Portland State University
Upward Bound

Accessing Education in the 21st Century
Today’s Scenario

• We are currently preparing students for jobs that don’t yet exist
• Using technologies that haven’t been invented
• In order to solve problems we don’t even know are problems yet
2014 & Beyond

- 60th Anniversary of DNA Discovery
- 100th anniversary of the Federal Reserve
- Data transfer rates: 10GB/sec from U.S. to China
- # of connected devices to internet > 14Billion, twice human population
- Over 1 billion “things” connected, discounting phones, computers, & tablets (IoT = Internet of Things)
2014 & Beyond

- Mobile internet devices surpass computers
- 2015: tablet shipments = 50 per cent of laptop shipments
- Windows 8 will likely be in third place behind Google's Android and Apple iOS operating systems
- Cloud technology replaces the PC for storage
The 21st Century: Wealth Disparity

- The American Dream: Are we there yet?
- No Rich Child Left Behind
  - Top 1% have 40% of all wealth
  - Over the last 20 years, number of students from upper income families earning BA/BS has increased by 18% compared to 4% for low income
  - 15% of upper income 2004 grads enrolled in highly selective universities compared to only 5% of middle income and 2% of low income students

Sean F. Reardon, New York Times, April 28, 2013
Wealth Disparity

- From 1972 – 2006, rich families increased spending on enrichment activities by 150% compared to 57% for low income families

- The main difference: pre-school affordability and quality; extra-curricular activities and enrichment classes after school (Sound like TRIO?)

- The Oregonian, Monday, April 29\textsuperscript{th} – “Is Oregon flunking pre-school?
- 30\textsuperscript{th} of 40 states offering pre-school
- Only 7% of all 3 to 4-yr-olds served
Educational Opportunity

- 25% of US citizens over 25 have bachelor’s degrees or higher
- Only 9% have MA’s or PhD’s
- Bachelor Degree Completion Rates by Age 24
  - Lowest Economic 25% = 6.9%
  - Second 25% = 13.9%
  - Third 25% = 25.3%
  - Top 25% = 75%

Tom Mortenson, Post-Secondary Opportunity
Current Oregon Scene

- 22.3% under 18
- 14.8% Poverty Rates
- 29% over 25 have BA/BS
- 88.9% have HS diploma
- 14.6% home language other than English
Of 100 students ... who start high school in Oregon:

72 earn a high school diploma within five years
43 enroll in college within 16 months
About 20 end up with a bachelor’s degree or community college credential*
•56% of full-time freshmen in four-year Oregon colleges earn a bachelor’s degree within six years; 25% of first-time community college students earn a degree or certificate within three years

Sources: Oregon Department of Education, National Student Clearinghouse, National Center for Education Statistics

OregonLive
http://www.oregonlive.com/education/index.ssf/2012/04/only_59_percent_of_oregon_high.html
Educational Opportunity---How will you find your career?

- The only thing more expensive than attending college is *not* attending college!!
- High school is not enough to succeed, and hasn't been for 60 years now.

Tom Mortenson, *Post-Secondary Opportunity*
Degrees and Salary/Unemployment

**Education Pays**

Unemployment rate in 2011 (in %)

- Doctoral degree: 2.5
- Professional degree: 2.4
- Master’s degree: 3.6
- Bachelor’s degree: 4.9
- Associate degree: 6.8
- Some college, no degree: 8.7
- High school diploma: 9.4
- Less than high school diploma: 14.1

Average: 7.6%

Median weekly earnings in 2011 (in $)

- Doctoral degree: $1,551
- Professional degree: $1,665
- Master’s degree: $1,263
- Bachelor’s degree: $1,053
- Associate degree: $768
- Some college, no degree: $719
- High school diploma: $638
- Less than high school diploma: $451

Average: $797


**NOTE:** In 2011, median weekly earnings for those with a bachelor’s degree were $1,053; median weekly earnings for those with a high school diploma were $638.

Living Expenses: [http://www.epi.org/resources/budget/](http://www.epi.org/resources/budget/)

- Monthly costs
- *for a family with 1 parent and 1 child*
- *in Portland-Vancouver-Beaverton, Oregon*

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>$912</td>
</tr>
<tr>
<td>Food</td>
<td>$369</td>
</tr>
<tr>
<td>Child Care</td>
<td>$951</td>
</tr>
<tr>
<td>Transportation</td>
<td>$480</td>
</tr>
<tr>
<td>Health Care</td>
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<tr>
<td>Other Necessities</td>
<td>$328</td>
</tr>
<tr>
<td>Taxes</td>
<td>$645</td>
</tr>
<tr>
<td><strong>Monthly Total</strong></td>
<td><strong>$4,611</strong></td>
</tr>
<tr>
<td><strong>Annual Total</strong></td>
<td><strong>$55,330</strong></td>
</tr>
</tbody>
</table>
Living Expenses: [http://www.epi.org/resources/budget/](http://www.epi.org/resources/budget/)

<table>
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<tr>
<td>Housing</td>
<td>$912</td>
</tr>
<tr>
<td>Food</td>
<td>$754</td>
</tr>
<tr>
<td>Child Care</td>
<td>$1,305</td>
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<tr>
<td>Transportation</td>
<td>$607</td>
</tr>
<tr>
<td>Health Care</td>
<td>$1,373</td>
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<tr>
<td>Other Necessities</td>
<td>$426</td>
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<tr>
<td>Taxes</td>
<td>$440</td>
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<tr>
<td>Monthly Total</td>
<td>$5,818</td>
</tr>
<tr>
<td>Annual Total</td>
<td>$69,818</td>
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</table>

Monthly costs for a family with 2 parents and 2 children in Portland-Vancouver-Beaverton, Oregon
What Is TRIO?

- A set of federally-funded college opportunity programs that motivate and support students from disadvantaged backgrounds in their pursuit of a college degree
- Over 850,000 students in 2800 programs
Educational Opportunity

- Federal Government’s Answer to disparity in education: TRIO
- Originated in 1965, Title IV Legislation
- Financial Aid is not enough
- TRIO = preparation & support for higher education
Why Are TRIO Programs Important?

- The United States needs to boost both its academic and economic competitiveness globally.
- Low-income students are being left behind.
- The growing achievement gap in our country is detrimental to our success as a nation.
2012-13 TRIO Allocations

- **Upward Bound**
  - 964 projects  $326.97M  79,672 students

- **Upward Bound Math/Science**
  - 115 projects  $32M  6,250 students

- **Talent Search**
  - 466 projects  $135.97M  313,614 students

- **Educational Opportunity Centers**
  - 139 projects  $45.90M  189,131 students

- **Student Support Services**
  - 945 projects  $290.33M  202,750 students

- **Ronald E. McNair Post-baccalaureate Achievement**
  - 158 projects  $37.3M  4,482 students

- **Veterans Upward Bound**
  - 51 projects  $14.4M  6,831 students
Total TRIO Participants 2012-2013

- TOTAL
  - $838.6M
  - 2,815 programs
  - 789,676 participants
  - The largest education program in the world
  - Over 3 million successful college graduates since 1965

"Although 11 million Americans critically need to access the TRIO Programs, federal funding permits fewer than 7 percent of eligible youth and adults to be served."
Oregon TRIO – by Project

- **Upward Bound**
  - 8 projects $2.65M 599 students

- **Talent Search**
  - 11 projects $2.77M 6,214 students

- **Educational Opportunity Centers**
  - 1 project $230K 1000 students

- **Student Support Services (All)**
  - 18 projects $5.2M 3,426 students

- **Ronald E. McNair Post-baccalaureate Achievement**
  - 3 projects $693K 82 students

**Total = 41 projects, 11,321 students, $11.5M**
What is Upward Bound?

- College Preparation Program
- Funded by the U.S. Department of Education
- Hosted by Portland State University
- In partnership with the Portland Public Schools
Upward Bound Schools

- Jefferson
- Benson
- Madison
- Grant
- Franklin
- Roosevelt
Why is Upward Bound Important?

- Help you improve your GPA through tutoring
- Help you apply for colleges
- Assist you with financial aid forms and scholarships
- Students aren’t enrolling in college as much!
- Today’s jobs require college degrees!!
- A college degree will bring you a higher lifetime salary.
- A college degree will help you be a more educated citizen
- The U.S. is facing massive retirements and job shortages in the next 10-20 years in all fields.
What is Required in Upward Bound?

- Weekly Tutoring & Homework Completion
- One hour monthly meeting with your Advisor
- One informational meeting per month
- Weekday & weekend study skills workshops, academic instruction, high school credit courses, technology training, career speakers
- 2 recreational/cultural activities per semester
- 2 college/career visitations per semester
- Assessment to measure annual growth in language and math skills
- Summer Program (6-weeks long)
Monthly Informational Meetings

- Meet your cohorts/classmates
- Learn about monthly events
  - Career
  - Cultural
  - Academic
  - Volunteer
  - Technology training
- Stay on track with your academic goals
Monthly Advisor Meetings

- Advisor Meeting
  - Create a UB participation plan
  - Create a 4-yr plan of courses to take
  - Learn how to analyze your transcript
  - Get advice on building your scholarship resume
  - Get academic advice and advocacy in your school
  - Get college, career, and financial aid advising
UPWARD BOUND PARTICIPATION AGREEMENT (FR-SO-JR)

Participation Agreement for: ___________________________  Advisor: ___________________________  Semester/Year: ___________________________

<table>
<thead>
<tr>
<th>Service</th>
<th>Requirement</th>
<th>Value per Unit</th>
<th>Possible Point Amount</th>
<th>Actual Requirements Completed</th>
<th>Points Earned</th>
<th>Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meetings</td>
<td>7</td>
<td>3 points/meeting</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Advisor Meetings</td>
<td>7</td>
<td>3 points/meeting</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Tutoring Hours</td>
<td>30</td>
<td>2 points/hour</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Courses needed for tutoring: ___________________________

Academic, Career, College, STEM, or Cultural Workshops or Field Trips (including Career Speakers and/or school events); 8 required

<table>
<thead>
<tr>
<th>Required Workshops</th>
<th>Value</th>
<th>Possible Points</th>
<th>Actual Points</th>
<th>Completion Dates</th>
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</thead>
<tbody>
<tr>
<td>2 Math (4 hrs)</td>
<td></td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Writing (4 hrs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***Total Possible Points: 142 points

TOTAL POINTS ACHIEVED: ______

Advisor Signature ___________________________  Student Signature ___________________________

Eligibility for any Summer Internship Award requires 115 points of participation by Spring break. Points must be scored in each area.
# UPWARD BOUND PARTICIPATION AGREEMENT (Seniors: Year-Long)

<table>
<thead>
<tr>
<th>Service</th>
<th>Requirement</th>
<th>Value per Unit</th>
<th>Possible Point Amount</th>
<th>Actual Requirements Completed</th>
<th>Points Earned</th>
<th>Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meetings</td>
<td><strong>10</strong>__</td>
<td>5 points/mtg</td>
<td><strong>50</strong>__</td>
<td>______________</td>
<td>______________</td>
<td>________________</td>
</tr>
<tr>
<td>Advisor Meetings</td>
<td><strong>10</strong>__</td>
<td>3 points/mtg</td>
<td><strong>30</strong>__</td>
<td>______________</td>
<td>______________</td>
<td>________________</td>
</tr>
<tr>
<td>Admissions Applications (3)</td>
<td>20 pts. each</td>
<td><strong>60</strong>__</td>
<td>______________</td>
<td>______________</td>
<td>______________</td>
<td>________________</td>
</tr>
<tr>
<td>Financial Aid Completion (FAFSA)</td>
<td>100 points</td>
<td><strong>100</strong>__</td>
<td>______________</td>
<td>______________</td>
<td>______________</td>
<td>________________</td>
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<tr>
<td>Scholarship Completion (6)</td>
<td>20 pts. each</td>
<td><strong>120</strong>__</td>
<td>______________</td>
<td>______________</td>
<td>______________</td>
<td>________________</td>
</tr>
<tr>
<td>Tutoring Hours</td>
<td><strong>tbd</strong>__</td>
<td>2 pts/ hour</td>
<td>______________</td>
<td>______________</td>
<td>______________</td>
<td>________________</td>
</tr>
<tr>
<td>Courses needed for tutoring:</td>
<td></td>
<td></td>
<td>______________</td>
<td>______________</td>
<td>______________</td>
<td>________________</td>
</tr>
</tbody>
</table>

Financial Aid, College, or Scholarship Workshops (including Career Speakers and/or school events); **8 required**

| Required Workshops                     | __8____     | 5 points/ workshop| __40____              | ______________              | ______________| ________________|

***Total Possible Points: 400 points***

TOTAL POINTS ACHIEVED: __________

Advisor Signature ____________________ Student Signature ____________________

Eligibility for any Summer Camp Internship Award requires 300 points of participation by Spring quarter.
## Participation Contract Process:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Dates</th>
<th>Message/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Month 1</td>
<td>Oct. 15/Feb. 15</td>
<td>Student requested to increase participation level</td>
</tr>
<tr>
<td>End of Month 2</td>
<td>Nov. 15/Mar. 15</td>
<td>Student/Parent requested to attend participation meeting; Participation Contract created</td>
</tr>
<tr>
<td>End of Month 3</td>
<td>Dec. 15/April 15</td>
<td>Student transferred to ETS or exited from UB</td>
</tr>
</tbody>
</table>
Weekly Tutoring

- MTWTh 3:30 – 6:30pm, Saturdays 10am – 1pm
- Goal: Coursework Success!!!
- Tutoring in any subject
- Tutors have a 3.00 college GPA in their subject
- USDA snack every day

“USDA and the State of Oregon are equal opportunity providers and employers.”
Career Workshop Example


What Do You Like?

- Reading
- Building & Fixing Things
- Law
- Science
- Math
- Music & Arts
- Sports
- Helping People
- Social Studies
- Managing Money
- Computers
- Nature

http://www.bls.gov/k12/index.htm
If you are good at math, then look at these possible careers

- Statistician
- Electrical Engineer
- Surveyor
- Mathematician
- Cost Estimator
- Actuary
PowerPoint Template for Student Career Project

- Slide titles:
  - Definition / description of career
  - Work environment
  - Academic requirements / qualifications
  - Pay and future outlook
  - Similar occupations
  - Non-monetary benefits of career
Summer Program

- June 16---Orientation (Parents invited)
- June 17-19---Camp Magruder
- Team-building & personal growth
- Recreation
  - Swimming / Boating
  - Hiking
- Campfire chats
Summer Program - 2014

- June 23—July 24, 9:00 am – 4:00 pm
- High school credit courses
- Recreational, cultural, and academic field trips on Fridays
- Lunch in the PSU cafeteria
- Bus passes for July
- July 24th--Exhibition & Banquet with performances & presentations by students
Activities

- Oregon College Visitations
- Beach Trips
- College Sports Activities
- Feeding the Homeless
- Corporate Field Trips
- Seattle College Trip
- Zoo
- OMSI
Summer Work-Study Positions

- Campus-Based Technology Internships
- Community-Based Internships
  - OHSU Think First
  - Impact NW
  - Human Solutions
- $450 per student for 50 hours of work; $900 for 100 hours of work
Alternative Summer Programs

- Upward Bound Math Science – Monterey Bay
- National Student Leadership Congress
  Sponsored by the Council for Opportunity in Education
- PSU School of Business Summer Institute: [http://www.sba.pdx.edu/programs/sbi/index.html](http://www.sba.pdx.edu/programs/sbi/index.html)
- Outward Bound: [http://www.outwardbound.org/](http://www.outwardbound.org/)
Students go to K-House

- Learning Style inventory
- Motivational Style Inventory
- Assessment questions
- Commitment Form
Emerging Technologies

1. OnLine Electric Vehicles (OLEV) - wireless technology delivers electric power to moving vehicles.

2. 3-D Printing and Remote Manufacturing

Nike Uses 3D Printing to Manufacture the Vapor Laser Talon Football Shoe
Emerging Technologies

3. **Self-healing Materials** – biomimicry: the creation of non-living structural materials that also have the capacity to heal themselves when cut, torn, or cracked.

4. **Energy-efficient Water Purification** - Emerging technologies offer the potential for significantly higher energy efficiency in desalination or purification of wastewater, potentially reducing energy consumption by 50% or more.
Emerging Technologies

- Michio Kaku – In the future, your toilet will be your doctor, letting you know you will get cancer in 10 years.
- [http://www.youtube.com/watch?v=219YybX66MY](http://www.youtube.com/watch?v=219YybX66MY) at 25:00
Labor force slows while population growth remains the same
Ethnic make-up of labor force will become less white, and more Black, Hispanic and Asian.
Labor force becomes older and declines from 35 to 55
Which jobs are needed?

Industries by #

- Healthcare – technicians, practitioners
- Business – personal finance, market research, management, sales
- Computers – software, data analysis
- Education – teachers, administrators
Friction: Affordability for College in Oregon

- Since 2008, tuition has increased on average 58% across all OUS institutions.
- Possible 8% again in 2013-14
- Tuition Equity Bill passed – 2013
- Oregon students pay 72% of the cost of education, doubled in the last two decades from 36% in 1991-92
- Oregon ranks 44th nationally for state appropriations per student
- The student debt of Oregon public university graduates ($23,839) is 27% higher than its level five years ago ($18,808 for the graduating class of 2006), while OUS tuition increased approximately 37% in this period.
Advisor Expectations

- Advisors will manage and maintain the entire student file.
- Advisors are expected to know the following about their students:
  - Schedule of classes
  - Teachers’ names
  - Student academic needs, both remedial and accelerated
  - Student career interests
  - Student assessment scores: SAT; state benchmarks
  - Student strengths and weaknesses
- Advisors will meet all students at least monthly.
- Advisors will meet students on contract at least bi-weekly and check in with teachers/counselors on a bi-weekly basis as well. Advisors will follow up on contract student tutoring on a weekly basis.
Establishing and/or adjusting tutoring hours with students

- Means the following:
  - Meeting with the student
  - Determining a tutoring schedule: the days and times the student will commit to tutoring to raise their grades for each subject in which they receive C or below grades
  - Speaking with the parents about the student’s tutoring schedule; this is not just leaving a message, but actually having a confirmed conversation about tutoring
Checking on the tutoring schedule means the following:

- Looking in the database or the student’s tutoring folder to see if a student has met with tutors during the specified times and for the specified number of hours each week by subject
- Speaking with parents about the student’s follow-through in completing required tutoring hours

<table>
<thead>
<tr>
<th>Advising Tutoring Tasks</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish Fall tutoring hours</td>
<td>15-Sep</td>
</tr>
<tr>
<td>Tutoring Check</td>
<td>30-Sep</td>
</tr>
<tr>
<td>Progress report tutoring hours adjustment</td>
<td>15-Oct</td>
</tr>
<tr>
<td>Progress report tutoring check</td>
<td>30-Oct</td>
</tr>
<tr>
<td>1st Quarter tutoring hours adjustment</td>
<td>15-Nov</td>
</tr>
<tr>
<td>1st Quarter tutoring hours check</td>
<td>30-Nov</td>
</tr>
<tr>
<td>2nd progress report tutoring adjustment</td>
<td>15-Dec</td>
</tr>
<tr>
<td>2nd quarter progress report check</td>
<td>15-Jan</td>
</tr>
<tr>
<td>Establish Spring tutoring hours</td>
<td>10-Feb</td>
</tr>
<tr>
<td>Tutoring Check</td>
<td>28-Feb</td>
</tr>
<tr>
<td>Progress report tutoring hours adjustment</td>
<td>10-Mar</td>
</tr>
<tr>
<td>Progress report tutoring check</td>
<td>20-Mar</td>
</tr>
<tr>
<td>3rd Quarter tutoring hours adjustment</td>
<td>10-Apr</td>
</tr>
<tr>
<td>3rd Quarter tutoring hours check</td>
<td>20-Apr</td>
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<tr>
<td>2nd progress report tutoring adjustment</td>
<td>10-May</td>
</tr>
<tr>
<td>2nd quarter progress report check</td>
<td>20-May</td>
</tr>
</tbody>
</table>
Academic Contracts:

- Students whose cumulative GPA falls below a 2.25 GPA will be placed on academic contract. The terms and conditions of this contract will be determined by each student’s respective advisor. However, any student not meeting the stipulated terms and conditions of their contract may be exited from the program or transferred to ETS.
WAYS IN WHICH PARENTS CAN SUPPORT THEIR CHILD’S EDUCATION

- Become familiar with your son or daughter’s class schedule, teachers, and attendance.
- Support and encourage participation in Upward Bound activities.
- Review homework completion on a daily basis (Parents don’t have to understand the course content to ensure that homework is completed).
- Communicate questions, concerns, etc. to the Upward Bound advisers.
- Encourage as much reading as possible. Visit the library, join reading groups, visit Powell’s and book clubs.
- Attend the quarterly Family Advisory Forum.
WAYS IN WHICH UPWARD BOUND CAN SUPPORT PARENTS

- Inform parents about Upward Bound events.
- Communicate with parents about their student’s participation in Upward Bound activities, especially the tutorial program.
- Advocate for UB students in school with or without parents
- Invite parents to participate in and assist with events and activities.
- Encourage parents to continue their education by taking classes.
- Ask parents for suggestions for improving Upward Bound curriculum and activities.
Calling Parents/Guardians

- Parents may be called under these circumstances:
- Classroom Behavior
  - Rude behavior will be dealt with by the instructor in the classroom
  - Expulsion from classroom will result in a phone call and referral form.
  - Computer violations or misuse.
- Attendance: Failure to show up at any specified appointment
  - Advising Appt.
  - Field Trip
  - Workshop or Class
  - Tutoring appt.
- Academic Performance
  - Initial contract meeting for students on contract
  - GPA or specific grade/course concerns the advisor has
  - Tutoring Quality Issues (Time-on-task issue)
Calling Parents/Guardians

- **Health Reasons**
  - Required hospital care
  - Not eating on an extended field trip or at UB summer camp
  - Sprained ankles, or other injuries
  - 1<sup>st</sup> or 2<sup>nd</sup> degree burns
  - Bee stings, insect bites, ticks
  - Snake bite
  - Giving OTC medication

- **Student Behavior on Field Trips**
  - Fighting
  - Swearing or rude interpersonal behavior to other students or staff
  - Sexual or inappropriate touching behavior of other students or staff
  - Disobeying any rules or guidelines established for any trip
  - Alcohol or drug use
Parental Concern/Complaint Procedure

- We recommend that you speak first with the staff coordinator primarily involved with the issue or incident to work towards a resolution.

- If you and the staff coordinator cannot come up with a satisfactory resolution, you should then make an appointment to speak with the Director, Phillip Dirks, 503-725-8383 or 503-201-1529.

- If you are not satisfied with the decision or resolution with the Director, you can make an appointment to speak with the Director of Diversity and Multicultural Student Services, CeCe Ridder: 503-725-4457.
Upward Bound — 105 students

- Project Profile
What’s Next?

- Ensure that your application is complete
- [http://www.pdx.edu/ubets/ub-forms-and-applications](http://www.pdx.edu/ubets/ub-forms-and-applications)
- Visit our web site: [www.pdx.edu/ubets](http://www.pdx.edu/ubets)
- Acceptance letters sent out after follow-up interview