

Program: UPWARD BOUND (UB)

Population Served:

Size: Approx. 44,000 students in 563 regular UB projects (not math/science centers or Veterans projects) nationwide

Age: High school

Other Characteristics: Two-thirds of the students in each project must be low-income and first-generation college prospects; the remainder must have one of the characteristics, but not both.

Program Components

<u>Component</u>	<u>Provided by</u>	<u>Duration</u>	<u>Description</u>
Traditional academic instruction, tutoring, mentoring, counseling, career planning, cultural programs, college planning activities	Program staff	Up to 4 years. Meets regularly during the summer and school year. Average student attends over 100 sessions of academic courses and 70 sessions of nonacademic activities	Resources are provided in addition to a rich and challenging academic program.
Meetings in the academic year	Program staff		
Intensive instructional program in the summer	Program staff		During summers, there is a residential program where students live on a college campus to simulate the college experience.

Program Objectives/Goals:

To help prepare disadvantaged high school students for college and to increase college enrollment and success.

Study:

Myers, D., & Schrim, A. (April 1999). *The impacts of Upward Bound: Final report for phase I of the national evaluation*. Washington D.C.: Mathematica Policy Research, Inc.

Study objectives and measurements:

Objective

To answer the following questions:

1. To what extent does UB further the academic and personal development of students during high school?
2. Does UB have an impact on college access and retention?
3. Do some groups of students benefit more from UB than others?
What are the typical experiences of participants, for example, in terms of how long they participate? Does the amount of time participants spend in the program have an influence on various outcomes?

Measurement instrument

Baseline questionnaire at the time of application, first and second follow-up surveys (1994 and 1996), student transcripts (1994 and 1996), and project staff annual reports on the participation of students in the program.

Evaluation:

Type: Experimental

Statistical techniques: random assignment, one-tailed t-test, two-tailed t-test. Significance level=.10

Population evaluated: Nationally representative sample of 67 UB projects hosted by 2-and 4-year colleges with 1,500 students in the treatment group and 1,300 in the control group.

Outcome:

High school graduation status: No impact

Educational expectations: Being selected for UB led to higher expectations

Credits earned in high school: Small impact on number of math credits earned

Extracurricular activities or parent involvement: No impact

College enrollment: No impact*

Post-secondary credits earned: More than control group

Receipt of financial aid: More likely than for control

Engaged in college activities: More actively than controls

Large impacts on students with lower initial educational expectations

Substantial impact on boys

Hispanic and white youths benefited more than African American youths

Giving students the opportunity to participate had substantial impacts on low-income, first-generation college students

Large impacts on students with lower academic performance as high school freshmen

Similar impact for ninth- and tenth-grade applicants

Students at greater risk of academic failure as freshmen benefited more than those at less risk

Longer exposure to UB led to higher post-secondary attendance rates, attendance at more selective schools, and earning more post-secondary credits

Other Information:

More definitive results concerning college access and retention will not be available until second follow-up study is completed.

*Data reflect only the experience of students who entered UB later in high school; therefore, results show only the impact of short-term involvement in UB.
