistant are responsible for monitoring each student’s academic progress. This intrusive monitoring is implemented to keep abreast of the student’s: progress towards graduation, enrollment in college preparatory classes, grade point average, need for intrusive academic advising and/or counseling due to poor academic performance, need for additional academic support and assistance. At each stage of the monitoring process, the Upward Bound staff provides academic advising and/or counseling.

Organizational Structure

The A&M-CC Upward Bound Program is located within the Division of Academic Affairs organizational structure under the Provost, Vice-President for Enrollment Management & the Title V/TRIO Programs Director, Dr. Veronica Guerra.

A. Curriculum, Services and Activities Planned for Participants in the Academic Year:

Following the needs assessment, an Individualized Educational Plan will be developed for each student. Goals will be set for the entire year with specific activities designed for the academic year and summer components.

1. Academic Year Phase: The academic year program focuses around tutorial, supplemental instruction, English, Science, and Math instruction, and scientific research.
Commencing in the middle of September and ending in mid May the participants will meet 4 hours per week at the target schools.

a. **Curriculum:** Participants are required to enroll in the Recommended Curriculum for College Prep. The Upward Bound college preparatory curriculum requirements are designed to ensure success in a post-secondary education. The UB staff will provide instructions/workshops on class selection.

(1) **Contact Hours:** Participant will receive the minimum of 185 contact hours during the academic year. These contacts are divided into 140 hours of services, tutorial services, and 25 hours of counseling, and 20 hours of cultural activities.

(2) **Expected Outcomes:** Eighty-five percent (85%) of each recruited cohort class will remain in the Upward Bound Program until graduation form high school (GPRA Requirement). 100% of the participants will enroll each year in the recommended College Prep curriculum (GRPA Requirement) 85% will successfully complete the TAKS State Assessment Test. (GRPA Requirement).

b. **Services:** The Upward Bound Program staff will provide the following services to assist the academic and social development of its participants:

<table>
<thead>
<tr>
<th>UB Academic &amp; Social Development Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
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<td>6</td>
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<td>7</td>
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<tr>
<td>8</td>
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<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>
**Expected Outcomes:** Eighty-five percent (85%) of the participants will be retained and continue their participation in the Upward Bound *(GRPA Compliance Requirement)*. All Seniors will complete college and financial aid admissions applications and will be admitted to at least one post-secondary institution thus increasing the percentage of low-income first generation college students. *(GRPA Compliance Requirement).* 85% of these will continue by the Fall semester following HS graduation & 85% of those will continue their postsecondary career by returning their second year. *(GRPA Compliance Requirement).*

c. **Activities:** The A&M-CC UB Project will have a comprehensive array of activities to meet the unique needs of its participants. These activities include:

<table>
<thead>
<tr>
<th>Activities of TAMUCC Upward Bound Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Recruitment campaigns &amp; get together</td>
</tr>
<tr>
<td>Winter and Spring Socials</td>
</tr>
<tr>
<td>College Tours: minimum of 1 each semester</td>
</tr>
<tr>
<td>Dramatic works at Harbor playhouse or hall</td>
</tr>
<tr>
<td>South Texas Upward Bound Academic Bowl</td>
</tr>
<tr>
<td>Career Field Trips to local businesses</td>
</tr>
</tbody>
</table>

**Contact Hours:** Participant will receive a minimum of 20 hours of cultural activities.

**Expected Outcomes:** Ninety percent (90%) of the participants will indicate that these activities improve their self-concept and motivation on the Student Satisfaction Survey given at the end of each summer. Eighty-five percent (85%) of each recruited cohort class will remain in the Upward Bound Program until graduation from high school. *(GPRA Compliance)*

**Detailed Four Year Academic Planner:** The following pages provide a detailed plan of Upward Bound Recommended Curriculum Process and Services:

<table>
<thead>
<tr>
<th>FRESHMAN YEAR Curriculum</th>
<th>SOPHOMORE YEAR Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Summer (UB)</td>
</tr>
<tr>
<td>English 9</td>
<td>Composition and Literature 10</td>
</tr>
<tr>
<td>Algebra I, physical sciences, biology</td>
<td>Intro to Geometry &amp; Biology</td>
</tr>
<tr>
<td>U.S. History Since</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Academic Year Curriculum</th>
<th>Summer Curriculum (UB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Literature 10</td>
<td>Composition and literature 10</td>
</tr>
<tr>
<td>Algebra II, chemistry and physics</td>
<td>Intro to Math IV/Pre-Calculus, Physics</td>
</tr>
<tr>
<td>Af-Am History and Cultures or Economics</td>
<td>Foreign Language and computer applications</td>
</tr>
<tr>
<td>Foreign Language (same as 9th &amp; 10th)</td>
<td>College Preparation</td>
</tr>
<tr>
<td>Choice: student selects course</td>
<td>Logic/Consumer Economics</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Ed./Enrichment Classes</td>
</tr>
</tbody>
</table>

### Core Services for Academic Year and Summer to Supplement High School Credits

<table>
<thead>
<tr>
<th>FRESHMEN, SOPHOMORES, &amp; JUNIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
</tr>
<tr>
<td>Individualized Education Plan</td>
</tr>
<tr>
<td>Math Instruction</td>
</tr>
<tr>
<td>laboratory science</td>
</tr>
<tr>
<td>Career Exploration</td>
</tr>
</tbody>
</table>

### Specific Services Provided During Academic Year and Summer:

<table>
<thead>
<tr>
<th>FRESHMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT registration assistance</td>
</tr>
<tr>
<td>Self-development workshop series</td>
</tr>
<tr>
<td>Goal Setting and Value Clarification</td>
</tr>
<tr>
<td>Calculating Grade Point Average Workshops</td>
</tr>
<tr>
<td>Leadership Development Workshops</td>
</tr>
<tr>
<td>Critical Thinking and Logic Workshops</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same as services listed above plus assessment of Stanford Test of Academic Skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUNIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same as services listed above plus:</td>
</tr>
<tr>
<td>ACT Preparation Class</td>
</tr>
<tr>
<td>ACT Practice Test</td>
</tr>
<tr>
<td>Scholarship Search Assistance</td>
</tr>
<tr>
<td>Narrow postsecondary choices to 5 or less</td>
</tr>
</tbody>
</table>

### SENIOR YEAR

<table>
<thead>
<tr>
<th>Academic Year Curriculum (UB Recommended H.S. Schedule)</th>
<th>Summer Curriculum (UB) (“Bridge” Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 2 or 3: Adv. Composition, Creative Writing, Advanced Placement</td>
<td>Academic Success Seminar</td>
</tr>
<tr>
<td></td>
<td>Select 2 general education college classes (up to 6</td>
</tr>
<tr>
<td>Core Services for Academic Year and Summer to Supplement High School Credits</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>SENIORS</td>
<td></td>
</tr>
<tr>
<td>Needs Assessment: Foreign language</td>
<td></td>
</tr>
<tr>
<td>Individualized Education Plan: Composition; literature</td>
<td></td>
</tr>
<tr>
<td>Math Instruction: Career &amp; Personal Counseling</td>
<td></td>
</tr>
<tr>
<td>Laboratory science: Academic Advising</td>
<td></td>
</tr>
<tr>
<td>Work Experience: Field Trips</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Services Provided During Academic Year and Summer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENIORS</td>
</tr>
<tr>
<td>ACT registration assistance: ACT workshop and administer Practice Test</td>
</tr>
<tr>
<td>Self-development workshop series: Conflict Resolution</td>
</tr>
<tr>
<td>Goal Setting and Value Clarification: Developing Writing Skills Workshops</td>
</tr>
<tr>
<td>Calculating Grade Point Average Workshops: Mentee (mentored by upper classmen)</td>
</tr>
<tr>
<td>Leadership Development Workshops: Scholarship Search Assistance</td>
</tr>
<tr>
<td>Critical Thinking and Logic Workshops: Financial Aid Information &amp; Application</td>
</tr>
<tr>
<td>College Admissions &amp; Housing applications: Leadership Development workshop</td>
</tr>
</tbody>
</table>

The following tables detail the amount of clock hours that will be spent on these services during the Academic Year and Summer Components during the Freshmen through Senior Years.

### FRESHMEN, SOPHOMORE, & JUNIOR YEARS

<table>
<thead>
<tr>
<th>Services</th>
<th>Academic Year</th>
<th>Summer Component</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Course</td>
<td>175</td>
<td></td>
<td>175</td>
</tr>
<tr>
<td>Academic, Personal development and Career Counseling</td>
<td>25</td>
<td>16</td>
<td>41</td>
</tr>
<tr>
<td>Tutoring/Supplemental Instruction</td>
<td>140</td>
<td>50</td>
<td>190</td>
</tr>
<tr>
<td>Cultural, Educational, and Recreational Activities</td>
<td>20</td>
<td>120</td>
<td>140</td>
</tr>
<tr>
<td>TOTAL CONTACT HOURS</td>
<td></td>
<td></td>
<td>546</td>
</tr>
</tbody>
</table>

### SENIOR YEAR

<table>
<thead>
<tr>
<th>Services</th>
<th>108</th>
<th></th>
<th>108</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic, Personal development and Career Counseling</td>
<td>40</td>
<td>16</td>
<td>56</td>
</tr>
<tr>
<td>Tutoring/Supplemental Instruction</td>
<td>140</td>
<td>80</td>
<td>220</td>
</tr>
<tr>
<td>Cultural, Educational, and Recreational Activities</td>
<td>20</td>
<td>120</td>
<td>140</td>
</tr>
<tr>
<td>TOTAL CONTACT HOURS</td>
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<td>524</td>
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</tbody>
</table>
1. The Six Week Summer Component (3 Week Residential)

a. Curriculum

A six week summer program located on the campus of Texas A&M University-Corpus Christi will be available for all project participants. During the summer, participants spend seven hours a day in classes, which are intended to prepare them for college level academics. Participants receive intensive instruction in college preparatory courses in math through pre-calculus, laboratory science through physics, foreign language, composition, literature, & computer applications.

**Contact Hours:** The non-bridge participants will enroll in seven classes for a total of 175 contact class hours per participant during the six weeks summer component.

**Expected Outcomes:** Same as for the Academic Year Component

b. Services

(1) Academic Support

**Tutorial Assistance** – All summer participants will be required to attend a one-hour study session daily. Tutors are available in all subject areas to assist students experiencing difficulties with homework assignments.

**Basic Skills Instruction** – An individual tutor will be assigned to any student identified by instructors as having academic difficulties in any specific subject.

**Supplemental Instruction** – For at least one hour per day “at risk” classes and for English, Math, Science, and Foreign Language summer classes that prove cognitively demanding such as calculus or physics, supplemental instruction sessions will be provided.

**Contact Hours:** Each student will receive up to fifty (50) contact hours of tutoring and Supplemental Instruction during the summer component.
**Expected Outcomes:** Same as for the Academic Year Component

c. **Academic Advising and Counseling**

   Each participant receives individualized academic, career, motivational, and personal counseling throughout the summer component. Group guidance will be utilized for a discussion of topics of interest to the participants.

**Contact Hours:** During the summer component, each non-bridge participant will receive sixteen (16) hours of counseling.

**Expected Outcomes:** Eighty-five percent (85%) of each recruited cohort class will remain in the Upward Bound Program Summer Component and in High School. During the Academic year. *(Compliance GPRA Regulations).* Eighty-five percent (85%) of project participants will enroll and/or continue in college-prep courses each semester.*(Compliance GPRA Regulations).*

d. **Activities**

   **Educational, Social, Cultural Enrichment:** Because of the cultural isolation of project participants in the Corpus Christi Target Area, it is extremely important to expose the students to a variety of cultural, educational, and social activities. This exposure is accomplished through the following services:

<table>
<thead>
<tr>
<th>Educational, Social, &amp; Cultural Enrichment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major College Visitation &amp; Cultural Field Trip – A major off-campus field trip is planned for the first project summer of 2008 to expose students to educational, cultural, and career opportunities.</td>
</tr>
<tr>
<td>Career Exploration and Field Trips to explore the different human service professions such as Nursing Medical, Law professions, Criminal Justice, Management, Public Administration, etc.</td>
</tr>
<tr>
<td>Cultural Events – Summer repertory theaters are attended as well as university events.</td>
</tr>
<tr>
<td>Educational Trips – A variety of post-secondary schools will be visited in the summer.</td>
</tr>
<tr>
<td>Workshops and Social Activities – Arts and Crafts workshops, dramatic art workshops, music workshops, bowling, swimming, picnics, movies, and bookstores.</td>
</tr>
<tr>
<td>Leadership Retreats – A leadership training workshop is conducted each summer to develop students’ leadership skills.</td>
</tr>
<tr>
<td>Awards Banquet – At the end of each summer component, an awards banquet will be held to honor all participants and their parents for their achievements.</td>
</tr>
</tbody>
</table>
Contact Hours: The major field trip at the end of the summer will be a all day trip. Other cultural/educational trips will be a day or less. One hundred twenty (120) hours of social, cultural, and/or educational enrichment activities will be provided.

Expected Outcomes: The outcome expected will be that ninety percent (90%) of the project participants will indicate that these activities improved their self-concept and motivation on the Student Satisfaction Survey given at the end of each summer. Eighty-five percent (85%) of each recruited cohort class will remain in the Upward Bound Program until graduation form high school. (GPRA Compliance)

e. Bridge Program

   Based upon their individual educational program, the Bridge participants enroll in six hours of college credit from the host institution’s general education program. They are required to attend group study sessions where tutoring will be provided. The students participate in cultural and social enrichment activities with other summer project participants. At the conclusion of the summer sessions, an exit interview is scheduled with each Bridge student. At this interview, the Bridge students complete a student satisfactory questionnaire to aid in evaluating program services, a change of address form, and six consent forms allowing UB Program access to their post-secondary academic records for the next six years. 10 Bridge students will be provided with an opportunity to participate in the summer work-study component. Follow up on Bridge students begins after the student officially enrolls in his/her post-secondary institution of choice in the fall.

Contact Hours: The Bridge students will enroll in a maximum of six credit hours of college courses for up to 108 class contact hours per individual. In addition, Bridge students will spend ten (10) hours each week in group and study/tutoring and receive sixteen (16) hours of
counseling.

**Expected Outcomes:** One hundred percent (100%) of the students will have completed their college application process to at least five post-secondary institutions resulting in one hundred percent (100%) of the graduating seniors being admitted an enrolled in a post-secondary institution, *(GRPA Compliance Requirement).* By the end of the Summer Session II each year, one hundred percent (100%) of the former students will have been tracked by means of a follow up survey/interview resulting in 75% continuing postsecondary education. *(GPRA Compliance)*

<table>
<thead>
<tr>
<th>CRITERION: The Planned timelines for accomplishing critical elements in of the project are illustrated in the following table. {34CFR § 645.31 [c] [6]}</th>
</tr>
</thead>
</table>

**Operational Time Table**

<table>
<thead>
<tr>
<th>July 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Upon Notification of Grant Award, notify the University administration &amp; Target Schools</td>
</tr>
<tr>
<td>• Publicize and advertise for positions detailed in the grant budget.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create a Search Committee to search for candidates.</td>
</tr>
<tr>
<td>• Contact community agencies &amp; postsecondary institutions who signed letters of commitment.</td>
</tr>
<tr>
<td>• Organize and conduct first meeting of the Upward Bound Advisory Committee.</td>
</tr>
<tr>
<td>• Contact Target High Schools counselors to meeting details of the project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 2007</th>
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</thead>
<tbody>
<tr>
<td>• Hire Director, Continue search and hiring procedures for Intervention &amp; Program Specialists, and other personnel.</td>
</tr>
<tr>
<td>• Meet with New Director and the Tutoring and Learning Director to establish working relationship with UB Program tutors, Mentors, and Summer Instructors.</td>
</tr>
<tr>
<td>• Conduct meetings between Upward Bound Staff and staff from Financial Aid, Admissions, Registrar, Accounting, Payroll, &amp; Business Office to facilitate working relationships.</td>
</tr>
<tr>
<td>• Plan academic Year and Summer Component programs with new Upward Bound Staff and contact target schools to schedule school visits and arrange participant recruitment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October 2007</th>
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<tbody>
<tr>
<td>• Inform Public Information Office to prepare news release &amp; send PSA’s to local media.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November 2007</th>
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</thead>
<tbody>
<tr>
<td>• Disseminate program information to youth in the target area.</td>
</tr>
<tr>
<td>• Begin &amp; complete identification, recruitment and selection of participants.</td>
</tr>
<tr>
<td>• Begin designing Individualized Educational Plans (IEP), begin a cumulative file</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December 2007</th>
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</thead>
<tbody>
<tr>
<td>• School Counseling visitations begin.</td>
</tr>
<tr>
<td>• Begin bimonthly staff and individual meetings with Director at least once a week</td>
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<tr>
<td>Month</td>
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<tr>
<td><strong>January 2008</strong></td>
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<td><strong>February 2008</strong></td>
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<td><strong>March 2008</strong></td>
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<td><strong>May 2008</strong></td>
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<tr>
<td><strong>June 2008</strong></td>
</tr>
</tbody>
</table>
Summer component and Bridge Program begin and continue for six weeks. Core curriculum of math through pre-calculus, laboratory science, composition, literature, and foreign language begins. Pre-tests are administered.
- Weekend workshops for juniors.
- The Human Services and Professional Careers weekend workshops for seniors.
- Tour of the Lexington, the Texas State Aquarium, and Columbus’ Ships located on shoreline on the Corpus Christi Bayfront for all participants

<table>
<thead>
<tr>
<th>July 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrap up summer and residential component and Bridge Programs.</td>
</tr>
<tr>
<td>Administer post-tests in each one of the core curriculum courses.</td>
</tr>
<tr>
<td>Finalize evaluation of summer phase.</td>
</tr>
<tr>
<td>Upward Bound Awards Banquet and dance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin preparing Individualized Educational Plans for returning students.</td>
</tr>
<tr>
<td>New Academic Year planning meeting held.</td>
</tr>
</tbody>
</table>

Time Table for Years 2007 to 2012

No major changes are expected during the second year through fifth years. Each year, the steps in the following table will be followed to make any necessary adjustments if needed.

Subsequent Years in Grant Cycle 2008-2012

- Recruit participants to replace any vacancies to maintain 65 students
- The site of the educational trips will be changed
- Tutorials and instruction in math through pre-calculus, laboratory science, composition, literature, and a foreign language will be continued.
- Staff, student, and program evaluations will be reviewed to determine need for new services or improvements of current services. All objectives for the first year will be implemented.
- A follow up on all students and alumni will be conducted to assess the educational progress

CRITERION: The Plan to ensure effective and efficient administration of the project, including, but not limited to financial management, student records management and personnel management. {34CFR § 645.31 [c] [7]}

Plan to Ensure Effective and Efficient Administration

The Project Director reports to the Title V/TRIO Director who supervises and coordinates all TRIO and the Title V Programs. The Project Director will have complete authority, in consultation with the Title V/TRIO Director for all program activities inclusive of the hiring and termination of staff: directing, coordinating, supervising, and monitoring project operations;
developing and monitoring the project budget; preparing program reports; supervising the
development of the management information system; and assuring that the project is effectively
and efficiently managed in accordance with EDGAR, the OMB Circulars, and the policies and
procedures of Texas A&M University-Corpus Christi; the managing institution.

The Upward Bound Program will use the Management by Objectives and Outcomes
(MBOO) concept of program management in the daily administration of the program. The
following Management Chart has been developed to assist program administrators with the
overall administration and management of the program:

<table>
<thead>
<tr>
<th>Management by Objectives Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
</tr>
<tr>
<td>Assessment</td>
</tr>
<tr>
<td>Advising and Counseling</td>
</tr>
<tr>
<td>Academic Skills Development</td>
</tr>
<tr>
<td>Standardized Testing (9th &amp; 10th Grades)</td>
</tr>
<tr>
<td>Standardized Testing (11th &amp; 12th Grades)</td>
</tr>
<tr>
<td>Retention Strategies</td>
</tr>
<tr>
<td>Secondary Graduation</td>
</tr>
<tr>
<td>Post-secondary Admissions</td>
</tr>
<tr>
<td>Bridge Program</td>
</tr>
<tr>
<td>Follow Up on Graduates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>SEPT</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
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</thead>
<tbody>
<tr>
<td>Recruitment</td>
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<td>Assessment</td>
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<td>Advising and Counseling</td>
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<td>Academic Skills Development</td>
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<td>Standardized Testing (9th &amp; 10th Grades)</td>
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<td>Standardized Testing (11th &amp; 12th Grades)</td>
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<td>Retention Strategies</td>
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<td>Secondary Graduation</td>
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<td>Follow Up on Graduates</td>
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</tbody>
</table>

a. Records Related to Grant Funds (EDGAR 75.730)

All financial records relative to grant funds are maintained in the Title V/TRIO
Administrative Office, in the Grants and Contract Administrative Division of the University’s
Sponsored Programs Division and in the central accounting office. The Sponsored Program
Division maintains records of pre-award status and post-award funded amounts. The accounting
office maintains data pertaining to the total cost of the project, daily expenditure of project funds,
the share of the cost provided by other sources and records to facilitate an effective audit.
Payments and distributions of funds originate with a requisition originated by the Project Director, processed by Accounting and approved by the Provost.

The Project Director, together with the Program Specialist will maintain a daily computerized record of all project expenditures. The Business Coordinator will reconcile the monthly accounting records on all project expenditures.

Records of the fiscal management of the Upward Bound Project will also be kept on computerized accounts by the Texas A&M University office in College Station, Texas using the FAMIS software.

b. Records Related to Compliance with Program Requirements (EDGAR 75.731)

All records relating to compliance with program activity will be located in the Upward Bound Administrative Office at Texas A&M University-Corpus Christi. The records will be available at all times for inspection.

(1) Disbursement of Stipends

During the Academic year they receive $15.00 per month. Summer Component, students will receive a monthly stipend of $60.00 for attending and actively participating in the program, and $600.00 for those doing the work experience.

(2) Disbursement of Funds

Written and computerized records will be maintained in the Comptroller’s Office, the Office of Financial Assistance, the Business Office, and the Upward Bound Administrative Office to track the disbursement of stipends.

c. Records Related to Performance (EDGAR 75.732)

(1) Student Records Management

The Program Specialist will maintain the financial records of project expenditures,
stipend disbursements, and the student files. Each student file will contain the following data:

<table>
<thead>
<tr>
<th><strong>Student Record Documentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rationale used to select each individual participant</td>
</tr>
<tr>
<td>2. The participant’s high school transcript and all available test scores</td>
</tr>
<tr>
<td>3. Document pertaining to student eligibility as defined in 645.3</td>
</tr>
<tr>
<td>4. Diagnosis of the participant’s academic strengths and weaknesses at time of project entry</td>
</tr>
<tr>
<td>5. Documentation of services provided by the project in improving participant’s skills</td>
</tr>
<tr>
<td>6. Documentation of counseling sessions received by participants</td>
</tr>
<tr>
<td>7. Documentation of support provided by project staff</td>
</tr>
<tr>
<td>8. A signed medical consent and medical history</td>
</tr>
<tr>
<td>9. Admissions &amp; financial documentation</td>
</tr>
<tr>
<td>10. Follow up information on the participant, with emphasis on post-secondary enrollment</td>
</tr>
<tr>
<td>11. Participant recommendation on educational and career potential at project completion</td>
</tr>
<tr>
<td>12. Documentation of the reasons for a participant’s attrition from the project if other than enrollment in a post-secondary program</td>
</tr>
</tbody>
</table>

The Director will maintain a computerized database system to provide both formative & summative evaluation reports on the performance of each participant, services provided, support initiated, counseling sessions, classes, workshops, and field trips attended.

(2) Personnel Management

The Director reports to the Title V/TRIO Director and to the Provost & VP for Academic Affairs. The Upward Bound Director has complete authority to conduct all program activities. Performance Appraisal and Evaluation: The job performance of all staff will be monitored regularly. During the final training phase, the supervisor and employee will establish measurable job-related goals and outcomes for each staff to achieve for the year. Staff will be required to submit written bi-monthly reports. At the end of the fiscal year, the Director and staff will review the accomplishments, expected outcomes, and performance of the staff.

Staff Development: Staff will be encouraged to continue their education through formal classes, workshops, seminars or conferences. The Project Director & Staff will keep abreast of TRIO training opportunities provided by the U.S. Department of Education for staff to attend.
Staff Meetings: The Project Director will hold staff meetings twice a month for total staff interaction. The purpose of these meetings will be to discuss project-related problems, concerns, changes, evaluation of services, progress reports, and plan upcoming activities.

TIME AND EFFORT

All part time instructors, tutors, and mentors, and other Upward Bound Staff funded by grant funds will commit themselves to 100% responsibility to the project. The following table illustrates the time commitment for each staff member to be funded on the UB Project.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Responsibilities &amp; Percentage of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>One</td>
<td>Responsible for administration and management of all program functions. 100% for 12 months.</td>
</tr>
<tr>
<td>Intervention Specialist</td>
<td>Two</td>
<td>Coordinates all instructional, advising, and counseling services provided to students. Analyses each student’s needs assessment and prescribes curriculum. 100% for 12 months.</td>
</tr>
<tr>
<td>Program Specialist</td>
<td>One</td>
<td>Assists the director with program evaluation, funds management and accurate archiving of documentation. 100% for 12 months.</td>
</tr>
<tr>
<td>Tutors</td>
<td>Six</td>
<td>Responsible for providing tutorial assistance to assigned or referred students. Summer (25%)/Academic Year</td>
</tr>
<tr>
<td>Instructors</td>
<td>Eight</td>
<td>Provide Instruction during the Academic Year and the Summer Component. Summer (25%)/Academic Year</td>
</tr>
</tbody>
</table>

CRITERION: The applicants’ plan to use resources and personnel to achieve project objectives and to coordinate the Upward Bound project with other projects for disadvantaged students. {34CFR § 645.31 [c] [8]}

The UB Staff will coordinate services with a number of individuals, organizations, agencies, & target schools to ensure students receive quality services. There are other programs & agencies that provide support for disadvantaged youths. In the table below are a few of these programs.

<table>
<thead>
<tr>
<th>RESOURCES AVAILABLE TO THE UPWARD BOUND PROGRAM (University &amp; Community)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAMU-CC Title V Program – Provide the services of the Business Coordinator to help the director manage the funds. Provide University students to serve as peer mentors and tutors</td>
</tr>
<tr>
<td>A&amp;M-CC Student Support Services – Coordinate activities, socials, cultural events with UB participants and staff, provide peer mentors.</td>
</tr>
<tr>
<td>Coastal Bend College Upward Bound Program – Coordinate activities with the A&amp;M-CC Upward Bound to prepare and participate in the yearly College Bowl. Welcome students to</td>
</tr>
</tbody>
</table>
their campus for field trips and visits.

- **Tutoring and Learning Center (TLC)** – TLC Tutors collaborate with UB Tutors to offer use of resources to the participants. Provide university students to serve as peer mentors.
- **TAMU-CC Island Ambassadors** – Provide mentoring and college tours for Upward Bound participants during college visitation days.
- **Consumer Credit Counseling of Corpus Christi** – Will provide advise, inspirational talks, and money management workshops for Upward Bound participant and parents.

The following table illustrates the coordination of resources and personnel that will be used to achieve project effectiveness.

<table>
<thead>
<tr>
<th>RESOURCES AND PERSONNEL USED TO ACHIEVE PROJECT ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Objective #1: Academic Improvement on Standardized Test:</strong> 80% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading / language arts and math.</td>
</tr>
<tr>
<td><strong>Resources To Serve Disadvantaged Students</strong></td>
</tr>
<tr>
<td><strong>Program</strong></td>
</tr>
<tr>
<td>Intake Instruments, Career Inventories, Interest Inventories, IEP Student Files, Stanford Test of Academic Skills</td>
</tr>
<tr>
<td><strong>Personnel</strong></td>
</tr>
<tr>
<td>Project Director</td>
</tr>
<tr>
<td>Intervention &amp; Program Specialists</td>
</tr>
</tbody>
</table>

| **Program Objective #2: Program Retention:** 85% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year. |
| **Resources To Serve Disadvantaged Students** |
| **Program** | **Target Area/Community** |
| Computers, printers, instructional material, power point software, application blanks, newsletters, copy machine, student files, study skill materials, lesson plans | Copy of high school course book, classroom space, textbooks, transcripts, grade & progress reports, office space, target staff referrals, monitoring, recommendations, |
| **Personnel** |
| Director, Intervention Specialists, Program Specialist, Instructors, Tutors | Target School Personnel, Superintendents, Counselors & Teachers, Community and Parent Advisory Committee |

| **Program Objective #3: Postsecondary Enrollment:** 85% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school. |
| **Resources To Serve Disadvantaged Students** |
| **Program** | **Target Area/Community** |
| Forms for college applications, copy machine, postage, computers, printers, student files, | ACT fee waivers from TAMU-K, TAMU-CC, UTSA, UTA, Del Mar College, Bee |
meeting rooms, office supplies, college search materials, funds for college visit and tours, software, scholarship information, financial aid forms, financial aid

County College, other universities, etc., Dual Enrollment Program and applications for this program

<table>
<thead>
<tr>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Intervention Specialists, Program Specialist</td>
</tr>
<tr>
<td>Counselors, Testing Centers, Admissions Office, ACT fee waiver, Community/ University, Admissions, Registrar, &amp; Testing Offices</td>
</tr>
</tbody>
</table>

Program Objective #4: **Postsecondary Persistence**: 75% of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.

<table>
<thead>
<tr>
<th>Resources To Serve Disadvantaged Students</th>
<th>Target Area/Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upward Bound Project Alumnae lists, access to university sites on internet, email addresses of colleges and universities, student addresses, student email addresses, telephones</td>
<td>Lists of university and college graduates from the various post-secondary institutions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Intervention Specialists, Program Specialist</td>
</tr>
<tr>
<td>SSS Program, Parents, University/College Admissions, student records and financial aid officers</td>
</tr>
</tbody>
</table>

The **A&M-CC Upward Bound** commits itself to include the parents of the participants as equal partners in providing their children with the education they need to succeed in a post-secondary institution and obtain a baccalaureate degree. Parents are included as part of the recruitment of participants. The activities that will be the focus of contact with the parents include: Parent conferences, meetings, workshops, volunteerism in program activities, and correspondence pertaining to UB activities and news.

The **Upward Bound Program (UBP)** has always had a cooperative relationship with administrators, teachers, and school counselors in the target schools. Letters of commitment from the target schools and the University will be on file at the A&M-CC UB Office. The following plan represents the strategy that will organize the collaboration between: UBP, the community,
and the Target Schools.

(1) Meetings with Key Administrators

At the beginning of each program year, the UB staff will meet with key administrative personnel to discuss and plan strategies for the implementation of the program goals and objectives, selection criteria and in-school program operation for the year. A list of project participants will be given to key administrators, counselors, and teachers and will be updated periodically as students enter and exit the program. E-mail and voice mail as well as distance learning facilities that connect the University and the Target Schools will also be utilized.

The Follow Up Plan

CRITERION: A follow up plan for tracking graduates of Upward Bound as they enter and continue in post-secondary education. {34CFR § 645.31 [c] [10]}

The UBP will employ the Blumen database system to provide a long-term systematic tracking system. In addition, this database will provide a follow up plan for tracking the academic accomplishments of participants after they are no longer participating in UBP. This system will also record educational progress of the participants during high school and continue as they pursue their post-secondary education program. Follow-up and tracking methods will include; yearly follow-up letter, phone campaign, and web-based tracking system.

APPLICANT AND COMMUNITY SUPPORT

CRITERION: The applicant is committed to supplementing the project with resources that enhance the project such as space, furniture, equipment, supplies, and the time and effort of personnel other than those employed by the project. {34CFR§645.31 [d] [1]} & secure letters of support from schools, community organizations, & businesses, including commitment of resources that will enhance the project {34CFR§645.31 [d] [2]}

TAMU-CC Resources: The University will provide the resources for these services to be provided to this very underserved & underrepresented segment of the population. The letter of commitment and support from the University President, Dr. Flavius Killebrew and the Vice
President for Academic Affairs, Dr. Virginia Wheeless, likewise documents the high level of support and commitment. The following in-kind commitments have been made by TAMU-CC.

Building and Office Space: The A&M-CC UB Project will be located in the Title V/TRIO Building, Modular One. This building houses 20 offices (5 of which are allocated exclusively for UBP use), 2 conference rooms, 1 kitchen, and 1 work room and storage.

Equipment: The project staff and participants will have adequate equipment located at the Modular One Building. The five offices used by UB will be fully equipped with office furnishings and computers and related technological equipment.

Personnel Resources

Dr. Veronica Guerra, The TAMUCC Title V/TRIO Director is responsible for all TRIO programs at our university. Her position is not funded by any of the TRIO projects. The following personnel from various offices relevant to the services that will be provided by the Upward Bound Program will contribute the following in-kind resources:

<table>
<thead>
<tr>
<th>Office</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Placement</td>
<td>Consultantship, information, workshops, training of advisors.</td>
</tr>
<tr>
<td>Finance Office</td>
<td>Provides grant accountant to assist with fiscal management of grant</td>
</tr>
<tr>
<td>Advising</td>
<td>Consultantship, workshops, and guidance for 8 Advisors, and Director</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Information resources and assistance with information interpretation</td>
</tr>
<tr>
<td>Admissions</td>
<td>Assistance to participants and Advisors during the registration and admissions process.</td>
</tr>
<tr>
<td>Public Information</td>
<td>Assistance in developing advertising &amp; marketing strategies; liaison with all the city newspapers, TV stations and radio stations</td>
</tr>
<tr>
<td>Multimedia Services</td>
<td>Audio-visual equipment for use by staff for presentations to participants</td>
</tr>
<tr>
<td>Tutoring and Learning Center</td>
<td>Tutoring and SAI Instruction Program: Will provide training, evaluation and orientation of UB Tutors and Mentors, and will share use of the computer lab and multimedia and software equipment with them.</td>
</tr>
<tr>
<td>Title V CTP Program</td>
<td>Collaborate with UB Tutors and Intervention Specialists in use of space, equipment, student referrals and recruitment</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Assistance with hiring competent staff.</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>Maintenance and repairs of office and furniture</td>
</tr>
<tr>
<td>University Security</td>
<td>Safe environment on main campus (when needed)</td>
</tr>
<tr>
<td>Print Shop</td>
<td>Printing of reports, materials, brochures, &amp; newsletters</td>
</tr>
<tr>
<td>Computer Services</td>
<td>Information, training, repair and trouble-shooting of technology</td>
</tr>
</tbody>
</table>
President’s Office | Chief representative and liaison between the UBP, external community, and surrounding post-secondary institutions

Resources Provided by the Two School Districts: CCISD and WOISD

The following resources will be provided by both Corpus Christi Independent School District and West Oso Independent School District. **All written letters of commitment will be on file at the Texas A&M University-Corpus Christi UB Office.**

<table>
<thead>
<tr>
<th><strong>Target Schools</strong></th>
<th><strong>Commitments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>West Oso High School</td>
<td>1. Classroom space 2. Use of Career, Tutoring, and computer labs and computer programs for students, 3. Access to students</td>
</tr>
<tr>
<td>W. B. Ray High School</td>
<td>4. Free use of textbooks for summer component 5. Recommended teachers for tutorial and supplementary instruction program, 6. Use of the CCISD and WOISD buses for transportation for college visits, field trips, and social events</td>
</tr>
<tr>
<td>Miller High School</td>
<td></td>
</tr>
<tr>
<td>Moody High School</td>
<td></td>
</tr>
<tr>
<td>West Oso Superintendent</td>
<td>Coordination of activities with Upward Bound and the two school districts</td>
</tr>
<tr>
<td>CCISD Superintendent</td>
<td></td>
</tr>
<tr>
<td>Teachers, School Counselors</td>
<td>Access to students and student files &amp; coordination with project</td>
</tr>
<tr>
<td>Post-Secondary Institutions</td>
<td></td>
</tr>
<tr>
<td>Texas A&amp;M University-Kingsville</td>
<td>facilitate campus visits and tours; facilitate admissions and financial aid procedures, waivers, testing dates, etc. facilitate admission of Upward Bound graduates, meals, and lodging</td>
</tr>
<tr>
<td>Coastal Bend College</td>
<td>Same as for TAMUK</td>
</tr>
<tr>
<td>Del Mar College</td>
<td>Same services as TAMUK and Coastal Bend</td>
</tr>
</tbody>
</table>

In addition, handbooks, brochures, lists, study guides, etc. located at each one of the counseling offices at each high school and middle school in both districts will be shared with the A&M-CC Upward Bound project.

<table>
<thead>
<tr>
<th><strong>Resources Available at the High Schools</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College Cost Handbooks</td>
<td>THEA Study Guides</td>
</tr>
<tr>
<td>Index of College Majors</td>
<td>TAKS Study Guides</td>
</tr>
<tr>
<td>Scholarship Handbook</td>
<td>SAT/ACT Study Guides</td>
</tr>
<tr>
<td>Admissions/Financial Aid Forms</td>
<td>College University Viewbooks</td>
</tr>
<tr>
<td>Test Taking Skills Guide</td>
<td>Videotapes of Texas College Campuses</td>
</tr>
<tr>
<td>Achievement Test Guides/Packets</td>
<td>SAT/ACT Registration Packets &amp; Guides</td>
</tr>
<tr>
<td>ACT Discover Program</td>
<td>Personal Growth Resources/Software: Self-Esteem, Time Management, etc.</td>
</tr>
</tbody>
</table>

The following are some of the community agencies who have agreed to commit to the following:
Texas A&M University-Corpus Christi

## Resources provided by other agencies and local businesses

<table>
<thead>
<tr>
<th>Agency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corpus Christi Library</td>
<td>Conference room, phone, fax, copier for workshops, lectures at (a) Greenwood Library and (b) Downtown Library; Library yours for participants; guest lecturers and speakers</td>
</tr>
<tr>
<td>University Outreach</td>
<td>Coordinate with the Director for provision of resources, classroom space, food services, and dorm facilities for Summer Component</td>
</tr>
<tr>
<td>C.C. Museum</td>
<td>Free admission to museum events, tours, and workshops</td>
</tr>
<tr>
<td>Texas Parks and Wildlife</td>
<td>Educational tours, speakers, and mentors</td>
</tr>
<tr>
<td>Texas State Aquarium</td>
<td>Free admissions and tours of aquarium</td>
</tr>
</tbody>
</table>

In addition, over 15 agencies, retails, community agencies, and businesses have sent in letters of commitment to serve as part of the marketing network for UPWARD BOUND to disseminate eligibility information via brochures and leaflets.

## QUALITY OF PERSONNEL

CRITERION: The qualification required of the project director, including formal training or work experience in fields related to the objectives of the project and experience in designing, managing, or implementing similar projects. {34CFR § 645.31 [E] [1]}

Texas A&M University-Corpus Christi recognizes that the positions of the overall Title V/TRIO Director as well as that of the Upward Bound Project Director are critical to the success and effectiveness of the program. It is essential that the Project Director possess appropriate training and experience. Listed below are the function, duties, and qualifications (required and preferred) for the Title V/TRIO Director and the Director of the A&M-CC Upward Bound Project.

<table>
<thead>
<tr>
<th>Position: Project Director (Mr. Herminio Ibanez)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Function &amp; Responsibilities</td>
</tr>
<tr>
<td>The Project Director assumes the ultimate day to day responsibility for the management of the UB grant.</td>
</tr>
<tr>
<td>• Commit 100% of time to supervising Upward Bound grant.</td>
</tr>
<tr>
<td>• Preparation, and submit the UB program proposal and performance reports scheduled for renewal each year.</td>
</tr>
<tr>
<td>• Supervise the preparation, submission, and response to all reports required.</td>
</tr>
<tr>
<td>• Community relations.</td>
</tr>
<tr>
<td>• Supervise the administration of the program budget in compliance with EDGAR.</td>
</tr>
</tbody>
</table>
• Appoint search committees, interview, personnel, hires, train, and evaluate staff.
• Supervise all program activities including participant recruitment.

Minimum Education: Type of Degree
• Bachelor’s degree minimum, Master’s preferred

Field of Study:
• Education, Psychology, Counseling/Guidance, or Related Field

Type & Minimum Work Related Experience:
• Three years experience working with disadvantaged youth, administration, and budget management.
• Two years experience managing U.S. Dept. of Ed. Grants, or service related grants.
• Three years experience in public relations, proposal writing and staff supervision.

Plan to Employee Personnel Who Have Succeeded In Overcoming Barriers Similar to the Target Population
• The ideal candidate for this position will possess a similar history to the target population and must have demonstrated success in overcoming barriers by demonstrating a strong work history and completed higher education. Mr. Ibanez is an Alum of an Upward Bound program, he comes from a first generation & low-Income background and overcame these barriers as shown in his work history and education.

CRITERION: The qualifications required of each of the other personnel to be used in the project including formal training or work experience in fields related to the objectives of the project. {34CFR § 645.31 [E] [2]}:

Position: Intervention Specialist

Description of Function & Responsibilities
The Intervention Specialist is responsible to coordinating all academic and support services including tutoring, workshops, field trips, advising activities and summer academic institute.
• Commit 100% of time and effort to the Upward Bound grant.
• Plan and supervise college, social and cultural field trips
• Supervise the tutoring component.
• Community relations.
• Maintain individual participant records
• Conduct college admissions and financial aid workshops
• Carry out all program activities including participant recruitment.

Minimum Education: Type of Degree
• Bachelor’s degree minimum, Master’s preferred

Field of Study:
• Education, Psychology, Counseling/Guidance, or Related Field

Type & Minimum Work Related Experience:
• Three years experience working with disadvantaged youth, Counseling, advisement or mentoring.
• Two years experience working with U.S. Dept. of Ed. Grants, or service related grants.
• Two years experience working with college admissions and/or financial aid.
Plan to Employee Personnel Who Have Succeeded In Overcoming Barriers Similar to the Target Population

- The ideal candidate for this position will possess a similar history to the target population and must have demonstrated success in overcoming barriers by demonstrating a strong work history and completed higher education.

Position: Program Specialist

Description of Function & Responsibilities

The Program Specialist is responsible for the program main office and performs all office duties. Maintains program records and processes all financial transactions for the grant.

- Commit 100% of time and effort to the Upward Bound grant.
- Maintain all program electronic and paper financial and participant records
- Maintain program equipment and supplies
- Supervise the tutoring component.
- Communicate with students, parents and university community
- Maintain individual participant records
- Process, all travel personnel and financial paperwork.
- Assist at all UB activities and functions.

Minimum Education: Type of Degree

- Associates Degree minimum, Bachelor’s degree preferred

Field of Study:

- Business, Economics, Finance, or Related Field

Type & Minimum Work Related Experience:

- Two years experience working in an office setting.
- Two years experience with budgets and records management.
- Two years experience working with Grants.
- Two years experience working with college admissions and/or financial aid.
- Two years working with disadvantaged populations

Plan to Employee Personnel Who Have Succeeded In Overcoming Barriers Similar to the Target Population

- The ideal candidate for this position will possess a similar history to the target population and must have demonstrated success in overcoming barriers by demonstrating a strong work history and completed higher education.

Position: Residential Staff

Description of Function & Responsibilities

Residential staff is responsible for supervising the participants while they live on campus. They ensure that the participants stay on schedule and attend all program functions including class, recreational activities, and meals.

- Commit 100% of time and effort to the Upward Bound grant.
- Chaperone and escort students on campus
- Supervise and monitor resident halls.
### Position: Instructors

**Description of Function & Responsibilities**

Instructors are responsible for providing curriculum in different content areas. They evaluate academic need and provide supplemental and enhanced academic instruction. They prepare lesson plans and conduct class. They prepare and grade homework, and tests.

- Commit 100% of time and effort to the Upward Bound grant.
- Prepare deliver lesson plans.
- Mentor and advice participants.
- Document student progress and prepare reports.
- Assist at all UB activities and functions.

**Minimum Education: Type of Degree**

- 24 college hours minimum, Junior or senior college status degree preferred.

**Field of Study:**

- Education, Psychology, Counseling preferred but not required.

**Type & Minimum Work Related Experience:**

- One year experience working with disadvantaged populations.
- One year experience working in a university environment.
- One year experience working resident halls.

**Plan to Employee Personnel Who Have Succeeded In Overcoming Barriers Similar to the Target Population**

- The ideal candidate for this position will possess a similar history to the target population and must have demonstrated success in overcoming barriers by demonstrating a good standing as a college student or a strong work history.

### Position: Tutors

**Minimum Education: Type of Degree**

- 60 college hours minimum, Graduate students preferred.

**Field of Study:**

- According to subject being taught.

**Type & Minimum Work Related Experience:**

- One year experience working with disadvantaged populations.
- One year experience working in a university environment.
- One year teaching experience.

**Plan to Employee Personnel Who Have Succeeded In Overcoming Barriers Similar to the Target Population**

- The ideal candidate for this position will possess a similar history to the target population and must have demonstrated success in overcoming barriers by demonstrating good standing as a college student or possessing a strong work history.
### Description of Function & Responsibilities

Tutors are responsible for providing supplementary academic services to the students at the target schools. They must evaluate academic need assist the program participants in understanding their high school coursework and developing positive study habits.
- Commit 100% of time and effort to the Upward Bound grant.
- Conduct tutoring sessions at target schools.
- Mentor and advice participants.
- Document student progress and prepare reports
- Assist at all UB activities and functions

### Minimum Education: Type of Degree

- 60 college hours minimum, Graduate students preferred

### Field of Study:

- According to subject being taught:

### Type & Minimum Work Related Experience:

- One year experience working with disadvantaged populations
- One year experience working in a university environment.
- One year tutoring or teaching experience.

### Plan to Employee Personnel Who Have Succeeded In Overcoming Barriers Similar to the Target Population

- The ideal candidate for this position will possess a similar history to the target population and must have demonstrated success in overcoming barriers by demonstrating good standing as a college student or possessing a strong work history.

### CRITERION: The quality of the applicant’s plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project’s target population. {34CFR§645.31[E][3]}:

TAMU-CC is committed to employing a diversified staff and faculty which is representative of the target population because the target population is predominantly Hispanic and since many of the participants’ parents are newly arrived Spanish speaking, monolingual immigrants, all UB Staff will need to be fluent bilinguals with strong Spanish oral and written communication skills. **Furthermore, in order to encourage applications from individuals who have succeeded in overcoming the disadvantages of circumstances like those of the population of the target area**, the Human Resources Office will work cooperatively with the UB Director to assure that these populations receive information about any positions available in the UB project. This correspondence will be sent to (but not be limited to): 1.TRIO Listserves, &
2. Major newspapers in the local newspapers & national educational sources such as Chronicle of Higher Education

Applicants will be rated on three areas: (1) qualifications, (2) ability to perform job duties, (3) related work history, & (4) ability to work with disadvantaged populations. The following tables describe how this criterion will be achieved and how TAMUCC adheres to all federal policies and regulation regarding employment.

<table>
<thead>
<tr>
<th>The Provision of opportunities for employees from underrepresented groups as well as other employee to improve their qualifications for advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition, the UB Program shall adhere to the affirmative action policies of the university. With each new position and/or vacancy, the project will adhere to the following hiring practices to ensure that members of traditionally underrepresented groups are represented in the pool of candidates and that individuals are from a low-income and first generation background. For professional positions, the advertisements will inform interested candidates to forward their resume, three letters of reference and official transcripts to the Search Committee Chairperson for circulation to members of the search committee. The committee shall screen all applications and schedule interviews for the best-qualified candidates. The committee shall refer final candidates for interview to the Director and the Title V/TRIO Director. The Director then will notify in writing the Director of affirmative action and personnel services for clearance to hire the selected applicant. The Director will ensure that every consideration and preference be given to employ persons who have succeeded in overcoming the barriers similar to those confronting the target population</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-discrimination on the Basis of Race, Color, or National Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;M-CC complies with the requirements of Title VI of the Civil Rights Acts of 1964 and the regulations adopted there under the citation: “No person shall, on the grounds of race, color, or national origin be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program…”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-discrimination on the Basis of Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;M-CC does not discriminate on the basis of sex in the educational programs or activities they conduct. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted there under prohibit discrimination on the basis of sex in education programs and activities operated by both the university and the college. Such programs and activities apply both to admission of students and employment.</td>
</tr>
</tbody>
</table>

**THE EVALUATION PLAN**

| CRITERION: The methods of evaluation are appropriate to the project and include both quantitative and qualitative measures. {34CFR § 645.31 [G] [1]}: |
Dr. Juan Armendariz, external evaluator, CEO of Armendariz & Associates Consulting, Inc. Dr. Armendariz has been an external evaluator for the past 30 years and has served as external evaluator for the TAMUCC Title V/TRIO department for the last 12 years. Both quantitative & qualitative evaluation methods will be utilized to implement appropriate strategies & techniques to assure that the evaluation activities are being properly conducted & evaluated by benchmarks.

- **Appropriate to Program Objectives:** Two types of data are obtained to document progress in a continual and evaluative procedure that is both formative and summative.

- **Quantitative Documentation:** Includes evidence that an activity occurred at a specific place, time, & date based on participant lists & activity agendas. Data includes number of participants, pre & post assessment procedures, intake form documentation, IEP form documentation, & any other demographic information or service information documentation.

- **Qualitative Documentation:** Use of evaluation questionnaires, phone interviews and personal interviews on the effect and results of activities and/or services of participants.

- **Formative Evaluation Procedures:** Aforementioned sources of documentation are evaluated monthly throughout the year, areas of improvement noted, and meetings held to make adjustments to improve are made if necessary.

- **Summative Evaluation Procedures:** Aforementioned sources of documentation are evaluated against the criteria set for each outcome objective and overall impact and success measured and summarized in the yearly performance report.

The following chart illustrates the details of documentation of the outcome indicators that will be monitored both formatively and summatively.
assessments in reading / language arts and math

<table>
<thead>
<tr>
<th>Program Objective #2: Program Retention: 85% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Evaluation Indicators: Proportion of participants who were provided academic &amp; support services as compared to the proportion of each cohort class that will be retained in the program until graduation from high school</td>
</tr>
<tr>
<td>Formative Evaluation Documentation: Student attendance lists at all functions, classes, workshops, counseling sessions and advising, documentation of counselor sessions on counseling logs and/or case studies. Grades, IEP’s assessment instrument and testing scores data.</td>
</tr>
<tr>
<td>Summative Evaluation Indicators: 100% of the participants will have been provided academic and support services. 85% of each cohort of these 65 participants will have been retained.</td>
</tr>
<tr>
<td>Summative Evaluation Documentation: End of year progress report; Evaluation report; SIS reports; statistical summary report of number of graduates admitted &amp; enrolled</td>
</tr>
</tbody>
</table>

Program Objective #3: Postsecondary Enrollment: 85% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.

<table>
<thead>
<tr>
<th>Formative Evaluation Indicators: Total proportion of Seniors who complete their application compared to the proportion of seniors admitted &amp; enrolled in a post-secondary institution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Evaluation Documentation: All information on: number of students advised &amp; counseled; number assisted with applications, copies of completed applications, filed, &amp; mailed, copies of letters of acceptance from post-secondary institutions</td>
</tr>
<tr>
<td>Summative Evaluation Indicators: 100% of the students will have received assistance in completing their post-secondary application forms and 85% of each cohort graduating senior class will have been admitted and enrolled in a post-secondary institution.</td>
</tr>
</tbody>
</table>

Program Objective #4: Postsecondary Persistence: 75% of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.

<table>
<thead>
<tr>
<th>Formative Evaluation Indicators: Total proportion of all former students tracked yearly as compared to the total proportion of former students who persisted in postsecondary education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Evaluation Documentation: Lists of mailed &amp; returned questionnaires. List of former student addresses; list of secondary institutions where students are enrolled, copies of student admissions and enrollment office mail kept yearly for each cohort class for six years</td>
</tr>
<tr>
<td>Summative Evaluation Indicators: 75% of UB participants enrolled in postsecondary education</td>
</tr>
</tbody>
</table>
in the Fall immediately after graduating from high school will continue attending one year later


CRITERION: The methods of evaluation examine in specific and measurable ways, the success of the project in making progress toward achieving its process and outcome objectives. {34CFR § 645.31 [G] [2]}

The director will evaluate the progress towards achievement of each outcome objective. Information about participants and progress of activities is kept in the staff files and on the computerized databank. Data collected include: the target schools visited, the number of visits, the number of participants served, the contact hours, the number of presentation, workshops, seminars, classes, tutoring, and counseling sessions held, field trips, trips to the colleges, college night, parent meetings and home visits conducted, demographic student data, information dissemination and presentations on financial aid and admissions criteria, grades, GPA’s and test scores (ACT, SAT, TAAS, or TASP), assistance in filling out financial aid and admissions forms, number of financial awards made, and follow up contacts. The Director, after review, assigns the Program Specialist to maintain well organized files that reflect the plan to monitor (a) outcome objective results, (b) process objective completions, (c) financial records management, (d) student records management, (e) documentation of services provided by management, (f) compliance with federal guidelines regarding recruitment, identification and selection of participants, and (g) personnel records management. The external evaluator, Dr. Juan Armendariz, will evaluate all collected data and compile a comprehensive annual performance report which he will submit, review, and discuss with UB Director by November 1 of every year. The Director will use the compiled data to formulate the final Annual Performance Report.

The table on the following page describes how this evaluation plan is related to the objectives and specifically measures progress critical to the success of the grant project.
### Evaluation Plan/Objectives: Specific Coordination of Activities

#### Program Objective #1: Academic Improvement on Standardized Test: 80% of all UB participants will have achieved at the proficient level during high school on state assessments in reading / language arts and math.

<table>
<thead>
<tr>
<th>Documentation Data Elements</th>
<th>Collection Method</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Tests, Academic advising sheets, Student’s transcript</td>
<td>Contact logs, Sample Test</td>
<td>Assess program</td>
</tr>
<tr>
<td>Staff Responsible</td>
<td>Timeline</td>
<td>Accomplishment Determination</td>
</tr>
<tr>
<td>Director, Intervention &amp; Program Specialists</td>
<td>Sept – May</td>
<td>Test score improvement &amp; comparison</td>
</tr>
</tbody>
</table>

#### Program Objective #2: Program Retention: 85% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year.

<table>
<thead>
<tr>
<th>Documentation Data Elements</th>
<th>Collection Method</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic services provided, students retained, grades &amp; scores, students retained</td>
<td>Computerized lists of academic classes, services provided, and grade sheets</td>
<td>To improve Academic Year &amp; Summer; assist each student in raising their GPA</td>
</tr>
<tr>
<td>Staff Responsible</td>
<td>Timeline</td>
<td>Accomplishment Determination</td>
</tr>
<tr>
<td>Director, Intervention Specialists Teacher/Tutors</td>
<td>Year-round</td>
<td>Verify continued participation</td>
</tr>
</tbody>
</table>

#### Program Objective #3: Postsecondary Enrollment: 85% of all UB participants, who at the time of application, do not have plans to enroll in a program of postsecondary education, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.

<table>
<thead>
<tr>
<th>Documentation Data Elements</th>
<th>Collection Method</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copies on file of: Completed Financial Aid &amp; admissions forms, SAR, &amp; Admissions letters</td>
<td>Paper and electronic copies of admission records</td>
<td>Evaluate Progress and Services</td>
</tr>
<tr>
<td>Staff Responsible</td>
<td>Timeline</td>
<td>Accomplishment Determination</td>
</tr>
<tr>
<td>Director Intervention Specialists</td>
<td>November - May</td>
<td>Review student status and verify enrollment</td>
</tr>
</tbody>
</table>

#### Program Objective #4: Postsecondary Persistence: 75% of all UB participants who enrolled in postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.

<table>
<thead>
<tr>
<th>Documentation Data Elements</th>
<th>Collection Method</th>
<th>Use of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>College acceptance letters &amp; transcripts</td>
<td>Transcripts, ACT results</td>
<td>Track graduation and verify status of enrollment</td>
</tr>
<tr>
<td>Staff Responsible</td>
<td>Timeline</td>
<td>Accomplishment Determination</td>
</tr>
<tr>
<td>Director, Intervention Specialists</td>
<td>Sept- Aug</td>
<td>Verify college enrollment</td>
</tr>
</tbody>
</table>
The A&M-CC total budget request of $291,661 for the first year budget is within the limits set by the Department of Education and represents a 3% increase over the last fiscal year’s budget and 50% of the $100,000 Expansion Initiative Grant Award. The budget includes all costs that are allowable, reasonable and necessary for carrying out the objectives of the UB program.

The following narrative represents the various line items of the budget.

**Salaries:** The entire salary line item consists of $51,750 for the Project Director and $48,000 for one full-time Intervention Specialist and one half-time Intervention Specialist. The salary for the Program Specialist is $23,500. All salaried positions amount to $123,250.00.

**Fringe Benefits:** The Fringe Benefits for the 4 salaried positions is $36,975, & represents 30% of the salaries, the recommended percentage for fringe benefits by the A&M-CC Office of Human Resources. **Very High medical insurance rates are reflected in this line item.**

**Wages:** Line items for the wages represent funds to pay the part time summer and academic year teachers, tutors, mentors, and dormitory staff. These wages range from $7.00 an hour, for the non-degreed peer mentors and tutors to $11.00 an hour for graduate teaching assistants, and instructors.

**Travel:** The total for Staff travel amounts to $3,518.00. $3,318.00 of this is for room, board, and per diem for staff to travel to state, regional, and national conferences for TRIO, SWASAP, and TASSSP. $200.00 of this is for mileage to target schools. The entire amount of $3,518.00 is reasonable considering that this is travel for four staff members. This amounts to an average of $879.50 for each staff.
Supplies: The entire amount requested for supplies is $3,317.00. This includes, as indicated on the budget table, funds for instructional supplies, office supplies, participant supplies, promotional materials, testing materials & the Blumen Database.

Participants: The entire cost for participants amounts to $89,219.75. This includes the funding needed for housing, meals, summer stipends, awards banquet, room and board for the summer residential chaperones and staff, and meals and mileage for participant travel plus participation and sponsoring of the yearly Coastal Bend Upward Bound Academic Bowl. Considering that the usual rate for the A&M-CC dorms is $21.00 per day, a discounted rate of $13.75 provided by the university for the participants and the chaperones and the summer component residential staff is very reasonable. The Upward Bound Project will also receive a discount for meals from the university. The cost of $14.00 for meals per day for participants as well as for summer component residential staff and chaperones is reasonable considering that the normal cost for non-Upward Bound residential students is $20.00.

Total Direct Costs: The total direct cost requested is $279,139 for the first year of this grant cycle. Total Indirect Costs: Funds requested for the indirect costs equal $15,522.00 & represent exactly the 8% limit on indirect costs established by the guidelines in EDGAR.

Total Request: The total requested amount is $291,661.00 and is adequate, cost-efficient, and reasonable to fund 65 program participants.

CRITERION: 2. The Secretary evaluates the reasonableness of the costs in relation to the objective and scope of the project {34CFR § 645.31 [f] [2]}:

Program Objective #1: Academic Improvement on Standardized Test: 80% of all UB participants, will have achieved at the proficient level during high school on state assessments in reading / language arts and math.

Program Objective #2: Program Retention: 85% of 9th, 10th, and 11th grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year.
Program Objective #3: Postsecondary Enrollment: 85% of all UB participants, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.

Program Objective #4: Postsecondary Persistence: 75% of all UB participants who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.

The proposed budget information below demonstrates just how reasonable costs are to carry out the program objectives.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Total Cost</th>
<th>Annual Cost per Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Personnel</td>
<td>$180,085</td>
<td>$2,770</td>
</tr>
<tr>
<td>Professional</td>
<td>$160,225</td>
<td>$2,465</td>
</tr>
<tr>
<td>Instructors</td>
<td>$10,340</td>
<td>$159</td>
</tr>
<tr>
<td>academic year</td>
<td>$1,760</td>
<td>$27</td>
</tr>
<tr>
<td>summer</td>
<td>$8,580</td>
<td>$132</td>
</tr>
<tr>
<td>Tutors</td>
<td>$3,024</td>
<td>$46</td>
</tr>
<tr>
<td>Residential staff</td>
<td>$6,496</td>
<td>$100</td>
</tr>
<tr>
<td>Stipends</td>
<td>$20,625</td>
<td>$317</td>
</tr>
<tr>
<td>Instructional. Materials</td>
<td>$2717</td>
<td>$41</td>
</tr>
<tr>
<td>Testing Materials</td>
<td>$1000</td>
<td>$15</td>
</tr>
<tr>
<td>Participant Travel</td>
<td>$5100</td>
<td>$78</td>
</tr>
<tr>
<td>Total Direct</td>
<td>$276,109</td>
<td>$4,247</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>$15,522</td>
<td>$238</td>
</tr>
<tr>
<td>Total</td>
<td>$291,661</td>
<td>$4,487</td>
</tr>
</tbody>
</table>

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Texas A&M University – Corpus Christi Upward Bound Budget FY 2007-2008

<table>
<thead>
<tr>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALARIES: Administrative</td>
</tr>
<tr>
<td>1. UB Director - 100% for 12 months</td>
</tr>
<tr>
<td>2. UB Counselor/Intervention Specialist - 100% for 12 months</td>
</tr>
<tr>
<td>50% for 12 months</td>
</tr>
<tr>
<td>3. UB Program Specialist - 100% for 12 months</td>
</tr>
<tr>
<td>FRINGE BENEFITS</td>
</tr>
<tr>
<td>Wages: Tutorial &amp; Instructional</td>
</tr>
<tr>
<td>1. Academic Year Instructors - 4 @ $11.00/hr x 4 hrs per week x 10 sessions</td>
</tr>
<tr>
<td>2. Academic Year Tutors - 3 @ $9.00/hr x 4 hrs per week x 28 sessions</td>
</tr>
<tr>
<td>3. Summer Academic Institute Instructors</td>
</tr>
<tr>
<td>Core Curriculum - 4 @ $11.00/hr x 4 hrs/day x 30 days</td>
</tr>
<tr>
<td>Elective Curriculum - 5 @ $11.00 x 2 hrs/day x 30 days</td>
</tr>
<tr>
<td>4. Tutors/Resident Advisors-SAI - 4 @ $7.00/hr x 8 hrs/day x 17 days</td>
</tr>
<tr>
<td>5. SAI Assistant Head Resident Coordinator - $8/hr x 8 hrs/day x 17 days</td>
</tr>
<tr>
<td>6. SAI Head Resident Coordinator - $10.00/hr x 8 hrs/day x 20 days</td>
</tr>
<tr>
<td>STAFF TRAVEL – Conference Training &amp; Mileage</td>
</tr>
<tr>
<td>OFFICE SUPPLIES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participants Housing – 65 students x 13.75 x 20 days</td>
</tr>
</tbody>
</table>
2. Participant Meals – Non-Residential Saturday - 65 x $5.00 x 10 days $3,250.00
   Non-Residential Summer – 65 x $5.00 x 15 days $4,875.00
   Residential Summer – 65 x $14.00 x 20 days $18,200.00
3. Participant Academic Year Stipends – 65 x $15.00 x 9 months $8,775.00
4. Participant Summer Stipends – 65 x $15.00 x 6 weeks $5,850.00
   Workstudy stipends – 10 x $600.00 x 1 semester $6,000.00
5. Participant Liability and Health Insurance $2,603.00
6. Award Banquets $1,611.00
7. Chaperones/Residential Staff – Room Summer Res. – 6 x $13.75 x 17 days $1,402.00
   Meals - Summer Residential – 6 x $14.00 x 17 days $1,428.00
   Meals – Non-Residential – 6 x $5.00 x 15 days $450.00
   Saturday Sessions – 6 x $5.00 x 10 days $300.00
8. Instructional Materials $2,717.00
9. Bridge Students - A. Tuition - 10 students @ $950.00 $9,500.00
   B. Books - 10 students x 2 books each $2,000.00
10. Participant Travel $5,100.00
    A. Trip to University of Texas - San Antonio
       Meals (2) $500.00
       Mileage $500.00
    B. UB Bowl $4,100.00

| TOTAL (before indirect costs) | $196,623 |
| TOTAL INDIRECT COST            | $15,730  |
| TOTAL OTHER COST              | $79,308  |
| BUDGET GRAND TOTAL            | $291,661 |