

**Middlesex Community College  
Upward Bound Program  
GEPA Statement**

The Middlesex Community College Upward Bound Program recruits, selects and enrolls eligible students without regard to race, gender, color, national origin, disability or age. To do so, MCC-UB distributes program information and conducts staff outreach to students through the Guidance Departments, English Language Learners Departments, Offices of Student Support Services, and other clubs and programs that serve populations facing these barriers at the target schools. Staff conduct presentations, provide program materials, and meet individually with students to encourage their enrollment. In addition, the staff works with teachers and staff from the target schools to ensure that the schools offer a supportive climate and barrier-free environment.

While the program has been very successful in recruiting a diverse population, it does face the challenge of recruiting more male students, which is also a national concern. Currently, the program is 52% female and 48% male. This reflects a pattern within the target school where male students are reluctant to become involved in programs such as these. In an effort to recruit more male students, the MCC-UB will work closely with the Athletic and Physical Education Departments, Guidance Department and the Student Support Office to arrange more one-on-one and small group meetings to encourage male students to enroll. Male MCC-UB students will participate in these meetings to emphasize how Upward Bound can help other male students and how it has helped former members of the program who have gone on to college. We will invite male MCC-UB alumni to also participate in these information programs. Flyers summarizing the benefits of the program and achievements of former students will be distributed and also mailed to families. After each meeting, the participants will receive a personal note from a MCC-

UB staff member encouraging them to participate. Staff will also attend special activities and functions that draw male students so that MCC-UB will have a visible presence and it will be possible to connect with students in informal settings. In addition, we will further raise the visibility of male MCC-UB participants through arranging for articles on their accomplishments in the student paper and local newspapers. Staff will attend a College Board Conference that will provide strategies for recruiting male students. Finally, we will work with community agencies to promote the program to those male students receiving services.

MCC-UB also honors fully the College's commitment to pluralism and non-discriminatory practices, as described in the *Middlesex Community College Statement on Diversity and Pluralism*. In the event that service slots become oversubscribed, a waiting list will be established and regularly monitored, with students admitted on a first-come, first-serve basis, according to the identification and selection plan outlined in the proposal and within the program's and College's guidelines to ensure non-discriminatory practices.

Equal access and treatment are a major element of all MCC-UB program activities. To ensure that this message will be clearly communicated, all staff will inform all involved collaborators in the support network that equal access and opportunity to receive services are central features of the program. Clear statements to this effect will be incorporated into all program materials. The Director will take responsibility for monitoring the participant identification and selection process to ensure nondiscriminatory and equal access to all individuals and groups, including traditionally underrepresented groups. With regard to the needs of physically disabled participants, the MCC-Lowell campus and the proposed school site selected for MCC-UB field locations are fully accessible.

The *Dean of the Middlesex Community Lowell Campus* and the *Dean of Students* review all programs periodically to ensure that these non-discriminatory standards are met, and investigate thoroughly all complaints and other indicators of non-compliance with these standards. If in any instance it is determined that equal access or treatment has been denied to any individual, a recommendation for timely corrective action will be made to the *Dean of Students*.

## PROJECT ABSTRACT

Middlesex Community College Upward Bound (MCC-UB) will provide 55 eligible low-income, first generation high school students who demonstrate potential for education beyond the secondary level with a comprehensive and coordinated program of academic instruction, support, and advising services that encourages them to complete high school and builds the skills and motivation they need to pursue and complete postsecondary education. Major program components are: case management and intensive tracking and advising; a for-credit Upward Bound course offered at LHS; grade-specific workshops that focus on academic skills, financial literacy and the college and financial aid application process; test preparation workshops; in- and after-school tutoring; parent/guardian workshops that include financial literacy and comprehensive information on the college and financial aid application process; and a six-week Summer Component that includes a one-week residential experience and a College Readiness Program for Upward Bound high school graduates who will be entering postsecondary education in the fall. The project also responds to Competitive Priority 2 – Enabling more Data-based Decision-making; and Priority 3 – Improving Productivity. Objectives are:

Objective 1: 75% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

Objective 2: 70% of UB seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.

Objective 3: 90% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Objective 4: 50% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

Objective 5: 80% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester)

Objective 6: 55% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.

**Middlesex Community College - Upward Bound  
Table of Contents**

**Application for Federal Assistance**

**Department of Education Supplemental Information for SF 424**

**Budget Information Form ED 524**

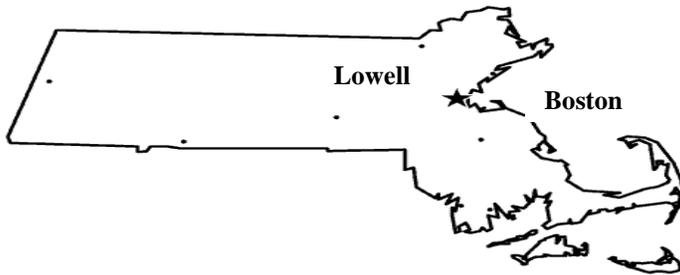
**Program Narrative**

<b>Introduction</b>	1
<b>(a) Need</b>	2
Income level of families in the target area	2
Education level of families in target area	4
Target high school dropout rate	5
College-going rates in the target high school	5
Student/counselor ratios in the target high school	6
Unaddressed academic, social, and economic conditions in target area	6
<b>(b) Objectives</b>	10
<b>(c) Plan of Operation</b>	17
Plan for informing faculty and staff, individuals and organizations	17
Plan for identifying, recruiting, and selecting eligible participants	18
Plan for assessing individual participant needs and monitoring academic progress	21
Plan for locating project within the applicant's organizational structure	21
Curriculum, Services and Activities	22
Timeline for accomplishing critical elements of the project	28
Plan for ensuring effective and efficient administration of the project	29
Plan for using resources and personnel to achieve project objectives	33
Plan to work cooperatively with parents, key administrators, teachers	37
Follow-up plan for tracking graduates of UB as they enter and continue in postsecondary education	37
<b>(d) Applicant and Community Support</b>	38
Commitment to supplementing the project with other resources	38
Resources secured through written commitments from partners	41
<b>(e) Quality of Personnel</b>	43
Qualifications required of the Project Director	43
Qualifications required of each of the other personnel	44
Plan to employ personnel who have succeeded in overcoming barriers	46
<b>(f) Budget</b>	47
<b>(g) Evaluation Plan</b>	52

## Narrative

### INTRODUCTION – TARGET AREA DESCRIPTION

The target area for the proposed Middlesex Community College (MCC) Upward Bound Project (UB) is Lowell, Massachusetts, the third largest urban city in Massachusetts comprised of 106,519 residents, located twenty-five miles northwest of the city of Boston, MA.



Lowell has been selected as the target area because of a **high number of immigrants, pervasive poverty, unemployment and general distress resulting in its being designated as a Renewal Community by the federal government.** In addition, Lowell has a high number of low-income families, many of whom are immigrants and do not speak English as their primary language. A high number of residents have not completed high school or college. A lack of services in the target school and in the community to support students to complete high school and enroll and persist in postsecondary education underscores the need for Upward Bound.

The Middlesex Community College Upward Bound program (MCC-UB) will **serve a total of 55** target area students enrolled at Lowell High School (LHS), the only comprehensive high school in the city. The proposed target school has a total enrollment of 3,169. A total of **60% of these students are designated as low income, and 64% of the students are minorities.** MCC-UB services are critical to increasing the percentage of low-income and potential first generation students who successfully enter and complete postsecondary education.

**(a) NEED for the PROJECT**

**(a) (1) (i) The income level of families in the target area is low:** As illustrated in Table 1, the percentage and number of families residing in the target area and meeting TRIO eligibility low-income guidelines (at or below 150% of poverty level based on a family of four) is 7,267 or **31%**, much greater than the state’s percentage of 18% and higher than the national percentage of 26%.

<b>Table 1: Comparison of Percentage/Number of Families in the Target Area Living at or Below 150% of Poverty Level to State and Country</b>			
Comparison Area	No. Families	No. Families at or Below 150% of Poverty Level (Based on Family of Four)	Percent of Families at or Below 150% of Poverty Level
<b>Target Area Lowell, MA</b>	<b>23,285</b>	<b>7,267</b>	<b>31%</b>
Massachusetts	1,574,530	290,297	18%
United States	75,082,471	19,194,174	26%

**Source:** US Census 2005-2009 American Community Survey; Poverty Guidelines published in January 20, 2011 Federal Register by US Department of Health and Human Services

Factors contributing to the high number of low-income families include an unemployment rate of 9.3% as compared to the state rate of 6.8% (Massachusetts Department of Employment and Training, October 2011) and an alarming 36.1% of low income families with only a female head of household. (2005-2009 US Census Fact Finder) Many low-income families in the target area are from ethnic minorities, including 20.2% Asian (primarily Southeast Asian) and 17.3% Hispanic. (2010 US Census Quick Facts) Most of these low-income families do not have the resources or educational experiences to provide the support their children require. Of special note is that the target area, on a percentage basis, has the second highest population of Cambodians in the United States, most of whom are from families who came to this country as a result of the Cambodian Diaspora (2010 US Census). Lowell is also experiencing an influx of immigrants from Burma and other war-torn countries.

Overall, a substantial number of the target area’s low-income families not only have limited economic resources, but also face communication barriers because of limited English proficiency. **A total of 43.9% of Lowell school children come from families whose primary language is not English**, nearly three times the state average of 16.3% (Massachusetts Department of Elementary and Secondary Education 2011 School Profile for Lowell). These conditions pose major challenges for students from low-income families in the target area seeking to complete high school and enter postsecondary education.

Further, **more than 60%, or 1,914 students attending the target school are classified as low-income/economically disadvantaged** and qualify for the free or reduced lunch program, as demonstrated by Table 2.

<b>Table 2: Number and Percentages of Low-Income Students in Target School Eligible for Free or Reduced Lunch</b>			
<b>School</b>	<b>Total Enrollment</b>	<b>Number of Low Income Students</b>	<b>Percent of Low Income Students</b>
Lowell High School ( <u>only public comprehensive high school in target area</u> )	3169	1914	60%
<b>State Percentage of Low-Income School Children</b>			<b>34%</b>
<b>Source:</b> Lowell Public School Enrollment Reports, 2010-2011 Massachusetts Department of Education School Profiles, 2010-2011			

The percentage of students eligible for free or reduced lunch (**60%**) is **26 points higher than the state average of 34%**. **The very high number (7,267) and percentage (31%) of families at or below 150% of poverty and the high percentage of students eligible for free or reduced lunch indicates a large pool of students who face significant barriers to achieving academic success.** It is from this large pool that MCC-UB will identify, recruit and serve 55 students annually.

**(a) (1) (ii) The education attainment level of adults in the target area is low**

As Table 3 shows, **77.5% of target area residents 25 years and older have education completion levels below the baccalaureate level.** This significantly high number is **5 points higher than the national percentage and a shocking 15.3 percentage points higher than the state.**

<b>Table 3: Number and Percent of Individuals 25 Years and Older with Education Completion Levels Below a Baccalaureate Level</b>			
<b>Comparison Areas</b>	<b>Number of Individuals 25 Years and Older</b>	<b>Number Below Bachelor's Degree</b>	<b>Percentage Below Bachelor's Degree</b>
<b>Target Area: Lowell, MA</b>	<b>66,196</b>	<b>51,299</b>	<b>77.5%</b>
United States	197,440,772	143,075,595	72.5%
Massachusetts	4,416,135	2,747,862	62.2%
<b>Source:</b> Source: USA Quick Facts published by US Census, last updated on August 16, 2010; <a href="http://quickfacts.census.gov/qfd/states/00000.html">http://quickfacts.census.gov/qfd/states/00000.html</a>			

Table 4 shows that 22.1% of Lowell residents have not completed high school, 10.5 percentage points higher than the state average and 6.7 percentage points higher than the national average.

<b>Table 4: Number and Percent of Individuals 25 Years and Older Not Receiving a High School Diploma</b>			
<b>Comparison Areas</b>	<b>Number of Individuals 25 Years and Older</b>	<b>Number with No High School Diploma</b>	<b>Percentage with No High School Diploma</b>
<b>Target Area: Lowell, MA</b>	<b>66,196</b>	<b>14,628</b>	<b>22.1%</b>
Massachusetts	4,416,135	514,382	11.6%
United States	197,440,772	30,445,177	15.4%
<b>Source:</b> Source: USA Quick Facts published by US Census, last updated on August 16, 2010; <a href="http://quickfacts.census.gov/qfd/states/00000.html">http://quickfacts.census.gov/qfd/states/00000.html</a>			

The above **detailed analysis of educational attainment of individuals within the target area who have not completed high school further emphasizes the compelling need** for the services provided by Upward Bound.

**(a) (1) (iii) Target high school dropout rates are high**

Annually 7% of all Lowell High School (LHS) students do not persist. The 2009-2010 Massachusetts dropout rate was 2.9%, as reported in the 2009-2010 MA Department of Elementary and Secondary School Dropout Report. The LHS rate in grades 9-11 is more than double that of the state, and for Grade 12 triple that of the state. LHS is one of 50 schools in the state with the highest dropout rates. A **critical factor** emerging from this analysis is a **very high decline in enrollment at each grade level**.

<b>Table 5: Number and Percent of Students Dropping Out</b>			
<b>Grade</b>	<b>Number Enrolled October 2010</b>	<b>Number Dropping Out</b>	<b>Percent Dropping Out</b>
9	1005	68	7%
10	848	64	8%
11	799	49	6%
12	786	73	9%
<b>Total</b>	<b>3438</b>	<b>254</b>	<b>7%</b>
<b>Source:</b> LPS X2 Aspen Student Information System Database.			

Clearly, **an unacceptably high number of students in grades 9-12** are leaving school, indicating the need for MCC-UB services.

**(a) (1) (iv) College-going rates in the target high schools are low**

Table 6 illustrates that **only 58%** of the graduates of the target high school enrolled in postsecondary education programs, as compared to the state rate of 75% and the national rate of 68%.

<b>Table 6 - Target High School Postsecondary Enrollment Rates for 2010</b>				
<b>Target High School</b>	<b>Year</b>	<b>Number of Graduating Seniors</b>	<b>Number of Postsecondary Enrollments</b>	<b>Percent of Post-secondary Enrollments</b>
<b>Lowell High School</b>	<b>2010</b>	<b>662</b>	<b>387</b>	<b>58%</b>
Massachusetts	2010	64,462	48,144	75%
National	2010	3.29 million	2.2 million	68%
<b>Source:</b> Target School Records, October 2010; Bureau of Labor Statistics; <i>College Enrollment and Work Activity of 2010 High School Graduates</i> , April 8, 2011, National Student Clearinghouse; MA Department of Elementary and Sec. Ed Report - 2010				

The percentage of LHS students enrolling in postsecondary education is **17 percentage points lower than the state average and 10 percentage points lower than the national average**. This, combined with **the failure of 42% of students in the target area to enroll in postsecondary education, clearly indicates that many students require more intensive services**, such as those provided by MCC-UB.

**(a) (1) (v) Student/counselor ratios in the target high schools are high**

In the target school, the student to counselor ratio in Grade 9 is 250:1 and in Grades 10-12, 302:1, **both very high as** compared to the American Counseling Association's recommended ideal ratio of 100:1. (Lowell Public School Staff Reports; American School Counselor Association, 2010) It is clear that guidance personnel must deal with caseloads that make it difficult for them to adequately address the college preparation and planning needs of all students. In a school environment where guidance counselors are so overwhelmed with the myriad problems caused by poverty, low levels of family educational attainment, teenage violence, and other pressures faced by inner-city youth, there is very limited chance or opportunity for most students to receive the kind of aggressive and ongoing outreach that is necessary to support school persistence, reduce the cohort dropout rate, enhance college-going aspirations and postsecondary enrollment.

**(a) (1) (vi) Unaddressed academic, social and economic conditions in the target area pose serious problems for low-income, potentially first generation college students**

The following additional **unaddressed academic factors** exist in the target school:

**(1) Target area students perform poorly and have a high failure rate on the Massachusetts Comprehensive Assessment System (MCAS) exams in Math, Language Arts, and Science and Technology, which students must pass in order to receive a diploma and graduate.** Only 53% are performing at the proficient level in English language arts and math. (MA Department

of Elementary and Secondary Education 2011 School and District Profiles) Table 7 shows the results of the spring 2011 MCAS Tests and **that the failure and needs improvement rates of LHS students are above that of the state in all exams**, demonstrating the need for services.

**Table 7: Results of Spring 2011 Massachusetts Comprehensive Assessment (MCAS) Grade 10 Exams at Target Lowell High School Compared to State Performance**

Grade and Subject	Advanced/Percentage		Proficient Percentage		Needs Improvement Percentage		Warning/ Failing Percentage	
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE
Grade 10 English Language Arts	17%	33%	58%	51%	21%	13%	4%	3%
Grade 10 Mathematics	41%	48%	25%	29%	24%	16%	11%	7%
Grade 10 Science	10%	20%	35%	47%	44%	27%	11%	7%

**Source:** Mass. Department of Elementary and Secondary Education School Profiles, 2011

Further, a high percentage of students do not meet Adequate Yearly Progress (AYP) benchmarks as established by the Massachusetts Department of Elementary and Secondary Education. AYP is a measure of the extent to which a student group demonstrates proficiency in English language arts and mathematics. On the spring 2011 MCAS, **none of the LHS subgroups** (low-income, limited English proficient, ethnic minorities, special education) **met AYP requirements in mathematics and language arts.**

**(2) Very low numbers of LHS students graduate with having met state standards for a rigorous secondary school program of study:** LHS offers a rigorous secondary school program of study in compliance with the standard established by the Massachusetts Department of Elementary and Secondary Education -- the Massachusetts High School Program of Study (Mass-Core). This requires English (4), Math (4), Lab-based Science (3), Foreign Language (2), Arts (1), and Additional Core Courses (5). Alarming, the percent of students graduating having met

these standards is exceedingly low, as demonstrated by the following chart. **In 2011, only 14% of graduates met the standards, 56 percentage points below the state level.**

<b>Table 8: Percent of Lowell High School Graduates Meeting Massachusetts Standards for a Rigorous Secondary School Program of Study</b>				
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Lowell High School	34%	20%	46%	14%
State	77%	73%	70%	70%
<b>Source:</b> Massachusetts Department of Elementary and Secondary Education 2011 District Analysis and Review Tool Report				

Over a four-year period, **the percentage of LHS students graduating having met state standards for completion of a rigorous program of study is 29% as compared to the average state rate of 73%, 44 percentage points below the state level.** This startling data emphasizes the need for a UB program that ensures students enroll in courses that fulfill state requirements for a rigorous secondary school program of study that that will prepare them for college.

**(3) Low participation by low-income or first generation students in honors, high honors and advanced placement courses:** LHS offers advanced placement, high honors, and honors courses. **However, only a very low percentage (29%) of low-income, first generation, and/or minority students enroll in these courses to prepare for college,** as indicated by Table 9

<b>Table 9: Number and Percent of Grade 11 and 12 Students Enrolled in Honors, High Honors, and Advanced Placement Courses</b>		
<b>Number of Grade 11 &amp; 12 Students Enrolled at LHS</b>	<b>Number and percent Grade 11 &amp; 12 students taking honors, high honors, and advanced placement courses</b>	<b>Number and percent of all <u>low-income</u> Grade 11 &amp; 12 students taking honors, high honors, and advanced placement courses</b>
<b>1553</b>	<b>1105 - 71%</b>	<b>448—29%</b>
<b>Source:</b> Lowell High School’s Database: School Information Systems (SIS) X2 Aspen		

**The appalling low number and percentage of low-income students enrolled in courses that can provide the preparation required to succeed in college dramatically underscores the need for services that will support these students in becoming “college ready.”**

**(4) Low GPA attainment:** According to 2010-2011 LHS student records, the percentage of students achieving a GPA of 2.5 or higher annually for each grade is: 9 – 48%; 10 – 52%; 11- 56%; and 12- 56%. The school average is 53%, showing that **nearly half of the students are not earning a GPA demonstrating readiness for college** and could benefit from MCC-UB services to strengthen academic attainment. (Lowell High School’s Database: School Information Systems (SIS) X2 Aspen)

**(5) Low Cohort Graduation Rates:** LHS students are graduating at far lower rates than students statewide and in surrounding school districts. Only 69% of LHS students graduate within four years, as compared to more than 90% of students in the contiguous districts of Chelmsford and Tyngsborough. **This is a significant difference of 21 percentage points.** Further, the LHS percentage is also much lower than the state average of 82%, another indication of the need for intensive services. (**Source:** Lowell Public School Graduation Report 2010; Massachusetts Department of Elementary and Secondary Education Graduation Report, 2010)

**(6) Poor attendance, as well as high suspension and truancy rates:** As demonstrated in Table 10, **LHS absence, suspension and truancy rates are well above the state averages**, a clear indication of the need to engage, motivate, and case manage students.

<b>Table 10: Attendance Indicators of Target School compared to the State of Massachusetts</b>			
	<b>Average No. of Days Absent</b>	<b>Suspension Rate</b>	<b>Truancy Rate</b>
<b>LHS</b>	14.7	26	10.4
<b>State</b>	9.3	13.7	2.2
<b>Source:</b> Lowell Public School Indicators Report, 2009-2010; Massachusetts Department of Elementary and Secondary Education School Profiles, 2010-2011			

**Unaddressed social and economic problems:** In addition to the many unaddressed academic problems, the target area faces a plethora of socio-economic problems. Low levels of parental involvement; increase in gangs, crime and negative behaviors; and high unemployment emphas-

ize the importance of the **MCC-UB** mission to provide an intensive and integrated continuum of focused educational outreach and intervention services.

The preceding data strongly supports the need for UB at LHS: 31% of families are at or below the 150% poverty level; 60% of students at target high school qualify for free or reduced lunch; 77.5% of target area population have education completion levels below the baccalaureate degree; target high school dropout rate is double that of the state; only 58% of students enroll in college; student to counselor ratio is very high; students perform below state average on state proficiency exams; the four-year average of students graduating with having met state standards for a rigorous secondary school program of study was a very low 29%: only 53% achieve an annual GPA of 2.5 or higher; cohort graduation rates are far lower than the state average; absence, suspension and truancy rates are much higher than the state rates; and students face significant challenges caused by their socio-economic environment.

#### **(b) OBJECTIVES**

**Quality of the applicant's objectives and proposed targets (percentages) in the following areas on the basis of the extent to which they are both ambitious, as related to the need data provided under paragraph (a) of this section, and attainable, given the project's plan of operation, budget and other resources**

The required process and outcome objectives are clearly described in the following charts.

MCC-UB will provide 55 eligible low-income, first generation high school students with potential for education at the postsecondary level with a coordinated program of services that encourage school completion and build the skills and motivation they need to pursue and complete a program of postsecondary education that is appropriate to them. **Given the target area needs, our available resources, activities in our Plan of Operation, and the budget we have requested, our objectives are both ambitious and attainable** within the budget period.

**(b) (1) (i) Objective One: Academic Performance (GPA)**

**Objective:** 75% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

**Ambitious:** The objective is **22 percentage points higher** than the 53% of all LHS students achieving a cumulative GPA of 2.5 or higher and is also higher than each of the grade levels: 9 – 48%; 10 – 52%; 11-56%; and 12- 56%, thus **making it ambitious**, particularly given the low level of academic achievement and social challenges faced by the target students.

**Attainable:** This objective will be attainable through implementing the Plan of Operation incorporating comprehensive services and activities adequately supported by the budget. Staff will provide services and intensive tracking that closely monitor student programs and provide appropriate interventions as needed. Services to students will include: case management for all students that will enable identifying those falling below a 2.5 GPA on a quarterly basis and result in staff consulting with LHS faculty and facilitating access to tutoring or other student services, such as counseling; required for-credit UB Course for Grades 9-12 (50 minutes, five times a week for 20 weeks) that incorporates math, reading, science, writing, study skills, critical thinking, foreign language, financial literacy, college access information and grade-specific six-hour workshops ( Grade 9, School Transition; Grade 10, Accountability and Accomplishment; Grade 11, Making the Grade; and Grade 12 College and Financial Aid Application); in-class/after-school tutorials; and six-week summer academic program. MCC-UB is confident that these planned services and activities will result in the attainment of 75% of students achieving a cumulative GPA of 2.5 or better.

**(b) (1) (ii) Objective Two: Academic Performance: Standardized Test Scores**

**Objective:** 70% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.

**Ambitious:** This objective is **ambitious**, given that it is **17 percentage points higher** than the target school's current benchmark of 53% of students performing at the proficiency level or higher on the state Massachusetts Comprehensive Assessment System (MCAS) exams in English language arts and mathematics. Also making it ambitious is that for four consecutive years, the target school subgroups, including low-income and potential first generation to college students, have not met Massachusetts DOE Annual Yearly Progress goals related to proficiency in both English language arts and mathematics, based upon MCAS performance.

**Attainable:** This objective will be attainable through implementing the Plan of Operation incorporating comprehensive activities supported by the budget. Staff will provide services and closely monitor student progress. Staff will evaluate students' Grade 8 MCAS results to incorporate remediation plans in Individualized Academic Plans (IAP). Remediation will include individual and small group tutoring and instruction. Other services include: six Grade 9 MCAS Test Prep workshops; twelve Grade 10 MCAS Test prep workshops (MCAS administered in Grade 10); evaluation of Grade 10 MCAS results to identify weaknesses and update student IAP with students not reaching proficiency receiving additional tutoring; required enrollment in for-credit Grade 9-12 UB course at LHS that includes instruction and tutoring in reading, writing, math, science and foreign language; and collaborations with LHS teachers to identify and address student academic needs. These services and activities will result in 70% of students achieving proficiency on the state assessments.

**(b) (1) (iii) Objective Three: Secondary School Retention and Graduation**

**Objective:** 90% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

**Ambitious:** The target high school's cohort graduation rate is only 69%. The **objective is set 21 percentage points above this rate and is also ambitious** because of the following factors: Nearly one-fifth (20.4 %) of 9th graders repeat 9<sup>th</sup> grade. A total of 44% of all LHS ninth graders fail one or more courses, including 38% who fail two- seven courses. (LPS X2 Student Information System Database). LHS has an overall annual dropout rate of 7%, double the state average. LHS's absence, suspension and truancy rates are well above the state average. This data shows high numbers of students who lack the academic skills and motivation required to complete courses successfully, continue to the next grade level and graduate.

**Attainable:** This objective will be attainable through implementing a Plan of Operation incorporating comprehensive services adequately supported by the budget. Services will include: case management involving monitoring, interventions, and ongoing communication with parent/guardians, teachers and guidance staff; weekly review of students' attendance; implementing an IAP for each student that is modified as necessary; academic advising and course selection; quarterly review of report cards; guidance and assistance in secondary school reentry and alternative high school diploma programs; for-credit Grade 9-12 UB course that builds academic skills; study and test-taking skills workshops; tutoring; parent workshops; and outreach to former participants to facilitate their access to services that will support retention and academic achievement. MCC-UB is confident that these planned services and activities will result in the attainment of the 90% graduation and retention objective.

**(b) (1) (iv) Objective Four: Completion of Rigorous Secondary School Program of Study**

**Objective:** 50% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

**Ambitious:** The LHS rigorous secondary school program of study meets the Massachusetts state requirements for a rigorous program. The four-year average percentage of LHS students graduating having completed this rigorous program is only 29%. **This objective is set 21 percentage points above the four-year average, making it ambitious.**

**Attainable:** This objective will be attainable by implementing the Plan of Operation incorporating comprehensive services adequately supported by the budget. Staff will closely monitor student progress and provide appropriate interventions. Services will include: assistance with course selection to ensure students enroll in courses comprising the rigorous program of study, and, based on criteria, at the highest level that courses are offered, which may include a combination of honors, high honors, advanced placement and dual enrollment; for-credit Grade 9-12 UB course that offers support so students may successfully complete a rigorous program; parent/guardian workshops on the importance of completing a rigorous program and taking courses at the honors and above level and methods to advocate for their children's enrollment in such courses; quarterly review of report cards and placement in tutoring, if required; and reaching out to former UB students to encourage their re-entry into UB or participation in Talent Search, and/or to connect them to other support services. MCC-UB is confident that these planned services and activities will result in 50% of UB students graduating having completed a rigorous program of study.

**(b) (1) (v) Objective Five: Postsecondary Enrollment**

**Objective:** 80% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester)

**Ambitious:** This objective is ambitious because it is set **22 percentage points higher** than the LHS rate of 58%. Other factors making this ambitious are: high percentage (60%) of low-income student students who come from families who are unfamiliar with the college admission/enrollment process; and the very high student to guidance counselor ratio making it impossible for students to receive individual assistance.

**Attainable:** This is attainable through implementing the Plan of Operation offering comprehensive services, including: dual enrollment that permits students to acclimate to college and earn high school and college credits; weekly individual and group assistance with all aspects of the college and financial aid application and acceptance process; TOEFL, PSAT, and SAT Test workshops; Accuplacer pre- and post-exams to ensure students are on track to take college-level courses; career exploration seminar; college search seminar that includes essay writing preparation; minimum of four annual college field trips; workshops for parents and guardians to ensure strong understanding of the application and financial aid processes; assistance to families with responding to acceptance and financial aid award letters; and post-graduation follow-up with those who have not yet applied/enrolled in college. MCC-UB is confident that these planned services will result in 80% of participants enrolling in college.

**(b) (1) (vi) Objective Six: Postsecondary Completion**

**Objective:** 55% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.

**Ambitious:** A total of 88% of LHS graduates enrolling in postsecondary education attend Massachusetts public colleges or universities, which have a six-year graduation rate of 27% for low-income students. This **objective is set 28 percentage points higher than this rate, making it ambitious.** (MA Department of Higher Education: Final Report on the Working Group on Graduation and Student Success Rates, June 2011; MA DOE 2009-10 Graduates Attending Institutions of Higher Education; National Center for Educational Statistics: Placing Graduation Rates in Context (2006))

**Attainable:** This objective is attainable through implementing the Plan of Operation that is supported by the budget and offers comprehensive services. Students will be prepared for postsecondary success through participating in several activities, including: the College Freshman and Intensive College Writing Seminars; Dual Enrollment Programs; college transition workshops for seniors and families that focus on strategies for a successful college transition, and how to advocate for and obtain support services; and the UB Summer College Readiness Program. Staff will guide students to enroll in colleges with high graduation rates, strong retention and support services, and summer skill-building programs. Staff will maintain student connections to ensure they access academic support services and full federal and institutional financial aid, including completion of the FAFSA annually. These services will result in 55% participants obtaining an associate's or bachelor's degree within six years.

**(c) PLAN of OPERATION**

**(c) (1) Plan to inform the faculty and staff at the applicant institution or agency and interested individuals and organizations throughout the target area of the goals and objectives of the project**

MCC-UB has fostered solid working relationships with the target area school district, the target school, and numerous public/private human service providers and community organizations in the target area. Experience has shown that we derive an extraordinary level of publicity, support, and referrals from the *Middlesex Community College/Lowell Public Schools K-12 Partnership*, a service collaborative consisting of MCC programs working jointly with LPS, including Latino Connections, MCAS Pathways, Out of School Youth (OSY), and the GEAR UP program. The network of community organizations and agencies helping us to publicize the program and obtain student referrals includes the Lowell Citywide Parent Council, Departments of Youth and Social Services, Lowell District Court – Juvenile Probation; Career Center of Lowell; Cambodian Mutual Assistance Association; United Teen Equality Center; Boys and Girls Clubs, and Big Brother/Big Sister. All of the above groups will receive program information for involvement in publicizing UB services, requirements for participation, and student referral as shown in Table 11.

<b>Table 11 - Activities to inform Residents, Schools and Community</b>			
<b>Activity</b>	<b>Timeline</b>	<b>Target Population</b>	<b>Responsible Staff</b>
Information via e-mail, voice-mail, and program, school, College, and agency Web pages, Social Media	Ongoing	Students, parents, teachers, community agency staff	Director
Presentations for school and College and agency faculty and staff at open houses and events	August-June	College, school, and agency staff	Director UB staff
Meetings with school system and building administrators and guidance department heads/staff	August-June Ongoing	Principals, headmasters, guidance counselors	Director

<b>Activity</b>	<b>Timeline</b>	<b>Target Population</b>	<b>Responsible Staff</b>
Articles about program in student, school, College, and agency newsletters and publications	August-June	Faculty, teachers, administrators, students, parents, agency staff	Director UB Staff
PSAs on local radio and school and cable TV	Ongoing	Faculty, teachers, administrators, students, parents, agency staff, community residents	Director
In-school distribution of flyers and brochures	Ongoing	Students, teachers, parents	UB staff
Direct mail to invite students and parents to events	Ongoing	Students, parents, school, College, and agency staff	UB staff
Participation in school, College, and community events	Ongoing	Students, parents, teachers, faculty, staff, agency staff, community residents	Director and UB staff

The expansive network of collaborators that has been developed and cultivated with great care and attention will provide MCC-UB a high level of public awareness about the activities and services available to UB-eligible students. These strong linkages provide MCC-UB with frequent access to key populations, staff, and venues that support visibility, publicity and recruitment for the program.

**(c) (2) The plan for identifying, recruiting, and selecting participants**

MCC-UB will serve 55 eligible participants each academic year. A minimum of two-thirds of the total will be low-income and potential first-generation college students. Up to one-third of the total will be either low-income, potential first generation college students or individuals who have a high risk of academic failure, according to federally established criteria. Additionally, MCC-UB will select eligible students who have completed the 8<sup>th</sup> grade and at the time of selection were at least 13 years old but not older than 19. The following steps will be taken to identify and select students:

**1. Plan to Identify and Recruit participants:** The identification of potential program participants will be carried out by the MCC-UB Director, Assistant Director and the MCC-UB staff and accomplished through referrals from collaborating school and community agencies and self-referrals by students who have learned about the program through the extensive publicity efforts or from current UB students. Staff and community, school and college collaborators distribute program information and program applications to potentially eligible students. All activities noted in Table 11 (above) are pursued. Every effort will be taken to ensure all recruitment materials are free of bias and are culturally sensitive.

**2. Review of Application and Eligibility Documentation Materials:** In addition to submitting the *UB Application for Services*, all students provide the following as determined by their eligibility category: evidence of low income; declaration of first generation status; evidence of U.S. citizenship/national status; student age documentation; enrollment (or re-enrollment) at the target school and documentation of completion of the 8<sup>th</sup> grade; and release to obtain academic records. The application process includes evidence of academic need and/or academic risk, pre-screening referral by Lowell Public School guidance personnel, and demonstration of the following academic progress and/or college readiness indicators: evidence of demonstrating potential for education at the postsecondary level and motivation to enter and complete college; written recommendations from teachers, guidance counselors and agency staff; attendance and cumulative file evidence of academic progress; and a successful intake interview of student and parent/guardian indicative of a high level of interest and commitment to full participation in MCC-UB activities. MCC-UB staff review and evaluate the application, referrals and other documents required to establish eligibility.

**3. Plan to Select Project Participants:** Upon verification of eligibility and determination of academic need by the UB Director and Assistant Director, a **selection committee** comprised of the UB Director, Assistant Director, Academic Support Services Facilitator, and a LHS educator and/or guidance counselor will select participants. After being selected, the student meets with the Assistant Director and the Academic Support Services Facilitator. The student signs a contract that states the student's obligations and includes permission for UB staff to contact school staff regarding academic progress. Once the contract is signed by both the student and parent/guardian, the student is enrolled in the program. A waiting list will be established with students selected as space becomes available on a first-come, first-serve basis, without regard to race, color, national origin, gender or disability.

***General Education Provisions Act (GEPA) Plan:*** Throughout the recruitment, identification and selection process, MCC-UB will ensure equity of access and participation. MCC-UB will select and enroll eligible students without regard to race, gender, color, national origin, disability or age. MCC-UB distributes program information and conducts staff outreach to students through the Guidance Departments, English Language Learners Department, Offices of Student Support Services, other clubs and programs, and community organizations that serve populations facing these barriers. A waiting list is established and regularly monitored, with students admitted on a first-come, first-serve basis, according to the identification and selection plan outlined above, and within the program's and College's guidelines to ensure non-discriminatory practices. Staff conduct presentations, provide program materials, and meet individually with students to encourage their enrollment (**Note:** Additional information provided in GEPA Attachment.)

**(c) (3) Plan for assessing individual participant needs and for monitoring the academic progress of participants while they are in Upward Bound**

Participants will have a comprehensive intake assessment by the UB Assistant Director and the program’s educational staff. At this time, specific academic and social needs that inhibit the student’s overall development will be identified, and an Individualized Academic Plan (IAP) will be developed. **The IAP will include a specialized program of comprehensive services that builds academic strength and motivation to succeed in high school and enroll and persist in college.** The following table illustrates the information that will be used to assess needs, develop the IAP and monitor the student’s academic progress.

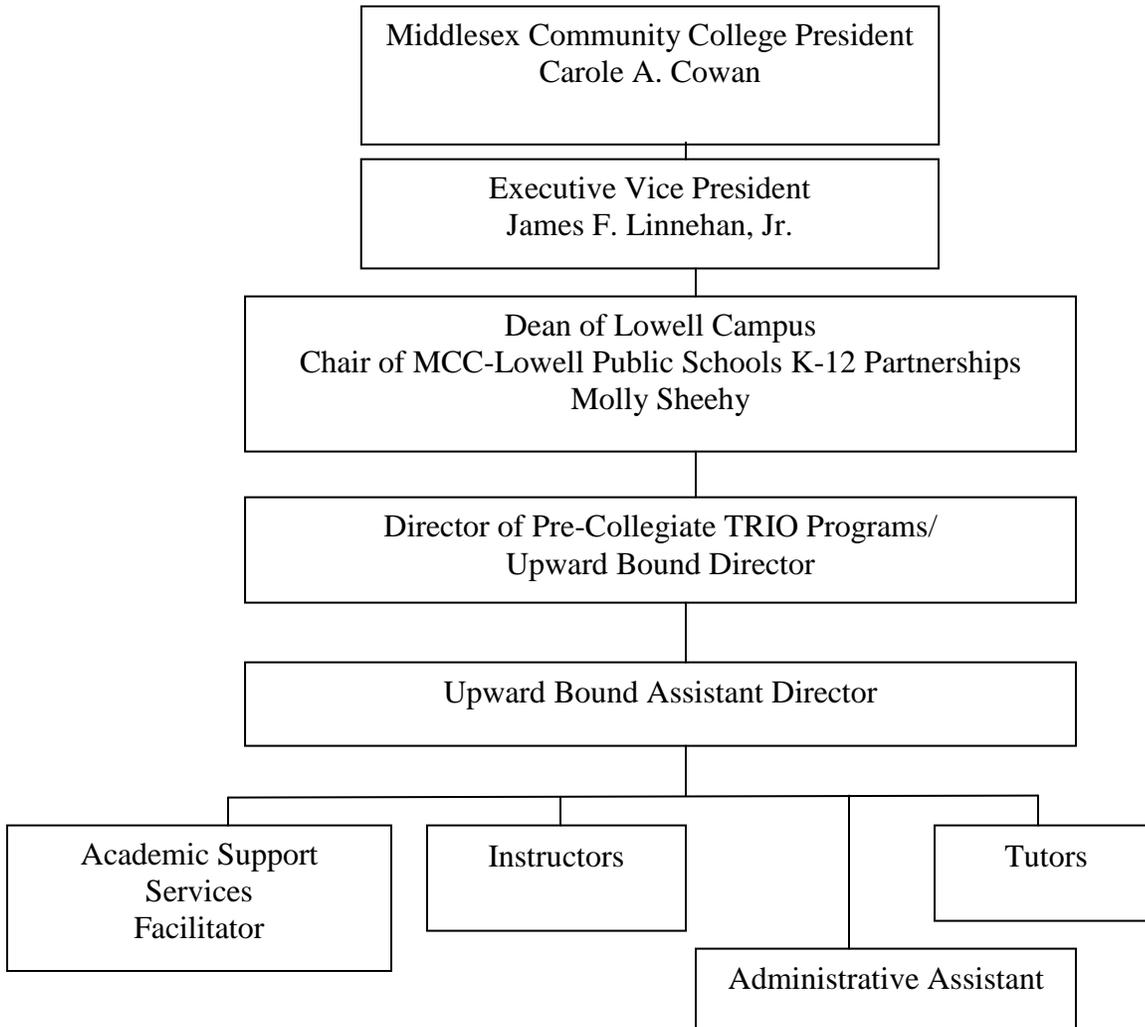
<b>Table 12- Assessment and Monitoring of Participant’s Needs</b>
▪ School transcripts/report cards; teacher evaluations; quarterly progress reports
▪ Results of standardized tests, including: MCAS, PSAT, SAT, MEPA and TOEFL
▪ Evaluations/recommendations by referring agency, school, College personnel
▪ School-based education plans, including IEPs for special education
▪ School Attendance Records
▪ Career interest inventory information
▪ Service needs as identified by participants and parents on <i>Application for Services and during the screening interview.</i>

Development and **quarterly review of the Individualized Academic Plan (IAP) with each participant will identify new services to be received and monitor the impact of services** to ensure academic progress for participants. Review of IAPs will take place during the months of: November, February, April and June.

**(c) (4) Plan for locating the project within the applicant’s organizational structure**

**MCC-UB** is under the MCC Division of Administrative Affairs. The Director reports to the *Dean of the Lowell Campus*, who chairs the MCC/Lowell K-12 Public School Partnership and reports to the *Executive Vice President*, who reports directly to the *President* of the College, who, in turn, reports to the Board of Trustees. An organization chart appears on the following page.

### UPWARD BOUND ORGANIZATIONAL CHART



**(c) (5) Curriculum, Services and Activities that are planned for participants in both the academic year and summer components**

MCC-UB will offer comprehensive Academic Year and Summer Programs that include **all required services** and the **following permissible services**: cultural events and academic programs, mentoring, and services for individuals with disabilities. Among the factors contributing to the success of these services and activities will be MCC-UB’s focus on “Enabling More Data-Based Decision Making (Competitive Priority 2) and “Improving Productivity” (Competitive Priority 3), both of which are described in detail in the Competitive Preference Priorities Narrative.

**Academic Year Program (September – June)** Following is a summary of academic year programming that operates at LHS and MCC. It will include: (1) case management; (2) a school-based, for-credit UB course that is offered each five-month semester; (3) after-school tutoring program at LHS and MCC; (4) advising (individual, small group, academic, and personal); (5) college application/enrollment assistance; (6) parent/guardian academic and financial literacy workshops; and (7) Saturday and evening workshops.

***1. Case Management:*** All UB students are provided extensive case management that includes: quarterly review of the IAP; advising for course selections that includes strongly encouraging students to enroll in a rigorous program of study; referrals to dropout prevention, GED, and Adult Ed programs when appropriate; and referrals to community service and extracurricular activities.

***2. School-based for-credit Upward Bound course:*** UB students will be required to be enrolled in the UB course. Integrated into the student’s high school schedule, this course offers five hours of instruction a week for 20 weeks for a total of 90 hours each semester. Students will receive a non-weighted numerical grade on their LHS transcript and 2.5 high school credits per each semester course. To ensure that the MCC-UB program supports the implementation of internationally benchmarked, college-and career-ready academic standards, the UB course curriculum aligns with the MA Curriculum Frameworks, LHS curriculum, the National Education Standards, and the MA College and Career Readiness Initiative, which has been developed to identify “what is college ready” and the types and characteristics of courses that prepare students for success. Results of this research indicated a need for “strengthening curriculum and instruction in low income, high minority schools.” The course provides rigorous high school and college-level work, particularly in English language arts, science, tech-

nology, and math, with an emphasis on hands-on activities and group projects. The curriculum aligns with LHS curriculum so that students have the opportunity to apply skills learned in LHS academic courses. The course offers a different focus for each grade level; emphasizes critical thinking, reading and writing; and includes tutoring and a monthly book club. It is taught by the UB Assistant Director, Academic Support Services Facilitator, and UB math and English instructors.

The UB course will also include workshops focusing on **test preparation (MCAS, TOEFL, PSAT, SAT, and CPT), academic success, career and college planning, and financial literacy**. These workshops are tailored to each grade level and focus on grade-specific topics that incorporate instruction, service, and activity segments as described in Table 13. Financial literacy for both students and parents that emphasizes early planning, saving and budgeting for college will be presented.

<b>Table 13 - Academic, Career and College Planning and Financial Literacy Workshops</b>	
Gr. 9	<b>Transition:</b> Study Skills; Time Management & Organization; Understanding Expectations for High School Success; Learning Styles Inventory; Understanding Basic College Terms and Self- Advocacy; College/Career Exploration; Banking. MCC-UB high school students will share their experiences in succeeding to overcome barriers.
Gr. 10	<b>Accounting and Accomplishment:</b> Academic Survival Skills; Test Taking and Stress Management; Academic Planning; Distinguishing Yourself: What Makes You Unique; Becoming a Life-long Learner; Self Advocacy Role Playing Activities; The Value of Education; Borrowing Basics – Introduction to Credit.
Gr. 11	<b>Making the Grade:</b> Building Study Skills; Preparing for Standardized Tests; Academic Planning; Developing Leadership Skills – Mentoring Freshmen; Challenging Yourself: Taking AP and Dual Enrollment courses; Job Shadowing – Placement in a one day work site visit; Importance of Saving.
Gr. 12	<b>College Application Seminar:</b> Finalizing the College List; Completing Applications; Letters of Recommendation and Other Documents; Preparing for Interviews; Budgeting and Planning for College; Completing Financial Aid (FAFSA and CSS Profile) and Scholarship Applications; Reviewing and Comparing Financial Aid Awards.

**3. After-school tutoring program:** MCC-UB will offer tutoring, available to all participants, in English, math, science and foreign language four days a week from 2:30 – 4:00 p.m. during the

academic year in the UB classroom at LHS. **Students will be required to participate, if their grades, test scores, or teacher referrals warrant remedial assistance.** The English instructor and two tutors will work with students.

**4. Advising (Individual, Small Group, Academic, and Personal):** Students will be provided with academic and personal advising throughout the school year. Each participant will meet quarterly with the UB Assistant Director and educational staff to review course selection, report cards, transcripts, teacher progress reports, GPA and attendance. Class rank and unofficial transcripts will be given to students to foster their monitoring of their academic performance. UB staff will strongly encourage all UB participants to enroll in courses that comprise the state-approved rigorous program of study and will also advocate for students' placement in honors, high honors, and advanced placement course levels, as well as dual enrollment courses offered at MCC or UMass Lowell. They will also assist parents to advocate for their students. UB staff will collaborate with LHS staff to advise students in the best way.

**5. College Application/Enrollment Assistance:** Academic advising will be a critical component to students' college planning and access to higher education. Admissions standards will be reviewed regularly, and students will be encouraged to enroll in honors, high honors and advanced placement (AP) level curriculum, as well as the MCC and UMass Lowell Dual Enrollment programs. College research, applications, and SAT test registration will be available online in the UB classroom. This includes access to the Massachusetts "YourPlanforCollege" portal, a comprehensive resource for researching and applying to college. Monthly visits from college representatives will be made available to every student. Postsecondary education and training information workshops will be offered during and after school. All UB seniors will receive individual, weekly career and college planning services, which will include direct assistance with the appli-

cation and financial aid processes; they will complete the FAFSA, LHS Scholarship Application, and the CSS Profile.

**6. Parent/Guardian Academic and Financial Literacy Workshops:** UB parents participate in the LHS Parent Night and Cultural Potluck Supper. In addition, several specific UB parent/guardian workshops are offered as described in Table 14. **Each year, these workshops include a session on financial literacy and planning.**

<b>Table 14 - Parent/Guardian College/Career Planning and Financial Literacy Workshops</b>	
Gr. 9	Orientation: Staying Involved and Informed; Overview of Summer Orientation; Financial Literacy: Personal and Family Budget Planning.
Gr. 10	MCAS Information Session: Expectations of State Exams; Overview of Summer Orientation; Financial Literacy – Paying for Postsecondary Education.
Gr. 11	Introduction to College Admission and Financial Aid Process; Financial Literacy: The Hard Facts of College Financing and Understanding the Loan Process.
Gr. 12	The College Application Process; LHS Parent Financial Aid Night; Completing the FAFSA Step by Step; Financial Literacy – Understanding Financial Aid (Pell, Loans, Scholarships and Work Study).

**7. Evening and Saturday Workshops:** Each semester, a minimum of 20 hours of academic and cultural enrichment activities complement the academic year program, including a minimum of two college visits. The activities include: career panels, standardized test preparation, and cultural potluck dinners for families of students.

**Summer Program** – MCC-UB will offer a **six-week intensive academic summer program, which will include five weeks of rigorous academic instruction in a non-residential environment and a one-week residential experience.** MCC is a commuter community college and does not have access to dormitories. The UB Summer Program is designed to simulate a college-going experience for participants, as well as to generate the skills and motivation they will need to achieve academic success in high school and prepare them for postsecondary education.

**1. Summer Academic Instruction Component:** This will provide students with a five-week daytime emulation of the college-going experience. With the exception of the one-week residential

experience, **all instruction and service components are offered on MCC's Lowell campus, where students will have access to all college facilities and services.** Academic instruction and academically related field trips and cultural activities will be offered Monday - Friday for a minimum of six hours a day for five weeks for a total of 150 hours. The schedule includes a one-hour open period for individualized and group advising and intensive tutorial sessions. Based on individual needs and progress demonstrated during the academic year, students will have specialized placement in the various course offerings. Pre- and post-tests will be administered in English language arts and mathematics to determine students' beginning understanding and concluding mastery levels. Each participant's progress will be reviewed weekly by the UB Assistant Director. The Summer Program will include a "High School Component" for students entering grades 9-12 and a "College Readiness Component" for UB graduates entering college in the fall.

**High School Component:** Students will **complete courses in pre-algebra through calculus, laboratory science, foreign language, composition, literature/reading, and a critical thinking/problem solving group project.** Additional courses will include: test taking (MCAS, PSAT, SAT and TOEFL), technology, college research skills and various enrichment activities.

**College Readiness Program:** UB graduates will participate in the UB College Readiness Program offered two hours per week for four weeks and focusing on issues critical to making a successful transition to college. It includes **information and discussion related to getting to know the college campus; registering for classes; accessing support services; budgeting; time management; living with a roommate; college writing; and self-advocacy.**

**2. One-Week Residential Experience:** This one-week residential experience will take place after the five-week instructional component. Every effort will be made to house students on a college campus, and at least one college visit will take place. This residential

experience provides an educational and cultural focused opportunity that students from low-income and first generation backgrounds might not otherwise have. Experiences include tours of historic sites, visits to museums, and attendance at concerts and plays. The residential experience complements other UB activities designed to broaden student perspectives.

**(c) (6) The planned timelines for accomplishing critical elements of the project**

MCC considers all elements of the UB Program critical and has established operational and college/career readiness timelines illustrated in Tables 15 and 16 to accomplish the objectives.

<b>Table 15 - Annual Operational Timeline for Accomplishing Critical Elements of the Project</b>	
August	Prepare recruitment materials; finalize curriculum for UB course and workshops; conduct staff orientation
September-October	Complete recruitment and enrollment; prepare or update Individualized Academic Plan for each participant
September-June	Offer UB course each semester; conduct case management; weekly school attendance monitoring using target school's X2 Database; conduct evening and Saturday student activities and college tours; conduct Parent/Guardian Workshops; weekly staff meeting; in-and after- school tutorial program; reach out to former participants to encourage re-entry or enrollment in other programs and services
November, February, April and June	Using the target school X2 database, the Academic Support Service Facilitator and Assistant Director will review students' academic assessments to assure they are on track for promotion and graduation; implement intervention plans for students at risk of failing; make adjustments as needed for program activities or individual students
October, January, March, and June	Using a combination of email, UB-Facebook, and the National Student Clearinghouse, Assistant Director will monitor UB prior participants' progression in college, including: first enrollment, retention, re-enrollment after stop outs, graduation, and drop outs, who will be contacted to encourage re-enrollment
January-February	Assist participants and families to complete all financial aid forms including FAFSA and CSS Profile; conduct financial literacy workshops for students and families
February and June	Assist students with next year's course selection to ensure they are enrolled in college-readiness courses
Mar.- May	Plan Summer Program; enroll students; conduct summer staff orientation
June - July	Evaluate School-Year Program; Conduct and evaluate Summer Program

<b>Activity</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>A</b>
In-school for-credit UB Course	X	X	X	X	X	X	X	X	X	X		
Summer Program										X	X	
PSAT Workshops	X	X										
SAT Workshops		X	X					X	X	X		
SAT Rising Senior ELA and Math Workshop 5-Weeks (4 days/week)										X	X	
MCAS – ELA Workshops						X	X					
MCAS – Math Workshops								X	X			
Grade Specific College and Career Readiness Workshops	X	X	X	X	X	X	X	X	X			
Family College Planning Workshops	X				X	X						
Staff assist students to select rigorous courses, including Honors, High Honors, AP and Dual Enrollment						X				X		
Weekly in- and after-school tutoring	X	X	X	X	X	X	X	X	X	X	X	
Field trips to colleges		X	X			X	X	X		X	X	
College Readiness Program for UB graduates									X	X		
UB Staff meet weekly with seniors to ensure they are completing all steps in the college and financial aid application process and are fulfilling acceptance/enrollment requirements	X	X	X	X	X	X	X	X	X	X	X	X
Staff follow-up with students who have not applied and/or enrolled in college									X	X	X	X

**(c) (7) Plan to ensure effective and efficient administration of the project, including, but not limited to, financial management, student records management, and personnel management**

MCC-UB will implement a proven team management construct to ensure efficient oversight and service delivery. The Director of Pre-Collegiate TRIO Programs (20% real-time commitment to MCC-UB) will serve as the Director and will work closely with the UB Assistant Director (100% real-time commitment to MCC-UB; 70% administrative and 30% direct service) to provide oversight and college-side assistance to the program. **The MCC-UB Director is responsible for direct administration of the project and has the authority from the Department of Education and College to carry out appropriate activities to achieve objectives.** Table 17

summarizes the responsibilities of each position designed to ensure efficient and effective management.

<b>TITLE</b>	<b>PROGRAM OVERSIGHT ROLE</b>
Director of Pre-Collegiate TRIO Programs/UB Director	<ul style="list-style-type: none"> <li>• Oversee collaboration with College and school departments and community</li> <li>• Oversee internal and external program evaluations</li> <li>• Recruit, hire and evaluate staff</li> <li>• Develop program policies and procedures</li> <li>• Provide cabinet level representation and administration of program at College and with Lowell Public Schools</li> <li>• Provide fiscal oversight and oversee resource allocation</li> <li>• Oversee federal, state, and school district policy and compliance</li> <li>• Review UB participant applications for eligibility verification</li> <li>• Monitor and oversee GEPA and GPRA compliance</li> <li>• Oversee formal reporting (federal, College, departmental, and school)</li> </ul>
UB Assistant Director	<ul style="list-style-type: none"> <li>• Manage budget, reporting and compliance</li> <li>• Assist with hiring; supervise staff; supervise day-to-day operations</li> <li>• Coordinate relationships with UB staff and school personnel</li> <li>• Oversee database and record keeping</li> <li>• Coordinate ongoing assessment and case management system</li> <li>• Coordinate UB instructional and tutorial staff</li> <li>• Coordinate curricula and implementation</li> <li>• Coordinate distribution of student stipends</li> <li>• Coordinate follow-up with UB graduates</li> </ul>

**Time Commitment of Project Staff:** Summarized in the following chart:

<b>Position</b>	<b>Number of Staff</b>	<b>Total UB Hours Per Week</b>	<b>Percent of Time on project</b>	<b>No. of Months or Weeks</b>
<b>Project Director</b>	1	7.5	20%	12 months
<b>Assistant Director</b>	1	37.5	100%	12 months
<b>Academic Support Services Facilitator</b>	1	26	100%	12 months
<b>English and Math/Science Instructors (2 @ 8 hrs)</b>	2	16	100%	10 months
<b>Administrative Assistant</b>	1	3.75	10%	12 months
<b>Program Tutors (2 @ 10 hrs)</b>	2	20	100%	10
<b>Summer Instructors (4 @ 25 hrs)</b>	4	100	100%	5 weeks

**Plan for Financial Management:** To ensure proper accounting of UB funds and to ensure that these funds do not supplant institutional resources in the conduct of program-related activities, the College's Administrative Financial Services Department will establish a restricted account in accordance with accepted fund accounting principles. Individual line-item budgets will be established within this account for salaries, fringe benefits, materials, supplies, travel, etc. All expenditures against the account require requisitions and the approval of the Project Director. When authorization for expenditure is given, an encumbrance will be recorded. MCC maintains copies of all orders, invoices, and receipts. An MCC Grants Management Office staff associate will be assigned to work with the Project Director, and they will be in contact weekly to review expenditures and monitor budget activities. The Project Director will have immediate access to the MCC Financial Database (Banner), which details all expenditures and encumbrances. Funds will be maintained in full accord with accepted accounting procedures, so that auditors examining the College's accounts will be able to document the proper management of all program funds. MCC-UB budgets are subject to the College's annual audits reviews. The College and Project Director will assure full compliance with EDGAR 34 CFR, part 75.730. The Dean of the Lowell Campus, to whom the Director reports, and the Executive Vice President also have access to monthly financial reports and monitor project expenditures. The process is evaluated annually, or as needed and appropriate adjustments made.

**Plans for Student Record-Keeping:** In accordance with UB guidelines and EDGAR, a complete file will be kept in the UB program offices located at LHS for each participating student to document eligibility, services and progress toward meeting program's objectives. These files are stored in a locked cabinet. The Director, Assistant Director, Academic Support Services Facilitator and Administrative Assistant have access to these secured files. Included in the student's

confidential file will be: a completed program application; documentation of eligibility (income, citizenship or residency status, first generation, and disability status); written referrals from school personnel; participant contact sheets; the *Individual Academic Plan (IAP)* that offers an analysis of the academic, financial, and personal needs that must be met and services that must be provided if the student is to achieve academic success; copies of test results, forms, transcripts, report cards, correspondence, and college and financial aid applications, acceptances and awards; and mid-year and year-end reviews of student progress. Additional secured files containing student case management reports are maintained separately in the office.

**Plan for Personnel Management:** *The MCC-UB Project Director will report to the Dean of the Lowell Campus who reports directly to the Executive Vice President. The Director will recruit and hire all staff and supervise the Assistant Director, who, in turn, will supervise all other staff consistent with College policies. All new staff will participate in a College Orientation focusing on employee policies and procedures conducted by the Human Resources Office. Confidential personnel records will be maintained. Timesheets will be completed weekly, approved by the Project Director and submitted to the Dean of the Lowell Campus. In addition to the ongoing supervision provided within the reporting structure of the program, all project staff will undergo a five-month from start date and an annual performance review by the Director based on quantifiable performance guidelines and in compliance with College employment agreements. Shortly after being hired, each staff member will work with the Director to develop a set of quantifiable performance guidelines, which are reviewed and updated at the outset of each program year and then used at the culmination of each program year as the basis for the year-end performance review. When required, Performance Improvement Plans will be developed. The Dean of the Lowell Campus will use a similar procedure to evaluate the Director. To assure all staff are in-*

formed of best-practice strategies, there will be a 5% real-time commitment for all staff to College-sponsored, TRIO, and other professional development activities.

The Director will conduct monthly staff meetings to build a strong team, review results from monthly database reports and the delivery of services, provide information on new policies, provide training for staff, monitor progress toward the achievement of objectives, and develop plans for enhancing programs, as required. These meetings facilitate sharing of information and the discussion of practical issues relating to the attainment of the program's objectives.

**(c) (8) Plan to use resources and personnel to achieve project objectives and to coordinate Upward Bound project with other projects for disadvantaged students**

Operating within the administrative and management procedures of the College, the Director has the primary responsibility for overseeing the project's activities, staff and financial administration. The following table illustrates how resources and personnel will be used in the most efficient and effective way possible to achieve project objectives:

<b>Table 19 - Use of Resources and Personnel to Achieve Project Objectives</b>		
<b><u>Objective 1: 75% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.</u></b>		
<b>Activities</b>	<b>Resources</b>	<b>Personnel</b>
Case management; scheduled tutoring; advocacy with school staff; attendance monitoring and academic advising	LHS Aspen X2 Database; LHS guidance staff and teachers	Academic Facilitator Assistant Director
5 hours of weekly instruction in ELA, math, science and technology in the school-based, for-credit Upward Bound Course at LHS	Dedicated LHS classroom; LHS Curriculum Maps that enable UB Curriculum to be aligned with high school academic programming; Kurzweil Software for ESL students with reading/writing limitations; skills based text books; MassOne online network for educators; MIT OpenCourseWare	ELA Instructor Math/Science Instructor Academic Facilitator Assistant Director
Summer Academic Instructional Component which prepares students for upcoming school year core courses	Dedicated MCC classrooms; MCC Computer Labs; LHS Curriculum Maps that enable UB Curriculum to be aligned with high school academic programming; LHS text books	Summer Course Instructors, Tutors, Academic Facilitator, Assistant Director

<b>Table 19 - Use of Resources and Personnel to Achieve Project Objectives</b>		
Individual and group tutorial during UB class and after-school for all core subjects	Skills based textbooks Lowell High School texts Khan Academy Portal	ELA Instructor Math/Science Instructor, Tutors
<b><u>Objective 2:</u> 70% of UB seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.</b>		
<b>Activities</b>	<b>Resources</b>	<b>Personnel</b>
MCAS Test Prep: 18 one-hour sessions during fall and spring semesters for 9 <sup>th</sup> and 10 <sup>th</sup> grade students	MA Dept. of Ed. MCAS Practice Exams; MA Curriculum Frameworks	ELA Instructor Math Instructor Tutors
Targeted individual instruction for students not reaching proficiency on the 8 <sup>th</sup> and 10 <sup>th</sup> grade MCAS exams	MA Dept. of Ed. MCAS Practice Exams; MA Curriculum Frameworks	ELA Instructor Math Instructor Tutors
Facilitation of access to services for students failing MCAS, ESL students and those with disabilities including pathways to alternative proficiency	MCC MCAS Pathways Program; LHS MCAS English and Math preparatory courses; LHS Educational Proficiency Plans	Academic Facilitator Assistant Director
<b><u>Objective 3:</u> 90% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.</b>		
<b>Activities</b>	<b>Resources</b>	<b>Personnel</b>
Case management leading to scheduled tutoring; quarterly transcript review and IAP updates; advocacy with target school staff; attendance monitoring and academic advising	LHS X2 Data Management Program to track students' academic progress and attendance; LHS guidance staff and teachers	Assistant Director Academic Facilitator
Individual and group tutorial during for-credit UB class and after-school for all core subjects	Khan Academy Portal; Skills based textbooks; LHS textbooks ; MIT OpenCourseWare	ELA Instructor Math Instructor Tutors
Weekly mentoring of freshmen to assist with the transition to high school	UB Juniors	Assistant Director Academic Facilitator
Study, motivational and life skills workshops	Guest speakers; UB Alumni; College Board Curriculum	Assistant Director Academic Facilitator
Facilitation of access to services for ESL students and those with disabilities	504 and IEP Plans; LHS MCAS and Credit Recovery Programs; LHS guidance counselors and Special Education Instructors	Assistant Director Academic Facilitator

<b>Table 19 - Use of Resources and Personnel to Achieve Project Objectives</b>		
<b>Objective 4: 50% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.</b>		
<b>Activities</b>	<b>Resources</b>	<b>Personnel</b>
Assist students to enroll in courses that comprise the state-approved rigorous secondary school program of student (MassCore) as well as at the honors, high honors, advanced placement levels and dual enrollment courses; outreach to Parents/Guardians to ensure transparency in the course selection process	LHS courses that comprise state- approved rigorous secondary school program of study; LHS Honors, High Honors and AP courses; MCC and UMass Dual Enrollment courses; Aspen X2 database; LHS Course Selection Catalog; MCC Course Selection Catalog; UMass Lowell Course Selection Catalog; Family contact information	Assistant Director Academic Facilitator
Academic Workshops	“Realizing the College Dream” course curriculum for students and families; Guest speakers	Assistant Director Academic Facilitator
Individual and group tutorial during for-credit UB class and after-school for all core subjects	Khan Academy Portal; Skills based textbooks; Lowell High School Textbooks; MIT OpenCourseWare	ELA Instructor Math Instructor Academic Tutors
<b>Objective 5: 80% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester)</b>		
<b>Activities</b>	<b>Resources</b>	<b>Personnel</b>
Assistance with college search and application and enrollment processes; college essay writing assistance; college tours	Access to computers for online college search and submission of applications; College Board My Road and Search Engines; MA YourPlanforCollege portal; application fee waivers; MCC Accuplacer test to assess students college-readiness	Assistant Director Academic Facilitator ELA Instructor
Assist students and families to ensure the completion of: FAFSA, CSS Profile and scholarship applications	Access to computers for online submission of FAFSA, CSS Profile and scholarship applications; MEFA Financial Literacy Workshops for families and students	Assistant Director Academic Facilitator
College Test Preparation including: PSAT, SAT, TOEFL, ACT and Accuplacer Workshops during the academic year and sum-	College Board PSAT and SAT practice exams and test prep materials; TOEFL prep materials; web-based Accuplacer practice	ELA Instructor Math Instructor Tutors

<b>Table 19 - Use of Resources and Personnel to Achieve Project Objectives</b>		
mer program	exams	
Career Exploration	Bureau of Labor and Statistics Portal; MA Comprehensive Inventory System; Career Cruising Portal; MA YourPlanforCollege Portal	Assistant Director Academic Facilitator
<b>Objective 6: 55% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.</b>		
<b>Activities</b>	<b>Resources</b>	<b>Personnel</b>
Assist students to enroll in the dual enrollment program to earn up to 24 college credits while in high school	MCC and UMass Dual Enrollment courses; Aspen X2 database; MCC Course Selection Catalog; UMass Lowell Course Selection Catalog	Assistant Director Academic Facilitator
Summer College Readiness Program for UB Grade 12 graduates	Guest Speakers from colleges; UB Alumni; Real Essays with Reading Textbook	Assistant Director Acad. Facilitator ELA Instructor
Maintaining contact and tracking students; providing online resources to support their accessing services at colleges; connections to college support programs; financial aid and transfer assistance	UB Web Page provides tips for navigating the college environment; UB Facebook Page; National Student Clearinghouse; Enrollment reports from MCC and UMass-Lowell; MA Dept. of Higher Ed. Office of Student Financial Assistance Portal	Assistant Director Academic Facilitator

**Coordination with Other Programs for Disadvantaged Students:** MCC-UB will assist high school students who are unable to fulfill the rigorous UB requirements to apply for enrollment in MCC-*Educational Talent Search*. MCC-UB will also connect UB students enrolling at MCC with two MCC TRIO Student Support Services programs – the *Student Support Program*, and *Program for Student Achievement* that is designed for students with disabilities. The Director will also seek referrals from other programs for disadvantaged students, such as *GEAR UP: Massachusetts*, which is offered by MCC in collaboration with LHS. **MCC-UB will work collaboratively with these programs to create a strong, seamless integration of resources and services for our target students, maximizing opportunities for them to participate in academic**

**enrichment programs that support them in completing a rigorous program of study.** For example, staff from the programs plan and develop joint workshops and cost share busses for field trips to colleges and cultural events. This ensures that resources are leveraged and maximized to provide the most services for the most number of students.

**(c) (9) Plan to work cooperatively with parents and key administrative, teaching, and counseling personnel at the target schools to achieve project objectives**

Several parent mailings will be sent home during the school year. Five parent workshops for each grade level will be offered each academic year. Workshops will address student age and grade-specific issues. Financial literacy for families will be offered for parents in preparation for budgeting for postsecondary education. Parents will have the opportunity to visit with MCC-UB staff during the high school's Open House, as well as to schedule individual appointments during the day. Parents will be encouraged to attend both program workshops, such as those offered in the MCC-UB Ninth Grade Transition Program, and those sponsored by the high school. To foster transparency by ensuring that parents/guardians have all necessary information, UB staff will outreach to parents by contacting them when crucial issues arise with attendance or academic success, as well as informing them of the college/financial aid application process. Interpretive services will be provided. Staff will meet with LHS faculty and guidance counselors on a regular basis for referral of students and to discuss needs and progress of individual students. In addition, meetings will be scheduled monthly to update school staff on program activities.

**(c) (10) A follow-up plan for tracking graduates of Upward Bound as they enter and continue in postsecondary education**

Follow-up will begin during the summer immediately following the student's graduation from high school and continue throughout the graduate's enrollment and continuation in higher education. Key elements are: (1) MCC-UB staff will meet with UB program graduates and their fami-

lies prior to graduation to explain the importance of the tracking system and follow-up procedures. Each graduate will be given an MCC-UB Resource Guide that lists the phone numbers and email addresses of key personnel at MCC-UB and key positions at the four-year colleges; they will join MCC-UB Facebook. (2) Students will sign a release form authorizing MCC-UB to maintain ongoing communication with the postsecondary institutions to monitor progress at each receiving institution. (3) A minimum of four times a year staff will outreach to UB graduates through a combination of email and UB-Facebook to maintain communication, update personal and academic information, and monitor progress at the postsecondary setting. Staff also will track students' postsecondary experience through the National Student Clearinghouse for data related to GPRA reporting: percentage of students who enroll in postsecondary education, graduate on time (two years- associate's degree, four-years, bachelor's degree), or graduate with either an associate's degree within three years or a bachelor's degree within six years. In addition, MCC-UB will track the percentage that graduate within six years and the percentage that persists or re-enters college after having stopped out. Through student and college contacts, MCC-UB will track percentage of students who place into college-level math and English without need for remediation. Through these processes, staff will identify students who appear to be struggling and encourage them to seek additional resources, such as tutoring, counseling and advising, to ensure they receive the support required to complete postsecondary education. (4) UB graduates will be invited to participate in UB activities that will help to keep them integrated and connected to the MCC-UB program and offer a high level of support as they pursue their education.

**(d) APPLICANT and COMMUNITY SUPPORT**

**(d) (1) Applicant commitment to supplementing the project with resources that enhance the project, such as space, furniture and equipment supplies, and the time and effort of personnel other than those employed by the project**

MCC provides significant resources to the project: **Facilities:** The administrative office of MCC-UB will be housed on the fifth floor of the City Building on the MCC-Lowell campus. MCC will also provide classrooms for the Summer Academic Component. Students will have access to computers in the MCC library and the Academic Support Services Center for additional subject-area tutoring. All locations are accessible by public transportation and offer ample parking and accommodations for parents and others meeting with MCC-UB staff. All facilities are handicap accessible and comply with all ADA architectural requirements. **Equipment and Supplies:** The College will provide most of the furniture, equipment, and supplies to sustain the operation of MCC-UB. These include, but are not limited to, the items listed in the following table:

<b>Table 20: Equipment and Supplies Provided by Middlesex Community College</b>		
<b>Equipment and Supplies</b>	<b>Available for Staff Use</b>	<b>Available for Student Use</b>
Desks and chairs for staff and students	X	X
File Cabinets (all locations)	X	
Phones for Staff (all locations)	X	
Fax Machine	X	
Photocopier	X	
Standard Office Supplies	X	
Postage Costs	X	
Resource tables and chairs	X	X
Computer access to student database	X	
Access to Internet and E-Mail	X	X
Computer Labs and software	X	X
Computer access and support	X	X
Audiovisual Equipment	X	X
Financial Aid Packets	X	X
Career Planning Software	X	X
College Information and Transfer Software	X	X

The value of MCC office space, which includes desks, phones, utilities, and free parking is valued at \$30/sq.ft. for a total of 1,104 sq.ft. or **\$33,120**. Classroom and meeting space is valued at

**\$21,360** (\$100- \$300/day). MCC provides general office supplies and bulk photocopying valued at **\$4,400**.

**Time and Effort of Personnel:** Numerous College staff will provide direct support to the implementation and integration of the project. They include: *Executive Vice President; Dean of the Lowell Campus; Director of Budget and Grant Administration; Dean of Resource and Leadership Development; and Director of Academic Support Services*. Key MCC staff providing a minimum of 5% time to the project include: Dean of Lowell Campus, Staff Associate for Grant Management, Director of Financial Aid, and Information Technology Help Desk Staff. The value of these personnel time commitments is calculated to be **\$22,504**. The following table demonstrates the support and effort provided by MCC personnel.

<b>Office</b>	<b>Commitment</b>
President	<ul style="list-style-type: none"> <li>• Dedicates total cash-equivalent personnel and non- personnel resources worth \$84,884 to sustain and support the project</li> <li>• Provides cabinet-level assurances of full institutional support</li> </ul>
Executive Vice President	<ul style="list-style-type: none"> <li>• Represents UB at President’s Senior Management Meetings</li> <li>• Supports staff in meeting all federal administrative/budget requirements</li> <li>• Assigns Staff Associate to work with Director in administering budget</li> <li>• Arranges for MCC Foundation to award one scholarship a year to an entering UB student</li> </ul>
VP for Enroll. Mgmt. And Institutional Research <b>(Data Collection and Analysis Components)</b>	<ul style="list-style-type: none"> <li>• Establishes tight tracking and intervention mechanisms that interface smoothly with the Banner Student Information System</li> <li>• Provides ongoing assistance to UB in gathering federally mandated baseline data collection</li> <li>• Provides ongoing assistance to UB staff in developing assessment tools and evaluation strategies</li> </ul>
Dean of Lowell Campus and Chair of MCC-Lowell Public School Partnership	<ul style="list-style-type: none"> <li>• Provides direct senior management oversight of Project Director</li> <li>• Identifies opportunities for staff to serve on College committees</li> <li>• Identifies and facilitates publicity opportunities</li> <li>• Advocates and supports collaborative efforts undertaken by the program and the Lowell Public Schools</li> </ul>
Director of Admissions	<ul style="list-style-type: none"> <li>• Designates staff to conduct admissions workshops for students, assist students with applications, and meet individually with students</li> </ul>

<b>Table 21: Support and Effort Provided by Middlesex Community College Personnel</b>	
Director of Financial Aid	<ul style="list-style-type: none"> <li>• Offers financial aid workshops for UB students and their families</li> <li>• Assists UB students in completing Financial Aid applications for both MCC and other colleges to which they are applying</li> </ul>
VP Academic and Student Affairs	<ul style="list-style-type: none"> <li>• Provides opportunities for staff participation on College standing and ad hoc committees</li> <li>• Makes professional development opportunities available to UB staff</li> </ul>
Director of Human Resources	<ul style="list-style-type: none"> <li>• Provides new staff orientation</li> <li>• Coordinates Job Search activities</li> <li>• Provides human resource staff training</li> <li>• Supports Director with employment issues</li> </ul>
Director of Academic Technology	<ul style="list-style-type: none"> <li>• Ensures technical assistance and support to UB staff</li> <li>• Consults on software, hardware system purchases</li> <li>• Facilitates technology training in software and hardware applications</li> </ul>

**Other Resources:** MCC will offer professional development resources. All MCC-UB staff participate in the MCC on-campus Professional Development Days offered twice a year and other professional development activities, such as the Leadership Management Institute. Staff will be encouraged to apply for *Staff Professional Development Funds* to attend additional conferences that will enhance knowledge and capability to provide strong student services. Professional development support is valued at a minimum of **\$2,000** annually (two full-time staff at an average \$750 stipend and one part-time staff at \$500 stipend). Finally, staff may take MCC courses at no cost. On average, it is estimated that combined staff will enroll in two courses a year valued at **\$1,500**. Total MCC professional development support is **\$3,500**.

**(d) (2) Resources secured through written commitments from community partners**

MCC’s primary community partner is the Lowell Public Schools, which provides significant resources. MCC-UB staff located at LHS will be assigned a fully-furnished and equipped dedicated classroom within the school. LHS also designates adequate space for conducting private meetings with participants, parents, and school personnel and large group sessions and workshops. There will be secure storage locations where staff will keep participant folders and confi-

dential records. Office space provided at LHS is 998 sq.ft. valued at \$30/sq.ft for a total of **\$29,940**. The value of classroom and activity space is **\$19,240**. LHS also provides supplies estimated at **\$1000**. Staff devoting 5% time to the project include Headmaster, Director of Curriculum, and guidance staff (**\$74,221**). The following table offers a summary of the extensive commitment of resources from the Lowell Public Schools and other community organizations.

<b>Table 22 - Summary of Resources Provided by Lowell Public Schools and Other Community Organizations</b>	
<b>Lowell LPS</b>	<b>Commitment</b>
Office of the Superintendent	<ul style="list-style-type: none"> <li>• Dedicates total cash-equivalent personnel and non-personnel resources worth \$124,401 to sustain and support the project</li> <li>• Provides assurances of full school system support and cooperation</li> </ul>
Lowell High School Headmaster	<ul style="list-style-type: none"> <li>• Dedicates total in-kind personnel at \$74,221 (5% time from Headmaster, Director of Curriculum and Guidance staff)</li> <li>• Provides offices (\$29,940) and classroom and activity space (\$19,240)</li> <li>• Assists in publicizing the program</li> <li>• Provides access to student tracking system</li> </ul>
Lowell Citywide Parent Council	<ul style="list-style-type: none"> <li>• Development of participant referrals for UB Program</li> <li>• Identification and facilitation of program publicity opportunities</li> </ul>
Merrimack Valley Hum.Res. Assoc.	<ul style="list-style-type: none"> <li>• Presentation of Career Planning and Financial Literacy Workshops</li> <li>• Job Shadowing opportunities</li> </ul>
WIB Career Center	<ul style="list-style-type: none"> <li>• Assists students to obtain summer jobs with businesses</li> </ul>
Lowell Gen. Hosp.	<ul style="list-style-type: none"> <li>• Job Shadowing opportunities</li> </ul>
Teprida Restaurant	<ul style="list-style-type: none"> <li>• 10-25% discount on food for summer program and special events</li> </ul>

In conclusion, MCC and the Lowell School System will make a **significant total annual institutional commitment valued at \$209,285 to MCC-UB**, as outlined in Table 23.

<b>Table 23 - Summary of Commitments from MCC and Lowell Public School</b>			
<b>Type of Commitment</b>	<b>MCC</b>	<b>LPS</b>	<b>Total</b>
Personnel	\$22,504	\$74,221	\$96,725
Office Space	33,120	29,940	63,060
Classroom and Activity Space valued at \$100 - \$300 day (Cafeteria, Meeting Rooms, Auditorium)	21,360	19,240	40,600
Supplies (Office supplies, photocopying)	4,400	1,000	5,400
Professional Development for staff	3,500		3,500
<b>Total Value Per Year</b>	<b>\$84,884</b>	<b>\$124,401</b>	<b>\$209,285</b>

**(e) QUALITY OF PERSONNEL**

**(e) (1) Qualifications Required of the Project Director**

In our Plan to Ensure Effective Administration of the Project, we described a detailed plan to continue our proven Management Team approach to administer the program. Following are descriptions of the qualifications and related work experience required for MCC-UB positions.

<b>Title – Project Director</b>
<p><b>Minimum Qualifications Required:</b></p> <ul style="list-style-type: none"> <li>• Master’s Degree and certification in Education/Counseling or related field preferred</li> <li>• Minimum five years experience in work related to meeting project objectives</li> <li>• Substantial experience in the design and administration of federally funded programs targeting school and college populations</li> <li>• Expertise in educational outreach functions and services as well as policy issues affecting multi-cultural and first generation community college students</li> <li>• Substantial experience in management of multiple budgets</li> <li>• Supervision of direct service and administrative staff</li> </ul>
<p><b>Minimum Work-Related Experience:</b></p> <ul style="list-style-type: none"> <li>• Program management, including developing program policies and procedures; managing day-to-day operations; recruiting and hiring staff; recruiting students; designing services; managing and evaluating staff; providing professional development; overseeing direct service activities; providing case management and advising; maintaining accurate record-keeping system</li> <li>• Budget management, including development and monitoring a budget</li> <li>• Design and administration of federally funded programs targeting school populations</li> <li>• Managing and reporting on federally funded education grant programs in compliance with EDGAR regulations; compiling federal, college and departmental reports</li> <li>• Collaborating with other support services programs, school and community agencies to design and implement programs for at-risk students</li> <li>• Working with diverse student populations in the high school setting</li> </ul>

**INCUMBENT PROFILE: COLLEEN WINN** - As Director of Pre-Collegiate TRIO Programs and GEAR UP: MCC since August 2004, Ms. Winn serves as the Project Director for Talent Search, Upward Bound, and GEAR UP: MCC. (Approval has been obtained from Kenneth Foushee, Program Officer at the U.S. Department of Education TRIO Office for this management structure and is in compliance with CFR 643.32.) Ms. Winn has been employed by the College since 1998 in several capacities: Assistant Director of Enrollment, Program Coordinator for K-12

School Partnerships, and Program Director for the Massachusetts Educational Opportunities Program. A first generation college student, she holds master’s degrees in education counseling and writing and literature. She is a certified K-12 guidance counselor.

**(e) (2) Qualifications required of each of the other personnel to be used in the project**

<b>Title: Assistant Director</b>
<p><b>Minimum Qualifications Required:</b></p> <ul style="list-style-type: none"> <li>• Master’s Degree and certification in Education/Counseling or related field required</li> <li>• Minimum five years experience in related work</li> <li>• Familiarity with TRIO program development, administration and implementation</li> <li>• Substantial experience in the areas of budget and grant management, staff development and supervision</li> <li>• Experience in compliance and reporting issues related to federally funded programs</li> <li>• Experience with low-income, first generation, diverse and disabled students</li> <li>• Demonstrated knowledge of outreach and intervention services and strategies that address the needs of students from low-income and first generation backgrounds</li> <li>• Confidence and proficiency with computers and technology</li> <li>• Ability to effectively collaborate and communicate with students, faculty, administration</li> <li>• Strong written and oral communication skills</li> </ul>
<p><b>Minimum Work-Related Experience:</b></p> <ul style="list-style-type: none"> <li>• Managing budgets and assisting with reporting and compliance requirements</li> <li>• Supervising instructional and tutorial staff and day-to-day operations</li> <li>• Coordinating relationships and activities with program staff and school personnel</li> <li>• Overseeing database, record keeping, and student tracking systems</li> <li>• Coordinating ongoing Assessment System, including Case Management System</li> <li>• Developing and implementing curriculum; coordinating curriculum teams</li> </ul>

**INCUMBENT PROFILE – Dianne Luz**, a first-generation college student, has served as the Assistant Director since 2003 and previously held the position of Academic Support Specialist. Ms. Luz holds a master’s degree in educational administration, a bachelor’s degree in health science, and MA Licensure as a Supervisor/Director and Community/School Health Educator.

<b>Title: Academic Support Services Facilitator</b>
<p><b>Minimum Qualifications Required:</b></p> <ul style="list-style-type: none"> <li>• Bachelor’s Degree and certification in Education/Counseling or related field preferred</li> <li>• A minimum of three years teaching experience with a background in curriculum development experience</li> </ul>

- Experience with low-income, first generation, diverse and disabled college students
- Demonstrated knowledge of outreach and intervention services and strategies that address the needs of students from low-income and first generation to college backgrounds
- Experience in advising college-bound students
- Team teaching experience
- Confidence and proficiency with computers and technology
- Skills in interpersonal relationships, ability to effectively collaborate and communicate with students, faculty, and administration
- Strong written and oral communication skills

**Minimum Work-Related Experience:**

- Assisting with student recruitment process
- Designing and implementing course and workshop curricula
- Developing and monitoring of Individualized Academic Plans (IAPs)
- Planning and presenting workshops in critical and creative thinking, PSAT, SAT and MCAS preparation
- Advising students on course selection in preparation for postsecondary education
- Facilitating access to tutoring, including preparation for standardized tests
- Working with students to complete college and financial aid applications processes
- Designing and implementing after-school programs for students, including guest speakers, college visits, field trips, and community service opportunities

**INCUMBENT PROFILE – Sajeda Khalifa**, a first- generation college student, has served as the MCC-UB Academic Support Service Facilitator since 2003. She served as a counselor for UMass Boston’s Upward Bound. Mrs. Khalifa holds a Bachelor of Arts degree in psychology.

**Title: Instructors-Academic Year (2); Summer Component (4)**

**Minimum Qualifications Required:**

- Bachelor’s Degree in Education/Counseling or closely related field required; Master’s preferred; minimum three years related experience
- Curriculum development experience
- Teaching experience in one of the following academic areas: literature/reading, mathematics through calculus; lab science, English Composition, and Spanish
- Experience with low-income, first generation, diverse and disabled students
- Confidence and proficiency with computers and technology
- Skills in interpersonal relationships; ability to effectively collaborate and communicate with students, faculty, and administration
- Strong written and oral communication skills

**Minimum Work-Related Experience:**

- Assisting with design and instruction of course and workshop curriculum
- Developing and monitoring Individualized Academic Plans (IAPs)
- Teaching grade and student need specific instructional modules

<b>Title: Tutors</b>
<b>Minimum Qualifications Required:</b> <ul style="list-style-type: none"> <li>• Bachelor’s degree in Education, English, Math, or closely related field preferred</li> <li>• Teaching or tutoring experience with low-income, first generation, and diverse students</li> </ul>
<b>Minimum Work-Related Experience:</b> <ul style="list-style-type: none"> <li>• Providing individual and group tutoring</li> <li>• For math tutors, providing assistance in overcoming math “phobia”</li> <li>• Working with teachers to design tutoring plans</li> <li>• Developing customized strategies for addressing individual student learning challenges</li> </ul>

<b>Title: Administrative Assistant</b>
<b>Qualifications:</b> <ul style="list-style-type: none"> <li>• Associate’s Degree preferred</li> <li>• Strong organizational, computer, database, and financial management skills</li> <li>• Excellent communication skills</li> <li>• Experience with diverse populations</li> </ul>
<b>Minimum Work-Related Experience:</b> <ul style="list-style-type: none"> <li>• Providing office support (phones, mail, correspondence, report development, etc.)</li> <li>• Overseeing purchasing and related record keeping</li> </ul>

**(e) (3) Plan to employ personnel who have succeeded in overcoming barriers similar to those confronting the project’s target population**

Working with MCC’s Human Resources Office and following College affirmative action/equal opportunity hiring practices, MCC-UB will make every effort to recruit and hire staff that mirror the backgrounds (low-income, first generation, or academically at-risk) of the project’s population through utilizing strategies listed in Table 24.

<b>Table 24 - Summary of Plan to Employ Personnel Who Have Overcome Similar Barriers as those Faced by MCC-UB Students</b>	
<b>Strategy</b>	<b>Description</b>
<b>1. Advertising and Internal Postings</b>	All internal postings and employment ads will overtly emphasize our interest in hiring candidates matching the TRIO profile. MCC Human Resources will assist us.
<b>2. Recruitment from Regional TRIO Programs and Alumni</b>	All job postings will be distributed to staff in regional TRIO programs who will be asked to disseminate postings to TRIO alumni.
<b>3. MCC Career Services</b>	Career Counselors will receive copies of all UB job postings. They understand the type of staff we wish to recruit and will refer alumni who fit specific job criteria and mirror our student

<b>Table 24 - Summary of Plan to Employ Personnel Who Have Overcome Similar Barriers as those Faced by MCC-UB Students</b>	
<b>Strategy</b>	<b>Description</b>
	population.
<b>4. MCC Partnership Programs</b>	Other MCC partnership programs (e.g. Lowell Connections, GEAR UP) often advertise for job openings. Program directors will make referrals of outstanding applicants fitting the TRIO profile to UB.
<b>5. Community and Public School Outreach</b>	Close communication with the <i>Chair of the MCC-Lowell Public Schools Partnership</i> will have a direct impact on our ability to tap into an expansive network of agencies and organizations whose target populations match the TRIO profile. These include: Colombian Association of Lowell, Coalition for a Better Acre, Alternative House, Inc., Lowell Latin American Association, Cambodian Mutual Assistance Association, and Community Teamwork, Inc.

Following MCC hiring policies, **a diverse Search Committee composed of representatives from Lowell High School and the College and chaired by the UB Director** will review applications, identify candidates to be interviewed, interview candidates, and recommend three – five finalists to the MCC-UB Director and Dean of the Lowell Campus, who will conduct the second interview and make the final hiring decision following check of references. All new staff will be oriented to the College through a comprehensive on-boarding program that includes orientation; information about College resources, policies and services; and introduction to faculty and staff who can serve as mentors. This ensures a supportive environment for new staff.

**(f) BUDGET and COST EFFECTIVENESS**

**(f) (1) Budget is Adequate to Support Planned College Services and (f) (2) Costs are reasonable in relation to the objectives and scope of project**

Developed with program goals and objectives in mind, our budget is adequate, reasonable, and cost-effective to support MCC-UB. The vast majority of program direct costs are embedded in personnel expenditures to support the **staff** that is critical for conducting a successful program.

**The total request for the first year of the program is to support the participation of 55 stu-**

**dents.** Below is a detailed narrative describing each of our proposed line item costs. (**Note:** Excel was used to develop the budget and calculations are rounded.)

<b>1. Personnel--Full-Time Staff</b>	
TRIO Director (20% Real time, 12 months--\$77, 576.02)	15,515
Assistant Director (100% time--12 months--\$62, 055.54)	62,056
Academic Support Service Facilitator (100% time--12months--\$38,798.34)	38,798
Administrative Assistant Field Based (10% time--12 months--48,398.27)	4,840
<b>Subtotal—Full-time Personnel</b>	<b>121,209</b>
<b>Personnel-Part-Time Staff</b>	
Instructors-English/Math (\$30 Per Hour x 16 hours per week x 35 weeks)	16,800
Program Tutors (2 x 10 Hours per week x 35 weeks x \$9.00 per hour)	6,300
Summer Instructors (4 x \$23/hr x25 hours per week x 5 wks)	11,500
<b>Subtotal--Part-time Personnel</b>	<b>34,600</b>
<b>Total of Full-time &amp; Part-time Personnel</b>	<b>155,809</b>

**Staff is required to administer the program and provide direct service.** Salaries are consistent with MCC’s existing scale and reflect the high cost of living in eastern Massachusetts. Salaries of the Director, Assistant Director, Academic Support Service Facilitator, and the hourly rate of part-time instructors are determined by the College’s non-unit professional salary scale. The salary for the Administrative Assistant is determined by MCC collective bargaining agreements. Our **Plan of Operation** and **Quality of Personnel** sections offer complete explanations of the roles, responsibilities, and time committed to the project by each of the staff. The efficient utilization of staff provides a cost-effective way to support the needs of **MCC-UB** participants.

<b>2. Fringe Benefits</b>	
Fringe for full-time positions is at 32.82% for FY 12 and projected to be at 35% for FY13, when grant will be implemented.	
TRIO Director	5,430
Assistant Director	21,719
Academic Support Service Facilitator	13,579
Administrative Assistant Field Based	1,695
Medicare @1.94% for part-time personnel	672
<b>Subtotal Fringe</b>	<b>43,095</b>

Full fringe for full-time positions in FY12 is 32.82% and is projected to be at 35% for FY13 when project will be implemented. It covers group insurance, retirement, and terminal leave. The

fringe benefit rate is set by the Massachusetts Executive Office of Administration and Finance.

Medicare coverage is required for all part-time staff.

<b>3. Travel</b>	
<b>Staff Travel</b>	
Director to attend one national conference <b>and</b> regional conference:	2,600
Registration (\$150.00 x 2); Airfare/Ground Transportation (\$350 x 2)	
Lodging \$150.00 x 4 days x 2; Per diem@\$40.00 x five days x 2 (set by College)	
TRIO or other related training for 2 full-time staff members to attend a regional or state conference and Director to attend a state training:	2,460
Registration \$250 x 3;Lodging \$150/night for 3 nights for 3 full-time staff	
Per diem@\$40.00 x three days x 3 (set by College)	
Mileage for Director and staff to attend staff development training opportunity under the Training Program for Federal TRIO Programs @ .5550 per mile set by College	200
<b>Subtotal for Staff Travel</b>	<b>5,260</b>
<b>Student Travel</b>	
Transportation to regional colleges (4 per academic school year @ \$250)	1,000
Transportation to cultural events (4 per academic school year @ \$250)	1,000
Transportation for Summer Component	1,500
Cultural Trips, Admissions for Summer Component	890
<b>Subtotal for Student Travel</b>	<b>4,390</b>
<b>Total Travel</b>	<b>9,650</b>

Attendance at TRIO conferences and trainings will allow staff to attend programs that relate to providing TRIO students with services that impact promotion, graduation, and college enrollment and will contribute to continuous improvement of program. Some conference registration fees are supported by the college or are free because of college membership in organizations.

Student travel will allow students to visit college campuses and experience a variety of cultural and educational programming that they might not otherwise have the opportunity to do so.

Funding to cover admission fees to cultural events is required since at least two-thirds of students are low income.

<b>5. Supplies</b>	
1 computer and peripherals \$1000	1,000
Instructional Materials: text, software, videos, reference materials, pamphlets	750

Summer Instructional Materials	750
General Office Supplies (not available through the College or Lowell High School)	500
Food, refreshments, student incentives and related expenses (including events for parents and students, program workshops, after-school programs, open houses, and other events at the high school)	1,000
Supplies for special recognition events; graduate reunion, closing awards breakfast, senior banquet awards	200
<b>Total Supplies</b>	<b>4,200</b>

One computer is requested for staff and student use to replace an older model that is beginning to experience operational difficulties. Consumable supplies, which will supplement those provided by the College and high school, student materials, and the software are required to support project activities. The meeting and recognition supplies and refreshments are required to ensure incentives for recognizing and motivating students.

<b>6. Contractual (Not Applicable)</b>	-
<b>7. Construction (Not Applicable)</b>	-
<b>8. Other</b>	
Copy Machine Lease and Maintenance Agreement	1,000
Printing and Advertising Expenses	500
Telephone at field based sites	1,000
Instructional membership and subscription to the Council for Opportunities in Education publications	950
<b>Room and Board for one-week residential program</b>	<b>12,650</b>
55 students x \$230 per student	
<b>Summer Non-Residential Meals</b>	<b>1,100</b>
<b>Total Other</b>	<b>17,200</b>

Items funded in the “Other” category include a copy machine lease for general office copying. MCC supports photocopying for brochures, flyers, notebooks, etc. Printing and advertising costs are included to cover brochures that may need to be produced by a professional printer and/or the cost of advertising in Boston media for project staff, if required. Membership in the Council for Opportunity in Education provides staff with resources and support related to the administration of the grant and delivery of services. The five-day summer residential experience provides students with a learning opportunity that fosters the skills and motivation that support academic

achievement and postsecondary enrollment. The residential experience takes place at the end of the Summer Component and includes meals, lodging and exposure to college campuses. Since our program does not include a summer residential component, this five-day residential experience is very important to the students. The summer non-residential meals allocation covers lunch, which is provided during the five-weeks of academic classes, which runs from 7:45 a.m. – 2:45 p.m.

<b>9. Total Direct Costs</b>	<b>229,954</b>
<b>10. Total Indirect Costs at 8%</b> (does not include residential program and summer meals) (216,204)	<b>17,296</b>
<b>11. Training Stipends</b>	
55 students @ \$50.00 per student	<b>2,750</b>
<b>12. Total Costs</b>	<b>250,000</b>
<b>Award Amount</b>	<b>250,000</b>

A stipend is paid to students for meeting attendance and academic requirements for the six-week summer component. This budget reflects our tireless efforts to achieve efficient integration of existing College and school resources and services with those available to MCC-UB. MCC and the Lowell Public Schools have committed significant office space and resources, as well as departmental services, to complement services provided by MCC-UB. Thus, our budget can focus on the additional personnel required to provide intensive services to our targeted population. The budget is adequate to support the objectives and activities of the project based on the College’s extensive experience in providing services to low-income, first generation students. MCC is providing substantial in-kind contributions in both personnel and non- personnel areas totaling \$84,884, the Lowell Public Schools are providing \$124,401 for a total commitment of \$209,285 (See Institutional Commitment section.) This high level of commitment will bolster our efforts undertaken with funding secured from the federal government and ensure project success.

### **(g) EVALUATION PLAN**

#### **(g) (1) Are appropriate to the project and include both quantitative and qualitative evaluation measures**

MCC will use a four-phase process to evaluate MCC-UB in order to determine the effectiveness of services, document that objectives are being met, and obtain information to improve the program. The MCC-UB Director will oversee evaluation with the assistance of her staff. In addition, an MCC-UB Evaluation Team made up of three representatives from the College and school communities who are familiar with at-risk populations, as well as assessment and program review processes, will evaluate the program's qualitative and quantitative data every two years, assist with the MCC -required Program Review that takes place every four years, and make recommendations. Team members will include MCC Associate Dean of Assessment; Director of Curriculum and Instruction at LHS; and MCC Assistant Dean of Students.

Each of the four evaluation phases will include planning, collection of quantitative and qualitative data, analysis and reporting of findings, and recommended plans for continuous improvement. The MCC Vice President of Enrollment Services and Institutional Research will provide valuable assistance in the collection and benchmarking of data. **Phase I:** Formative Review - includes collection of baseline and program data and ongoing review and analysis; **Phase II:** Summative Review - includes annual internal review of data and Annual Performance Report; Evaluation Team Review of data biennially; **Phase III:** MCC Program Review; and **Phase IV:** Biennial Mock Site Visit.

#### **Compliance with Government Performance and Results Act (GPRA) of 1993:** The

MCC-UB evaluation plan, outlined in detail below, clearly indicates the various methodologies and approaches to be used and what type of data will be collected, including that which relates to the required GPRA UB performance measures: percentage of UB students who take two years of

mathematics above Algebra 1 by Grade 12; percentage who enroll in postsecondary education; percentage placing into college-level math and English without remediation; percentage on track to graduate on time (two years associate's degree; four years bachelor's degree); percentage attaining either an associate's degree within three years or a bachelor's degree within six years; percentage of UB students expected to graduate high school in the reporting year that complete a FAFSA; and the cost per successful MCC-UB student. Annual Performance Reports, based on evaluation data, will be submitted to the DOE.

**Phase I: Formative Review - Includes collection of baseline data and quarterly review:**

The Program Director will establish baseline data based on project objectives and individual student goals, needs, and academic achievement. The data collection process will incorporate quantitative and qualitative reporting, including quarterly reports for enrollment levels, student participation rates in project activities, number of contact hours by staff, and student academic achievement. On a quarterly basis, the Director will compile statistical information necessary for evaluating progress toward meeting objectives. The Director will compare actual activity reports with the plan of operation timelines. Focus groups and surveys will be conducted with students, parents, faculty and staff each year, and results compiled and assessed. Monthly staff meetings will be used to discuss evaluation measures and to develop plans for program improvement and modifications

**Phase II: Summative Review - Includes Annual Internal Review and Annual Performance**

**Report (APR):** Each year, the Director will review the compilation of data on program retention, grade promotion, grade point averages, standardized test scores, college applications, financial aid applications, college enrollments and course placements, college persistence, individual achievement, and assessment of student knowledge gained in workshops, as well as information

obtained through surveys, focus groups and interviews. This will provide data for the APR that will serve as an annual baseline indicator of the program's accomplishments. Additionally, data from MCC-UB- eligible students served will be compared annually to a cohort of UB-eligible students not served. To ensure continuous improvement, enhancements will be made based upon findings. In addition, all student files will be reviewed for compliance.

**Phase III: MCC Program Review** – With the assistance of the MCC Associate Dean of Assessment and with the Internal Evaluation Team, MCC-UB will participate in a Program Review undertaken every four years. It will identify program strengths and weaknesses, provide recommendations based on findings, offer plans for improvement with clear timelines, and result in a report to key stakeholders including College senior administrators. The Council for Advancement of Standards in Higher Education TRIO Standards Guidelines will be one of the tools used.

**Phase IV: External Review - Biennial Mock Site Visit:** To ensure compliance with legislation, regulations, and policies, MCC-UB will conduct a mock site visit by an external team of TRIO professionals. The team will review records, program data, and administrative documentation. The implementation of the four-phase evaluation process will ensure comprehensive assessment of activities that will foster continuous program improvement.

**(g) (2) Examine in specific and measurable ways the success of the project in achieving both its process and outcome objectives**

Since most evaluation data will be obtained quarterly, the Director and staff will be kept abreast of emerging trends. **When the evaluations identify deficiencies, unanticipated results, or new trends indicative of need for programmatic change, MCC-UB will take all steps necessary for improving and strengthening the project.** The Project Director will meet with staff, as well as the evaluation team, to identify and research causes for any trends and/or deficiencies and to implement appropriate changes, which will include a timetable and system for monitoring the

new activities. The following charts provide the details of our plan to use appropriate baseline data to examine in specific and measurable ways the project’s success in serving MCC-UB participants.

<p><b>Objective One:</b> 75% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.</p> <p><b>Evaluation Criteria:</b> Transcripts indicate GPA of 2.5 or better</p> <p><b>Benchmark:</b> GPA on Quarterly Transcripts</p> <p><b>Resources:</b> LPS X2 Aspen Student Information System Database</p>		
<b>Formative Evaluation</b>		
<p><b>Types of data to be collected and methods</b></p> <p><b>Quantitative:</b> Compile list of students who are below a 2.5 each semester and those with failing grades; compile log data to determine these students’ participation in services, such as tutoring.</p> <p><b>Qualitative:</b> Discussions with students and feedback from teachers to determine factors impacting academic achievement.</p> <p><b>Analysis and Report:</b> Review reports and student progress with staff to determine if additional services are being suggested and provided to student; determine student participation in services; determine additional interventions to be undertaken with students not meeting academic requirements. Prepare report with recommendations for enhancing or revising services, if required, for each student.</p>	Director All Staff	Quarterly
	Director All Staff	Ongoing
<b>Summative Evaluation</b>		
<p><b>Types of data to be collected and methods</b></p> <p><b>Quantitative:</b> Student transcripts; analysis of student UB files and follow-up meetings with those not achieving a minimum annual 2.5 GPA to determine causes and to make possible additional changes in services; comparison of GPA achievement of UB participants to a cohort of UB -eligible not served to determine effectiveness of project.</p> <p><b>Qualitative:</b> Compile feedback from individual meetings with students and teachers to determine any common factors.</p> <p><b>Analysis and Report:</b> Review quantitative and qualitative data to identify trends and factors impacting students. Prepare report with recommendations for enhancing or revising services, if required.</p>	Director All Staff	End of School Year
	Director Assistant Director	End of School Year











## Upward Bound Program Profile

**Instructions:** All applicants must complete this page. The completed form must be attached to the Other Attachments Form in the application package in Grants.gov (as a .pdf document). **DO NOT MODIFY OR AMEND THE CONTENTS OF THIS PAGE.**

1. Applicants currently funded under the Upward Bound Program (FY 2007-2014) must provide their current grant award number. This can be found in Block 2 of the Grant Award Notification.

**New applicants should leave this item blank.**

PR/Award Number (Current Grantees Only): P047A 070106

Application designated to receive prior experience: Yes  No

Application addresses Competitive Preference Priorities (check all that apply):

**Note: Please be advised, as provided in the notice, the maximum competitive preference points an application can receive under this competition is 10.**

**Competitive Preference Priority 1:**

**Turning Around Persistently Lowest Achieving Schools** (up to 5 additional points). Projects that are designed to address providing services to students enrolled in persistently lowest-achieving schools (as defined in the notice).

**Competitive Preference Priority 2:**

**Enabling More Data-Based Decision-Making** (up to 5 additional points). Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in: (a) improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success, and (b) providing reliable and comprehensive information on the implementation of Department of Education programs, and participant outcomes in these programs, by using data from State longitudinal data systems or by obtaining data from reliable third-party sources.

**Competitive Preference Priority 3**

**Improving Productivity** (up to 5 additional points). Projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of

resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in the notice), or other strategies.

2. Institution/Agency/Organization/School (Legal Name):

Middlesex Community College

3. All applicants must indicate the address where this project will be physically located.

Project Address:

33 Kearney Square, Lowell, MA 01852-1987  
Address, City, State, Zip Code

4. Multiple applications submitted: No: X Yes:      How many?         

5. List the target schools, estimated number of participants to be served at each target school, and whether they are a persistently lowest-achieving (PLA) school (if applicable):

	Name of school	City	State	Zip	No. of participants	PLA school (Yes or No)
1)	Lowell High School	Lowell	MA	01852	55	No
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						

Note: The project must be located in a setting accessible to the individuals the project proposes to serve. Add additional sheet, if needed.

6. Provide the total number of proposed participants to be served each year: 55  
**(Note: Projects are expected to serve at least the same number of participants each year. Two-thirds of the participants served must be low-income, potential first-generation college students, or have a high risk for academic failure.)**

7. **Program Objectives:**

Please fill in the proposed percent for each objective.

Note: These are the same objectives that **MUST** be stated in Part III -- Program Narrative section of your application when addressing the Objectives and the Evaluation criteria.

### **Academic Performance--Grade Point Average (GPA)**

75% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

### **Academic Performance on Standardized Test:**

70% of UB seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.

### **Secondary School Retention and Graduation**

90% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

### **Secondary School Graduation (rigorous secondary school program of study)**

50% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.

### **Postsecondary Enrollment**

80% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester)

### **Postsecondary Completion**

55% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.

### ***Please note the following definitions:***

**Postsecondary Enrolled:** a participant who has completed the registration requirements (except for the payment of tuition and fees) at the institution that he or she is attending.

**Acceptance but Deferred Enrollment:** a participant has received an acceptance letter from the institution that he or she will attend, but cannot enroll in the fall term immediately following high school graduation for reasons determined by the institution. The institution defers enrollment until the next term.

**Regular Secondary School Diploma:** means a level attained by individuals who meet or exceed the coursework and performance standards for high school completion established by the individual's state.

**Rigorous Secondary School Program of Study:** means a program of study that is –  
(1) Established by a State educational agency (SEA) or local educational agency (LEA) and recognized as a rigorous secondary school program of study by the Secretary through the process described in 34 CFR 691.16(a) through (c) for the Academic Competitiveness Grant (ACG) Program;

(2) An advanced or honors secondary school program established by States and in existence for the 2004–2005 school year or later school years;

(3) Any secondary school program in which a student successfully completes at a minimum the following courses:

(i) Four years of English.

(ii) Three years of mathematics, including algebra I and a higher-level class such as algebra II, geometry, or data analysis and statistics.

(iii) Three years of science, including one year each of at least two of the following courses: biology, chemistry, and physics.

(iv) Three years of social studies.

(v) One year of a language other than English;

(4) A secondary school program identified by a State-level partnership that is recognized by the State Scholars Initiative of the Western Interstate Commission for Higher Education (WICHE), Boulder, Colorado;

(5) Any secondary school program for a student who completes at least two courses from an International Baccalaureate Diploma Program sponsored by the International Baccalaureate Organization, Geneva, Switzerland, and receives a score of a “4” or higher on the examinations for at least two of those courses; or

(6) Any secondary school program for a student who completes at least two Advanced Placement courses and receives a score of “3” or higher on the College Board's Advanced Placement Program Exams for at least two of those courses.

**Postsecondary Degree Attainment:** completion of a program of postsecondary education with an associate's or bachelor's degree.

**Institution of Higher Education:** means an education institution as defined in sections 101 and 102 of the HEA.

**Program of Postsecondary Education:** a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school.

Part IV – Upward Bo

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## Part IV – Upward Bound Assurances

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Attach this Assurance form to the “Other Attachments Form” in the Grants.gov system. Applicants must copy and paste this page into a separate document or recreate the page exactly as it appears. Then complete the page, save it to your computer and attach it to the “Other Attachments Form” as a .pdf document only. **Do not modify or amend the language of this form in any way.**

As the duly authorized representative of the applicant, I certify that the applicant will comply with the following statutory requirements:

1. The applicant assures that not less than two-thirds (2/3) of the projects participants will be low-income individuals who are potential first-generation college students;
2. The applicant assures that the remaining participants will be low-income, potential first generation college students or individuals who have a high risk of academic failure;
3. No student will be denied participation in a project because the student would enter the project after the 9<sup>th</sup> grade; and
4. The project will collaborate with other Federal TRIO projects, GEAR UP projects, or programs serving similar populations that are serving the same target schools or target area in order to minimize the duplication of services and promote collaborations so that more students can be served.

  
Authorized Certifying Official's Signature

Carole A. Cowan, Ed.D.  
Printed Name of Authorized Certifying Official

President  
Title of Authorized Certifying Official

Middlesex Community College  
Name of Applicant Institution/Organization

1/20/12  
Date Signed

**Attach this Assurance Form to the “Other Attachments Form” in the Grants.gov application package**

**Attention Applicants:** Applicants must copy and paste this page into a separate document, or recreate the page exactly as it appears. Then, complete the page, save it to your computer and attach it to the “Other Attachments Form” as a .pdf document only. Do not modify or amend the contents of the form in any way.

## **Competitive Priority 2 – Enabling More Data-Based Decision Making**

Middlesex Community College Upward Bound (MCC-UB) recognizes the effectiveness of using high-quality and timely data to influence decision-making. MCC-UB will utilize a variety of resources including: (a) Massachusetts State Longitudinal Data System (MSLDS); (b) X2 Aspen Student Record Database; (c) National Student Clearinghouse; and (d) Massachusetts Department of Higher Education (MA-DHE) and Massachusetts Office of Student Financial Assistance (MA-OSFA) information. MCC-UB will use this data to provide an intensive and integrated continuum of focused educational outreach and intervention services for all current and prior participants and to conduct evaluations.

**A. Massachusetts State Longitudinal Data System (MSLDS):** MCC-UB staff will utilize data from the MSLDS to make decisions regarding program development, evaluation, and resource allocation. This innovative system not only links vast amounts of high-quality data across time from childhood to career, but also provides the tools and resources to inform practice and impact student learning, growth, and achievement. All MCC-UB staff are located at the target school, which enables them direct access to the MSLDS's early warning indicators. Use of the system will provide program staff the ability to identify target area students who are at risk of missing critical goals, such as reaching proficiency on the Massachusetts Comprehensive Assessment System (MCAS), which is a requirement for earning a high school diploma. The MCC-UB Assistant Director will use the MSLDS to collect all incoming participants' eighth grade MCAS results. This information will be shared with the UB instructional team to determine the specific needs of participants. Students will participate in MCAS Preparatory Workshops. In addition, students scoring below proficiency on either the Grade 8 ELA or

math exam will be required to attend MCAS tutorial support once a week during each 15-week semester. The MSLDS will also be used to provide additional MCAS prep services to Grade 10 UB students who fail one or more of the MCAS exams.

MCC-UB will also use the MSLDS to strengthen program curriculum. The system's teaching and learning component provides model curriculum units aligned with the most up-to-date Massachusetts Frameworks for ELA, mathematics, science, and history/social science. Since the frameworks directly align with the MCAS exams, the MCC-UB instructional team will incorporate these units directly into the academic year and summer program curricula. Use of MSLDS will enable MCC-UB to collect high quality data and access tools and resources to create individualized intervention plans and best practice curricula to increase student achievement.

**B. X2 Aspen Student Record Database:** Using this database available through the target school, MCC-UB will put in place an early warning indicator system designed to prevent dropout and prepare students for postsecondary completion. UB staff will have immediate access to timely data that targets specific participant needs and focuses on the following school success indicators: course enrollment, academic performance, and attendance. Based on the data, staff will implement interventions designed to achieve positive student outcomes. For example, consistent monitoring of UB students' course enrollment trends will help to ensure that participants are on track to graduate having completed a rigorous program of study leading to enrollment in postsecondary education. The data obtained from the X2 Database will also allow UB personnel to encourage students and families to advocate for increased student enrollment in honors, high honors, advanced placement and dual enrollment courses. UB participant transcripts will be re-

viewed in January and June of each school year. Students who are achieving an 85 or better in each course will be encouraged to move to the next academic course level (i.e., honors to high honors). Letters will be sent home to families informing them of the students' achievement and outlining the target school's policy for academic advancement.

Target school Student Progress Reports are available on the X2 Database each quarter. The UB Academic Support Service Facilitator and Assistant Director will review progress reports in November, February, and April to provide timely academic support before students may be at risk of failing the semester. All students receiving grades below 75 in any academic courses will be required to attend the UB tutorial program a minimum of one hour per week for the remainder of the semester. Progress Reports are mailed directly to students' homes, and the Academic Support Service Facilitator and Assistant Director will follow up with parents/guardians regarding any interventions that may be needed.

Since excessive absenteeism leads to poor academic performance and school dropout, the UB Staff will use the X2 Aspen database to monitor participants' daily school attendance records. The Assistant Director will run participant secondary school attendance reports weekly to identify attendance issues early on. To prevent school failure and improve promotion and graduation rates, UB staff will work directly with the families of students who have three or more absences in a quarter. The Assistant Director and Academic Support Service Facilitator will contact the parents/guardians by phone or email to discuss the issues and create plans that ensure that the students will attend school daily.

**C. National Student Clearinghouse:** Data from this source will provide the information necessary to track and support prior participants and enhance services. Each October,

January, March and June, the Assistant Director and the Academic Support Service Facilitator will use the National Student Clearinghouse to monitor prior participants' progression in college, including: first enrollment, retention, re-enrollment after stop outs, graduation, and drop outs. All students who are listed as "not in good standing" will be contacted to discuss issues they may be having. UB staff will assist these students by providing information about academic support programs and financial aid services available to them.

**D. Massachusetts Department of Higher Education (MA-DHE) and Massachusetts Office of Student Financial Assistance (MA-OSFA):** On its website, MA-DHE provides students and families with accurate information and tools to assist them in preparing, evaluating, and selecting institutions of higher education. MCC-UB will familiarize students and families with this website. MA-OSFA is Massachusetts' principal agency for promoting access to higher education and providing information on the availability of financial aid resources to help students and families understand and meet college costs. Each November, MCC-UB staff will collect data related to college trends and financial aid information from the National Student Clearinghouse and MA-OSFA. Colleges that have the highest persistence rates and provide the greatest financial resources will be highlighted in information that will be distributed to students and families.

All data will be maintained in accordance with federal, state, and MCC-UB policies. Only authorized personnel will have access to the data which will be stored either on a password protected computer or in a locked file cabinet. Use of these targeted data driven systems will provide the MCC-UB program the necessary tools to design program initiatives that will result in positive outcomes for our participants.

### **Narrative for Competitive Preference Priority 3 –Improving Productivity**

The Middlesex Community College (MCC-UB) Program incorporates several key strategies to maximize productivity in order to increase the number of students served from 50 to 55 and to improve student outcomes. These include: (a) serving one target high school; (b) offering a school-day credit-bearing UB class; and (c) using technology and open educational resources.

**A. Serving one target high school:** Since the MCC-UB Program is centrally located in one high school, productivity and student outcomes are greatly improved in the following ways: (1) Since staff members do not spend time traveling from one location to another, it makes it possible for them to spend nearly 100% of their time directly serving participants. This increased time-on-task translates to more students being fully and effectively served by fewer staff members, leading to heightened productivity and strengthened student outcomes. (2) Working with a singular target school staff allows UB staff to build stronger relationships and communication with school administration, teachers, and guidance counselors to identify individual student needs and to design and implement services that will address the challenges faced by students. By collaborating closely with target school staff, MCC-UB is able to ensure that UB students receive all the services they require and that these services complement and enhance those being offered by the school in the most productive, streamlined manner possible. (3) Having access to Lowell High School's (LHS) one centralized data system (LPS X2 Aspen Student Information System Database) to monitor student attendance and performance for all MCC-UB students permits staff to make timely adjustments and interventions, leading to heightened secondary school persistence and postsecondary enrollment. (4) It is possible to collaborate with Talent Search and GEAR UP (also located at the target school) to offer workshops and field trips. The multiple strong connections at the one target school foster high productivity.

**B. Offering a school-day credit-bearing UB class:** LHS has designated one classroom for sole use by MCC-UB. This permits the program to offer a **school-day credit bearing classroom component** throughout the year and provides a unique opportunity to strengthen both productivity and student outcomes in the following ways: (1) MCC-UB students work directly with UB staff for 5 hours per week for 20 weeks per semester. Staff members are able to provide services to all students on an as-needed, on-demand basis. This frequent, consistent interaction results in greatly improved program retention and, in turn, increased secondary school persistence. (2) The classroom component also enables staff to provide weekly reading, writing, and math skill-building lessons, as well as multiple workshops related to preparing for MCAS , TOEFL, PSAT and SAT tests, the college and financial aid process, and financial literacy, all of which contribute to preparing students for postsecondary education. Because the class, workshops and interactions with staff occur during the school day, students are able to participate in after-school activities and jobs. Students do not need to sacrifice extracurricular activities and jobs, thus facing fewer obstacles to remain active in UB. Through the classroom component, UB students receive the support they need to persist in secondary school, as well as enroll and succeed in postsecondary education. (3) In-school services offered through the single location UB class improve student retention in the UB program and help to build strong student-staff relationships. High retention means that staff is more productive because they spend less time recruiting and acclimating new students into the program and more time assisting and tracking current and former students. When students remain enrolled in MCC-UB over time, they receive ongoing, in-depth services aimed specifically at college preparation, which improves not only their secondary school persistence and postsecondary enrollment, but also promotes postsecondary success because they have a stronger academic foundation. Further, the strong student-staff relationships

developed through high retention increase the likeliness that current and prior UB participants and UB alumni will remain connected to the program and receive any additional assistance that will enable them to enroll in and complete postsecondary education.

**C. Use of technology and open educational resources:** MCC-UB will utilize information technology to increase access to high quality educational content, thus improving student learning and educational outcomes. The eight networked computers within the UB classroom allow students to access a variety of free open educational resources including the Khan Academy and MIT's OpenCourseWare. Khan Academy is a not-for-profit website that provides thousands of free online video tutorials and practice exercises. MCC-UB will use Khan Academy videos to supplement instructor lectures and individual tutoring. Since students will be viewing the videos independently, instructors have time to provide specific, pin pointed help as needed. This also provides the opportunity to teach a variety of subjects within the same amount of time, increasing efficiency in time, staff, and money. In addition, Khan's dashboard system allows UB staff to view a summary of class performance and track students' individual progress to determine exactly which topics are problematic and how to best allocate their instruction time. Many students have parents who do not speak English and cannot easily assist with homework. By providing the Khan Academy tutorial resources before, during, and after school, UB students will get the academic support they need, while the program keeps costs down by limiting the amount of tutors that are needed. Additionally, MCC-UB will supplement the UB math and science courses using MIT's OpenCourseWare "[Highlights for High School](#)" website. The site includes: video lecture clips, lecture notes, practice problems, exams, and other resources from MIT's introductory physics, biology and calculus courses as well as mini-courses for high school students and an introduction for students to the college-level MIT curriculum and course materials. MCC-UB

will incorporate these materials into the science and math curricula during the academic year and summer component. These resources will allow MCC-UB to provide high quality content to address specific student needs to improve educational outcomes.

Sustainable technology will also help MCC-UB to simplify the college and career planning process, as well as provide an efficient method of tracking graduates. Massachusetts YourPlanForCollege Portal is a free website supported by the Massachusetts Educational Finance Authority that supports student's college and career planning needs. MCC-UB will use YourPlanForCollege to empower students and families to make critical, informed decisions about their future and determine which institutions are the "best fit" for helping them achieve their postsecondary goals. Upon entrance into MCC-UB, staff will meet with participants and their families to set up student and parent YourPlanForCollege accounts. Participants and their families will use the portal throughout the entire high school college and financial aid research and application process.

Social media, such as the MCC-UB Facebook group, will be one of the sources used to communicate group activities and to expedite the tracking of Upward Bound graduates to improve MCC-UB postsecondary student outcomes. Before graduating from high school, UB participants join the MCC-UB Facebook group. The Assistant Director stays in contact with the group and individual members to discuss issues that may arise, rather than waiting until students are at risk of failing or dropping out. The group also provides a supportive network for UB graduates to remain connected to the program and their peers. Many UB Alumni face similar obstacles to postsecondary education and the UB Facebook group provides a forum to discuss their concerns and receive feedback from their peers. The above strategies will contribute to increased productivity and successful achievement of student outcomes.