

Johnson C. Smith University
Upward Bound Program

**Academic Year Component
Teacher
2022-2023**

Orientation

Upward Bound Program...

An environment that nourishes your interest, motivates you to achieve far beyond your expectations, and supports your belief in yourself and your abilities.

History & Theme

**Upward Bound Program
Where the Standard is...
EXCELLENCE!**



TRIO 411

Mission

Achieve college access and success for low-income students, first-generation students, and students with disabilities.

Vision

Every young person and adult has an equal opportunity to prepare for, attend, and graduate from college. Graduation from any category of postsecondary institution is achievable and not limited by economic status, family background, or disability.

TRIO 411

TRIO is a set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree. More than 812,000 low-income, first generation students and students with disabilities – from 6th grade through college graduation are served by more than 3,100 programs nationally.

How Did TRIO Originate?

The original three TRIO programs were spawned by the Economic Opportunity Act of 1964, the result of President Lyndon B. Johnson's War on Poverty. Upward Bound was the first of the three to be funded. During the summer of 1965, the office of Economic Opportunity funded eighteen pilot projects across the nation.

TRIO 411

Who is Served?

As mandated by Congress, two-thirds of the students served must come from families with incomes at 150% or less of the federal poverty level and in which neither parent graduated from college. Thirty-five percent (35%) of TRIO students are Whites, 35% are African-Americans, 19% are Hispanics, 4% are Native American, 3% are Asian American and 4% are listed as “other” including multi-racial students. More than 7,000 students with disabilities and 6,000 U.S. veterans are currently served in TRIO programs as well. Presently, there are 3,100 TRIO programs serving 812,000 students.



TRIO 411

Why Are Trio Programs Important?

- ❖ The United States needs to boost both its academic and economic competitiveness globally. In order to foster and maintain a healthy economy as well as compete globally, the United States needs a strong, highly-educated, and competent workforce. To be on par with other nations, the country needs students no matter their background, who are academically prepared and motivated to achieve success.
- ❖ Low-income students are being left behind. Only 38% of low-income high school seniors go straight to college as compared to 81% of their peers in the highest income quartile. Then once enrolled in college, low-income students earn bachelor's degrees at a rate that is less than half of that of their high income peers - 21% compared with 45%.

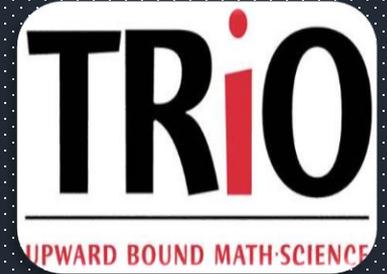
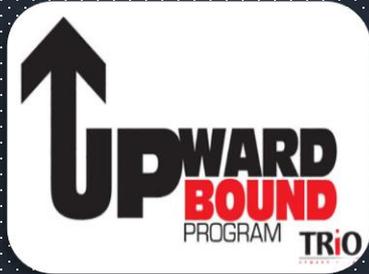
TRIO 411

Why Are Trio Programs Important?

❖ The growing achievement gap in our country is detrimental to our success as a nation. There is a tremendous gap in educational attainment between America's highest and lowest income students despite similar talents and potential. While there are numerous talented and worthy low-income students, relatively few are represented in higher education, particularly at America's more selective four-year colleges and universities. While nearly 67% of high-income, highly-qualified students enroll in a four-year college, only 47% of low-income, highly-qualified students enroll.

TRIO PROGRAMS

- Upward Bound
- Upward Bound Math & Science
- Educational Talent Search
- Student Support Services
- Veterans Upward Bound
- Education Opportunity Centers
- Ronald E. McNair Post-baccalaureate Achievement
- Training Program for Federal TRIO Program Staff



JCSU Upward Bound Program

TRIO PROGRAMS AT A GLANCE

Upward Bound – Helps youth who are low-income and first-generation prepare for higher education. Students receive a myriad of services in an effort to ensure college readiness (Projects – 956 serving more than 70,000).

Upward Bound Math & Science – Using a similar model to UB, UBMS provides students with a rigorous math/science curriculum in high school to encourage and enable them to successfully major in critically important science technology, engineering and math (STEM) disciplines in college (Projects – 211 serving more than 13,100 students).

JCSU Upward Bound Program

TRIO PROGRAMS AT A GLANCE

Talent Search – Projects serve young people in grades six through 12. In addition to counseling, participants receive information about college admissions requirements, scholarships, and various student financial aid programs. Early intervention helps students to better understand their educational opportunities and options (Projects – 473 serving more than 312,000 students).

Student Support Services – Projects work to enable low-income students to stay in college until they earn their baccalaureate degrees. Participants, who include disabled college students receive tutoring, counseling and remedial instruction. also receive the services offered (Projects – 1,069 serving more than 202,000).

JCSU Upward Bound Program

TRIO PROGRAMS AT A GLANCE

Veterans Upward Bound – Provides intensive basic skills development and short-term remedial courses for military veterans to help them successfully transition to postsecondary education. Veterans learn how to secure support from available resources such as the Veterans Administration and other state and local administrations that serve veterans (Projects – 64 serving more than 8,400 students).

JCSU Upward Bound Program

TRIO PROGRAMS AT A GLANCE

Educational Opportunity Centers – Serve displaced or underemployed workers from families. These centers help individuals to choose a college and a suitable financial aid program. There are 142 Educational Opportunity Centers in America serving more than 199,000 individuals.

Ronald E. McNair Post-baccalaureate Achievement – Is designed to encourage low-income students and minority undergraduates to consider careers in college teaching as well as prepare for doctoral study. This program was named in honor of the astronaut who died in the 1986 space-shuttle explosion (Projects – 187 serving 5,200 students).

JCSU Upward Bound Program

Federal TRIO Programs help students to overcome class, social, academic and cultural barriers to higher education.

JCSU Upward Bound Program

Since 1971, Johnson C. Smith University's Upward Bound Program has helped thousands of students prepare for a successful college education.

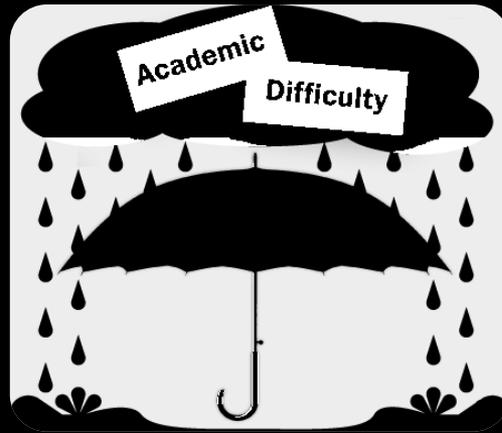


JCSU Upward Bound Program

- **In an effort to provide students with the skills needed to enter and complete a college or university of their choice, students participate in the Program throughout high school on a year-round basis.**
- **This structure is designed to help ensure their continued education. Upward Bound is divided into three components:**
 - 1) Academic**
 - 2) Summer**
 - 3) Bridge**

JCSU Upward Bound Program

Academic Year Component



Theme and Program
Services

Academic Component Theme 2022-2023



Academic Component Character Development Terms

Love

Hope

Passion

Courage

Persistence

Patience

Resilience

Self-Control

Integrity

Upward Bound Services

Services are designed to develop essential skills, study habits and discipline necessary for success in high school and college. The Academic Year services include:

- Tutorials
- Academic Saturday Classes
- College preparatory and career planning workshops
- College and university visits
- Study skills and test-taking strategy workshops
- Academic and personal counseling sessions
- Field trips to local businesses or cultural centers
- Personal development workshops
- Parent Seminars

Program Services Overview

Being curriculum-based, the Program provides exposure to a wide variety of academic, cultural and social opportunities simulating a college experience. The plan is as follows:

- The students will begin the Program with a battery of tests to determine their academic strengths and weaknesses.
- Tutorials and Academic Saturday classes will be conducted and geared to high school course content and skills development.
- Advisement regarding careers, college admission, financial aid, etc. will take place to help guide students toward their academic and career goals.

Program Services Overview

- ❖ Activities that encourage parental involvement, personal responsibility and positive self-esteem are scheduled to empower students to overcome barriers that may impede academic success.
- ❖ Academic curriculum designed to help students recognize and develop their full intellectual potential in all disciplines (Language, Arts, Technology and Science).

Standardized Testing

Students will begin the Program with a battery of tests to determine their strengths and weaknesses and receive Upward Bound services during the academic year.

“LASSI” (Learning and Study Strategies Inventory)

LASSI

An assessment tool designed to measure students’ use of learning and study strategies. It assesses the students’ thought processes and behavior that impact studying and learning.

Standardized Testing

TerraNova, Third Edition

Provides an efficient and comprehensive appraisal of student's progress toward widely accepted goals of a high school education. Scores may be used to analyze strengths and weaknesses and to plan and evaluate courses, remedial, enrichment and instructional activities. The following tests will be administered:

Reading Comprehension

Written Expression

Math Concepts and Problem Solving

Science



Tutorial Sessions

Students
Improve
through
Tutoring

A graphic featuring a stack of three books (green, blue, and purple) with a red apple on top. To the right of the books is a quill pen in a dark inkwell. The text 'Students Improve through Tutoring' is written in a serif font, with 'Students' and 'Tutoring' in a larger, bold font.

- ❖ Tutoring is a one-on-one exchange of information and skills to help students achieve their maximum potential in the classroom.
- ❖ A service providing extra help or information not obtained in the classroom situation.

Tutorials are conducted and are geared to high school course content and skills development.

Tutorial Objectives

To reduce classroom failure rates.

- ❖ **To improve Upward Bound retention.**
- ❖ **To serve as refresher sessions for students who are academically strong, but have forgotten basic curriculum principle.**
- ❖ **To increase the student's understanding of the subject matter.**

Computer Usage: Students will have access to the computer lab from 4:15 pm – 6:00pm. Students arriving after 4:30 may forfeit computer lab usage.

Tutorial Schedule

4:00 p.m.	Report to Study Hall
4:15 p.m.	One-on-one Tutoring
5:15 p.m.	Break
5:30 – 6:30 p.m.	**Mandatory Tutoring

Please Note:

Students receiving and seeking tutoring must show a basic desire to succeed.

Students who receive a D or F in a core subject are required to report for **ADDITIONAL** assistance from 6:30 – 7:00 p.m.

Tutorial Session Guidelines

- ❖ Students must report directly to HUMANITIES 112 for tutorial sessions.
- ❖ Student are expected to report to tutorials by 4:00 p.m.
- ❖ Students will not be admitted or receive attendance credit after 5:00 p.m. without permission from the Director.
- ❖ Students must attend 2.5 - 3 hours per week to complete schoolwork, enhance computer skills, and receive individual tutoring.

REQUIRED to bring the following for Math, Science, English and Foreign Language (Spanish only)

Textbooks

Notes

Quizzes

Tests

All other assignments



Note: Students who fail to bring materials to Tutorials **WILL NOT** receive credit for Tutorial attendance.

Academic Saturday Sessions

- ❖ During the academic year, students benefit from bi-weekly Saturday sessions as a supplement to the classes taken at their high school.
- ❖ Students work in small classroom settings with an instructor.
- ❖ Sessions are held every 1st and 3rd Saturday for 3 hours of instruction. Curriculum/instruction is based on overall need of students, as determined by instructors.

*Saturday Classes are conducted and geared to high school course content and skills development.

Academic Saturday Schedule

Academic Enhancement



9:00 a.m.	Arrival
9:30 a.m.	Classes Begin
9:30 a.m. – 1:00 p.m.	Classes
1:00 p.m.	Classes End
1:00 p.m. – 1:30 p.m.	Mandatory

Academic Saturday Guidelines

- ❖ Students must report directly to Humanities 108 for Academic Saturday classes.
- ❖ Students are expected to report to Saturday sessions by 9:00 a.m.
- ❖ Anyone arriving on campus after 9:45 a.m. must receive permission from the Director before entering a class.

REQUIRED to bring the following for Math, Science, English and Foreign Language (Spanish only)

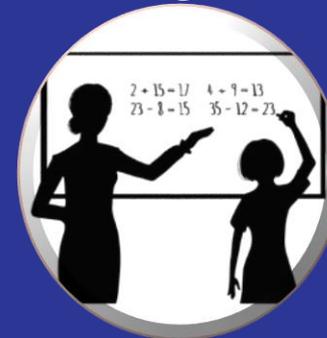
Textbooks

Notes

Quizzes

Tests

All other assignments



Curriculum – Core Courses

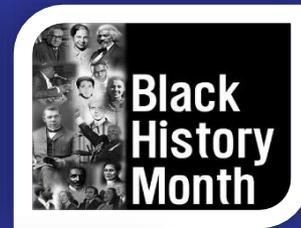
- ❖ Math – Algebra I & II, Geometry, Pre-Cal, Calculus, and Advance Functions
- ❖ Science – Biology, Earth Science, Chemistry, and Physics
- ❖ STEM (Additional) – Anatomy, Forensics, Robotics, Architecture, Web Design, Computer Science.
- ❖ English - General Reading & Composition
- ❖ Foreign Language – Spanish
- ❖ College Preparatory Course II (Seniors Only)
- ❖ Senior Research

Workshops & Seminars

(refer to calendar of events)

Activities that encourage parental involvement, personal responsibility, and positive self-esteem are scheduled to empower students to overcome barriers that may impede academic or personal success.

- ❖ Parent Association
- ❖ Parent Workshop
- ❖ Black History Month Program
- ❖ Personal Development Workshops
- ❖ TRIO Day



Academic Year Advisement



Grade Reviews

Academic Standards

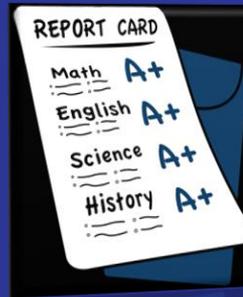
Attendance

Stipends

Personal Advisement

Quarterly Grade Reviews

All students' academic performance will be evaluated on a quarterly basis.



Process:

- ❖ Submit report card to Director or Academic Coordinator.
- ❖ Attend MANDATORY GRADE REVIEW.
Establish a plan to improve grades, if needed.

Desired Outcomes

- ❖ Students consistently achieve a cumulative GPA of 2.5 or better on a 4.0 scale at the end of the school year.
- ❖ Increase the chances that students will succeed in high school and be accepted to a college or university of their choice.

Academic Standards

Students must maintain a minimum 2.0 grade point average in the core curriculum (*i.e. math, science, English, and foreign language*) to remain in good standing.

Process:

1. Probation
2. Suspension
3. Possible Dismissal



Behavioral Points Program Participation

**Tutorials Attendance
Earn 20 Points**

**Tutorials
Non-Attendance
25 Point Deduction**

**1st Offense – Probation
2nd Offense – Suspension
3rd Offense – Possible
Dismissal**

**Behavior Point Scale
Academic Component**

**1st Quarter - 150
2nd Quarter - 300
3rd Quarter - 450
4th Quarter - 600**

**Saturday Attendance
Earn 75 Points**

**Saturday
Non-Attendance
100 Point Deduction**

**Other Consequences
Stipend Suspension
Travel Suspension**

Academic Year Component

2022 - 2023

- ❖ While in attendance, students will be expected to adhere to the guidelines outlined in the Student Handbook.



Policies & Procedures

- ❖ Students who fail to abide by the regulations or are disrespectful and uncooperative with the staff may be denied credit, sent home and/or face the possibility of probation, suspension, and/or dismissal.

Academic Team Responsibilities

- ❖ **Demonstrate professional effective and efficient practices in teaching and tutoring.**
- ❖ **Model correct use of language, oral and written.**
- ❖ **Demonstrate accurate and up-to-date knowledge of content and subject area.**
- ❖ **Implement designated curriculum.**
- ❖ **Maintain tutorial sessions and classes.**
- ❖ **Assign reasonable tasks to students.**

Academic Team Responsibilities

- ❖ **Expect students to learn.**
- ❖ **Require hard work and additional effort from students.**
- ❖ **Help the students become prepared for academic success.**
- ❖ **All accomplished in a fun, yet practical environment.**

ACADEMIC
Excellence

Tutorial Session Expectations



Tutorial Session Expectations

- ❖ **Exchange information and skills to help students achieve their maximum potential in the classroom.**
- ❖ **Provide extra help or information not obtained in the classroom situation.**
- ❖ **Provide additional handouts and worksheets for students who have finished their school work or need additional assignments.**
- ❖ **Tutorials are conducted and geared to high school course content and skills development.**

Additional Instructional Procedures

Monitor & Maintain Student Behavior

- ❖ **All teachers are required to be in their assigned area by:**
 - **Tutorials: 3:45 p.m.**
 - **Academic Saturday: 9:15 a.m.**

- ❖ **It shall be the duty of all teachers to maintain good order and discipline in their respective classrooms and tutoring space.**

- ❖ **During changes, all teachers are expected to stand in their doorways to supervise the movements and behavior of students through the halls.**

Additional Instructional Procedures

- ❖ If a student fails to follow instructions from a teacher, the teacher should report the incident to the Director and complete a “Disciplinary Referral Form.”
- ❖ Students are not to be sent from the room with no place to go, nor placed in the hallway. If a student’s behavior merits removal from the classroom, contact staff to assist in the process. The incident must be documented on a “Disciplinary Referral Form.”

DISCIPLINING STUDENTS

- Interprets and responds to inappropriate behavior promptly
- Implements rules of behavior fairly and consistently
- Reinforces and reiterates expectations for positive behavior
- Uses appropriate disciplinary measures

Standards of Conduct

- ❖ **Teachers are expected to arrive on campus at the time set, not to exceed 30 minutes prior to Tutorial and Academic Saturday sessions.**
- ❖ **Teachers are expected to work the entire time scheduled.**
 - Weekdays 4:00 – 6:30p.m. (7:00 p.m. Mandatory Tutoring.)
 - Saturdays 9:00 a.m. – 1:00 p.m. (1:30 p.m. Mandatory Tutoring).
- ❖ **When a teacher must be absent or late for any reason, he/she should notify the office at the earliest possible hour unless an extreme emergency occurs.**

Standards of Conduct

- ❖ **If a teacher must leave early during normal working hours, he/she must notify and/or obtain permission from the Director before doing so.**
- ❖ **Everyone that is a staff member with the Upward Bound Program is responsible for all students during the time the students are under the supervision of the program.**
- ❖ **Teachers are required to attend all scheduled meetings unless permission to be absent is obtained beforehand.**

Standards of Conduct

- ❖ **The Upward Bound Program reserves the right to impose sanctions that it deems appropriate to a staff member's misconduct.**
 - ❖ **Violation of the Standards of Conduct will result in the staff member receiving a Verbal/Written Warning and/or being dismissed from the Program.**
 - ❖ **Dismissal – Used in cases of serious misconduct or in cases when staff has violated the Program policies and/or the University policies.**

Program Guidelines

In order to have a smooth running program and provide for the well-being of all, it is necessary to establish some guidelines for expected behavior.

Quite simply, the Upward Bound Program at Johnson C. Smith University expects staff to do the following:



Be Responsible
Maintain a Positive Attitude
Attend Scheduled Events during the School Year

Upward Bound Program



Welcome!!!

Accept the challenge of Excellence... Looking forward to
seeing you October 3rd