

UPWARD BOUND
MONROE COUNTY COMMUNITY COLLEGE

POLICY
and
PROCEDURES

September 2023

The Upward Bound Program of MCCC serves students at the following sites in
Monroe County, Michigan

MONROE HIGH SCHOOL – 2007 TO PRESENT
AIRPORT HIGH SCHOOL – 2012 TO PRESENT
JEFFERSON HIGH SCHOOL – 2017 TO PRESENT

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TRIO

U P W A R D B O U N D

- ✓ **Embolden Students to Achieve Success
in Higher Education**
 - ✓ **Provide Students with Opportunities**
 - ✓ **Encourage Personal, Social, and
Cultural Development**
-

Upward Bound Mission Statement

The mission of the Monroe County Community College Upward Bound Program is to assist students in grades nine through twelve in the successful completion of high school and to prepare them for post-secondary education. The program will be providing academic support, college preparation, social, cultural, and career exploration.

Section 1 – About the Program

1.1 Program Description

- Upward Bound is a pre-college program funded by the U.S. Department of Education and administered by Monroe County Community College. Upward Bound helps to provide necessary skills and prepare our high school students so they may become successful college students. In many cases successful Upward Bound students will become the first-generation in their family to enter and graduate from college with a baccalaureate degree. Upward Bound serves 172 high school students in Monroe County, Michigan (62 Airport Senior High School; 50 at Monroe High School; 60 at Jefferson High School). There is a six-week Summer High School Enrichment Component that is held on the main campus of Monroe County Community College. Other services include academic and career advising, assistance in applying for college and financial aid, tutoring, college visits, cultural field trips, leadership conferences, SAT/ACT preparation and summer career internships (Work and Learn Opportunities).

1.2 The Goals of Upward Bound are to:

- Provide students with the opportunity to develop the motivation, skills and belief in their ability to succeed in high school and a post-secondary program.
- Encourage youths to believe in their skills and abilities to enroll in a post-secondary
- Encourage youths in the program to complete the secondary level of education and obtain their degree.
- To further students' academic, personal, social and cultural development.

1.3 Who is Eligible for Upward Bound? (Income levels are based on Federal TRIO Income Levels included in the application)

- A student who is **low-income** and parent **did (L) or did not (L/FG)** receive a baccalaureate degree.
- A student who is **high income** and parent **did not (H/FG)** receive a baccalaureate degree.
- Student who has a 2.0 grade point average or higher.
- Student who has not entered the second semester of their 11th grade year and is enrolled at one of the target schools.
- Student who is committed to the academic school year program and the six-week summer program.

1.4 What Upward Bound Provides:

- Individual and Group Tutoring
- Supplemental Instruction and ACT and SAT Review
- Six- week summer program on-campus at Monroe County Community College (transportation provided)
- College Preparatory Classes
- Academic Counseling and Workshops
- Social and cultural experiences
- Work to Learn experience
- Summer Bridge Scholarship

1.5 Upward Bound Benefits

- Assistance with college applications
- Cultural/Social Events
- Fee-waiver for college entrance exams
- College/University visits
- Meet new friends
- Stipends
- Recognition Banquet
- In-school tutoring
- Travel
- Leadership Skills

1.6 Why Join Upward Bound?

- This program gives students the opportunity to enhance their skills, abilities, and confidence to make a successful transition from high school to college.
- It is sponsored by the U.S. Department of Education and Monroe County Community College.

1.7 How to apply to become an Upward Bound student:

- Applications for the program may be completed on line at - [Upward Bound Program at MCCC | Monroe County Community College](#) and hard copies can be obtained in the Upward Bound office at the high school.

1.8 Upward Bound Office and Site Locations:

- The Upward Bound Director and Administrative Assistant's office (Z-286) is located in the La-Z-Boy Center on the main campus of Monroe County Community College. The Upward Bound office at Airport Senior High School is room 65, Monroe High School is room B-221, and Jefferson High School the office is located in room 115.

Monroe County Community College (Director – Dr. Anthony Quinn, Admin. Assistant – Cheryl Prenkert)

La-Z-Boy Center

Office 286-D

1555 S. Raisinville Rd.

Monroe, Michigan 48161

Director: 734-384-4279 and Administrative Assistant: 734-384-4106

Airport Senior High School (Academic Skills Coordinator, Charles Friedline)

Room 65

11130 Grafton Rd.

Carleton, Michigan 48117

(734) 869-7199

Jefferson High School (Academic Skills Coordinator, Carley Stranyak)

Room 115

5707 Williams Road

Newport, Michigan 48166

734-322-4115

Monroe High School (Academic Skills Coordinator, Jeffery Rubley II)

Room B-221

901 Herr Road

Monroe, Michigan 48161

734- (734) 265-3400 EXT# 3446

Section 2 – Office Procedures

2.1 Communication

Communication among staff members is essential for successful program operation. The following guidelines are designed to enable effective communication:

- ✓ All full-time staff members are to check telephone voicemail at least once each work day and monitor their email throughout the work day.
- ✓ It is the responsibility of any full-time staff member who is on vacation or out of the office for training, a conference or an overnight field trip to put on his or her voicemail an alternate outgoing message saying the he or she is out of the office and stating a planned date of return.
- ✓ Staff members who are out of the office for an overnight student field trip may forward their office phone to a personal cell phone.
- ✓ It is the responsibility of each staff member to inform the Director (or the Administrative Assistant if the Director is not available) of planned absences from the office for school visits, meetings, etc.
- ✓ Part-time staff members should inform their supervisor of their normal school visitation schedule and of any deviations from the normal schedule.
- ✓ The office maintains a general calendar that records meetings, conferences, program activities, scheduled employee days off, university holidays and days when participating schools are closed. This information is shared at each staff meeting. Each staff member is responsible for ensuring that his/her information is properly recorded.

2.2 Emergency Closure of College

- ✓ Full and part-time employees who do not report for work when MCCC is closed (Due to Inclement Weather or other Emergencies of Limited Duration or are notified to leave work) under this the MCCC policy will receive regular pay for scheduled work hours. Full-time support staff scheduled for overtime will receive their regular hourly rate for scheduled overtime hours when the College is closed under this policy. Sick and vacation time will not be charged when the College is closed under this policy. The emergency message line number for MCCC's Campus Safety mainline is 734-384-6007, mobile phone: (734) 735-9401; Email: cabel@monroeccc.edu. Staff may call this number for updated information on emergency closure in case of bad weather. MCCC uses the Emergency Notification System to issue alerts in the event of emergencies and school closing or delays due to inclement weather. Registered users can choose to receive the messages via a phone call, text message, and/or email. For more information regarding the Emergency Notification System, including a link to sign up for the emergency alert messages and/or update your information and delivery preferences, visit <https://www.monroeccc.edu/emergency-alerts>.

2.3 Equipment

- ✓ All Upward Bound Program and technology equipment are kept under lock and key in the offices of the Director and Academic Skills Coordinators. The Director, Administrative Assistant, and Academic Skills Coordinators have keys to their locked area. Each location should utilize a sign-out binder for staff members and students to use in signing any equipment and technology in and out of the office.

2.4 Field Trips 10/13/2022

- I. If a program has two conf/travel reports outstanding an additional field trip or advances will not be approved.
 - II. All chaperones must have a background check if not currently employed with the UB program and/or have not worked with the UB program during the school year.
 - III. The UB Administrative Assistant must have written permission (Appendix 6.3) from the traveler/Academic Skills Coordinator to submit/sign forms on their behalf.
 - IV. The Director of Upward Bound, Director of Student Success, Vice President of Enrollment Management and Student Success, and the Vice President of Administration must approve and sign any forms needed for any payments, cash advances, reimbursements, and purchase orders for a field trip.
 - V. Submit final receipts, remaining cash, sign in sheets, etc. to the Administrative Assistant no later than one week after trip (Per MCCC Procedure 6.12, final trip expenses should be reported to the college no longer than two weeks after trip).
-
- A. Coordinators responsibilities – Organizing/Planning Field Trip**
 - Coordinators get approval for field trip and the number of chaperones from UB director before request is sent to the admin assistant.
 - Any changes to the original request must be approved by the Director of UB.
 - Coordinator submits an Upward Bound Field Trip Request Form to Admin Assistant.
 - If coordinator secures tickets, transportation, food, and/or hotel for the field trip – submit invoices to the UB admin. assistant for payment.
 - If Admin Assistant completes Emergency/Medical information for trip – coordinator sends a participant list including chaperones no later than one week prior to event. This may be adjusted depending on the type of trip and location. (It is the responsibility of the coordinator to notify the admin assistant of any changes in participation (names) no less than one full day before trip so adjustments can be made to the Emergency/Medical list.)
 - B. Coordinators responsibilities - After Field Trip**
 - Submits sign in sheets, receipts, money, etc. to Admin Assistant after field trip, no later than one week after trip (Per MCCC Procedure 6.12, final trip expenses should be reported to the college no longer than two weeks after trip).
 - C. Admin. Assistant responsibilities**
 - Creates and emails permission slip to coordinators to distribute to students.
 - Secures tickets, transportation, food, and/or hotel for the field trip as requested.
 - Submits Conf/Travel Form, check requests and other needed forms to MCCC for payment of fieldtrip.
 - Submits information to BOE for approval for overnight trips (coordinator will receive copies and attends BOE meeting).
 - Compiles medical information/emergency numbers for the students participating and sends to coordinator as requested.
 - D. Admin. Assistant responsibilities- After Field Trip**
 - Submits completed MCCC Conf/Travel Forms and makes any necessary deposits back into accounts.

2.5 Hours

- ✓ The UB Director's and the UB Administrative Assistant's office is located in room 286 of the La-Z-Boy Center on the main campus of Monroe County Community College. The normal office hours are 7:30 A.M. to 4:00 P.M. Monday through Friday. All staff members have keys to their individual offices. The Director has a key to the office building at MCCC.
- ✓ Airport High School Upward Bound office is located in room 65 at Airport High School. The normal office hours are 8:30 A.M. to 4:30 P.M. Monday through Friday.
- ✓ Jefferson High School Upward Bound office is located in room 115 at Jefferson High School. The normal office hours are 8:30 A.M. to 4:30 P.M. Monday through Friday.
- ✓ Monroe High School Upward Bound office is located in room B-221 at Monroe High School. The normal office hours are 8:30 A.M. to 4:30 P.M. Monday through Friday.

2.6 Room Reservations at MCCC

- ✓ The Academic Skills Coordinator assigned to this duty will schedule college space for the summer program. The Administrative Assistant will reserve space for staff meetings and all other special events.

2.7 Staff Attendance

- ✓ Salaried employees are expected to work a minimum 40-hour week. Because of the nature of the grant activities, evenings and weekends are considered a part of the normal working day. When events require extra working days to the week, flexible adjustments to a set working schedule can be made for the following week with the approval of the Director.
- ✓ The director, coordinators, administrative assistant, and academic tutors may submit their hours on the Web Pal system at MCCC. Academic tutors may submit bi-weekly time reports to the academic skills coordinator who will submit their time to the director.
- ✓ Time off for vacation should be requested from your supervisor in advance.
- ✓ In case of illness or emergency, each employee should contact the Director as soon as possible and inform him/her of the need for your absence from work.

2.8 Staff Meetings

- ✓ Staff meetings usually take place each month from September through June. Staff meetings begin at 10:00 A.M., unless otherwise noted. Staff members from all programs are required to attend to discuss financial information, a review of progress toward achieving program objectives and, receive updates on upcoming activities.

2.9 Storage Space

- ✓ We have a storage area located in the basement of Building S: The Warwick Student at MCCC. Items stored in this area include but are not limited to summer supplies, equipment, and UB records.

2.10 Technology Support

- ✓ Technology support is provided by the Technology Department at MCCC for the UB Director and Administrative Assistant. All hardware and software should be ordered through this department. Technology support is provided to the Academic Skills Coordinators by their assigned high schools. During the summer program, technology support is provided to all staff by MCCC.

2.11 Time and Effort Reports

- ✓ The Director and the Administrative Assistant, who are split equally between the Upward Bound Programs of MCCC, must complete and must sign a Time and Effort Report indicating the percent of time and effort spent on each of the TRIO program programs
- ✓ All other employees must report the time devoted to their time and effort spent on duties at the Upward Bound Program they are assigned to.

2.12 Travel/Conference Form

- ✓ An internal Conference/ Travel Request and Final Expense Report must be completed for travel, including any program field trips. Prior travel authorization is required from the Director of the UB Program and the site schools (school day field trips and overnight trips) for all travel for field trips, meetings, or conferences. Prior travel authorization is required even when no expenses will be claimed or charged to the grant.
- ✓ When the travel is completed, this form is submitted (no later than two weeks after) again along with the Travel Expense Conference/ Travel Request and final invoices and receipts that requests reimbursement for any expenses that have not been paid or reimbursed.
- ✓ All meal expenses must include a copy of the sign-in sheet for the event listing everyone who participated in the meal.

2.13 Workspace.

- ✓ Each full-time employee is provided with a workspace. The workspace includes a computer with college and/or high school Internet and email access and a telephone with voicemail. Employees should log off the network each day when they leave, but leave their computers turned on. Office computers are networked to a printer/copier located near their office. Each employee is provided with a laptop computer that can be used when not in the office. During the summer program at MCCC, each Academic Skills Coordinator is provided an area to use as a summer office.

Section 3 –Program Procedures

3.1 Admission/Application Fees and FAFSA

- ✓ Financial assistance is provided to Seniors for college admission application fees. Some institutions grant Upward Bound students application fee waivers. When this is not available, the UB program will write letters requesting waivers and/or we will also pay for up to 4 application fees whenever a fee waiver is not available.
- ✓ We provide seniors and parents with assistance in completing financial aid applications, including FAFSA.
- ✓ Seniors are to provide us with copies of college acceptance letters for placement in the student's file.

3.2 Applicant Selection

- ✓ Advisors are responsible for reviewing applications and determining eligibility. It is everyone's responsibility to ensure that at least 67% of students are both first generation to college and income eligible. Applications must be complete and legible. The application appears on one sheet of paper, front and back. The application side is completed primarily by the parent or guardian. The needs evaluation side is completed primarily by the student.
- ✓ Program staff members determine if the student is eligible based on the first generation and income information provided. If the application shows a "no" answer to the question of whether either parent has graduated from a four-year college, then the student is determined to be first generation. Sixty-seven percent of all TRIO students must be both first generation and income eligible. All Upward Bound students must be first generation or Low Income.
- ✓ After a student has entered the program, his or her eligibility status does not change. The status is based on circumstances that existed at the time he or she entered the program.
- ✓ After a student is accepted into the program, the Administrative Assistant will generate an acceptance letter. Students who are denied acceptance or put on a waiting list also receive an appropriate letter.
- ✓ Students who are accepted are entered into the database maintained by the Administrative Assistant, and a student file is created. The Academic Skills Coordinators completes an Academic Need form for each new student and places it in the student's file.

3.3 Applications – Upward Bound

- ✓ Applications for the program may be completed on line at - Upward Bound Program at MCCC | Monroe County Community College or hard copies can be obtained in the Upward Bound office at the high school (Appendix 6.1)
- ✓ Application forms are updated each year in February or March when the federal government updates its income eligibility guidelines. Income eligibility is based on taxable income being below 150% of the federal poverty level.
- ✓ Because they relate to federal reporting requirements, it is particularly important that the following be completed on the enrollment application: (1) US Citizen, (2) date of birth, (3) number of family members living in the household, (4) range of annual income, (5) question on either parent graduating from a four-year college and (6) form signed and dated by parent or guardian. The questions on family size and family income along with the parent/guardian signature constitute documentation of eligibility status (first generation and/or income eligibility).

3.4 Honor Cords

In order for seniors to receive their UB honor cord for graduation they must meet the following requirements. (Individual programs may tailor these requirements to meet their school's needs)

- ✓ Have been a participant in the program no later than the end of their sophomore year.
- ✓ Have attended a minimum of two Upward Bound Summer Programs.
- ✓ Be an active member of UB at the time of graduation.
- ✓ Be a member in good standing at the time of graduation.
 - Good Standing means that the student has:
 - A minimum current GPA of 2.00
 - A minimum cumulative GPA of 2.00
 - Regular attendance at the UB after-school program or regular check-ins with their coordinator, as allowed for excused absences (sports, etc.).
- ✓ Have completed all program requirements during their senior year.
 - Program requirements include:
 - Completed seven hours of community service.
 - Submission of at minimum of three college applications.
 - Completion of the FAFSA.

3.5 Newsletters

- ✓ The UB program of Monroe County Community College publishes a newsletter twice each year. The director and coordinators will contribute articles. The Administrative Assistant formats the newsletter and includes upcoming events, activities, and photos.
- ✓ Upward Bound newsletters are published in the fall (articles due early September) and in the spring (articles due early April). Upward Bound newsletters are emailed to students and their parents/guardians. Newsletters are also distributed to all MCCC email users, to all students of each high school, high school administration and BOE members, and to our members of the U.S. House of Representatives and the U.S. Senate.

3.6 Scholarship - Bridge Program

- ✓ Students who will be graduating at the end of the current school year have the opportunity to apply for the Summer Bridge Scholarship Program. Upward Bound pays for tuition and books for two courses at Monroe County Community College for each student awarded the scholarship. Payment of summer bridge tuition will be arranged with the individual in Enrollment and Student Services who is responsible for financial aid. Summer Bridge students are permitted to participate in the weekly field trips. They may or may not be permitted to participate in the Cultural Trip, depending on money available. The Academic Skills Coordinators are responsible for assisting students in class registration, monitoring academic performance, for assisting students in making the transition to college life, and for scheduling bridge student participation in summer field trips.

3.7 Standardized Testing Preparation

- ✓ Upward Bound provides ACT/SAT preparation workshops during the academic school year and summer program. UB students can qualify for a waiver when taking the ACT/SAT for the first time. We will assist students in completing the fee waiver form. If a fee waiver is not available, we will pay the fee for the student.

3.8 Student Recruitment

- ✓ Recruiting of new students for each program is concentrated in the Spring and beginning of a new school year, particularly September. However, new students may be added to the program at any time during the school year and/or before the start of the summer program.
- ✓ Recruitment may be based on referrals from students, counselors, and teachers or on general presentations to the students at a school. Upward Bound may recruit students in grades 9, 10 or 11. Juniors must apply and be accepted before the first marking period ends at their school.
- ✓ Interested students are given a packet that includes program information, an application form, and staff contact information. Additional packets are left with counselors at the participating schools. Program staff should carry a few packets when visiting the schools. Information can also be found at [Upward Bound Program at MCCC | Monroe County Community College](#).

3.9 Summer Program

- ✓ The Upward Bound Summer Program takes place daily, Monday through Friday, for six weeks from the middle of June through late July/early August (Appendix 6.5).
- ✓ The Summer Program is planned and led cooperatively by the Director and Academic Skills Coordinators.
- ✓ Instructors are hired in the core subject areas: (1) ELA, (2) foreign language, (3) mathematics and (4) science. The instructors are hired on personal service contracts which must be approved by the Director.
- ✓ The Administrative Assistant takes the lead in developing weekly field trips, usually on Fridays. These trips are to include college visits, social activities, and cultural activities.
- ✓ The Academic Skills Coordinator arranges the Work and Learn positions for rising seniors (students between the junior and senior year of high school). Students are expected to work four hours per day (Monday – Thursday) for six weeks in a position that provides exposure to a career that requires a postsecondary degree. Students are responsible for providing their own transportation to and from the assignment if the position is at a location other than MCCC. The Academic Skills Coordinator should submit to the Director a listing of the Work to Learn students and their assignments.
- ✓ Students attending Summer Program should sign in each day on a contact sheet. These sheets are maintained in a binder by the Administrative Assistant.
- ✓ Students receive stipends as an incentive for participation. The maximum stipend is \$120.00 for the summer, except for students who successfully complete the Work to Learn Program. Work to Learn students receive up to \$100.00 per week. They cannot receive more than \$300.00 in one month (per Dept. of Education guidelines).
- ✓ Work and Learn positions should be documented through signed evaluations completed by the employer/supervisor and by the student.
- ✓ The Academic Skills Coordinators should submit to the Director at the conclusion of the summer a description of the curriculum used in each of the subject areas.
- ✓ The Administrative Assistant should submit to the Director at the conclusion of the summer a description of the field trips.

3.10 Travel - Cultural Trip

- ✓ The Administrative Assistant takes the lead in planning a three to four-day trip for Seniors and Juniors to a major city for the week following the conclusion of the Summer Program. Students who have attended regularly are permitted to attend. Summer Bridge students are permitted to attend if finances allow. Previous trips have been to Philadelphia, New York City, Chicago, Atlanta, St. Louis, Washington, DC and Boston. Full-time program staff members are required to participate, and summer instructors are encouraged to participate.

3.11 Travel - Fellowship Trip

- ✓ The Administrative Assistant takes the lead in planning one-day trip for Freshman and Sophomore students following the conclusion of the Summer Program. Students who have attended regularly are permitted to attend. Previous trips have been to Cedar Point, and Kalahari Water Park. Full-time program staff members are required to participate, and summer instructors are encouraged to participate.

3.12 Tutoring - Academic School Year

- ✓ Monroe High School Tutoring is held on Tuesday, Wednesday, and Thursday in room B-221 during the months October through May.
- ✓ Airport High School Tutoring is held on Monday, Tuesday, and Wednesday in the Media Center during the months October through May.
- ✓ Jefferson High School Tutoring is held on Tuesday, Wednesday, and Thursday in the Library during the months October through May.

Section 4 – Upward Bound/MCCC Policies

4.1 Academics

- ✓ **WARNING STATUS** - A student whose GPA falls below a 2.0 for one grading period and will receive a letter explaining that and must meet with the Academic Skills Coordinator. A Plan of Action will be developed which will identify specific steps the student will implement in order that he/she return to a status of Good Standing.
 - Must utilize a Bi-weekly Progress sheet for each subject in which there is a grade of C- or lower.
 - Must attend and meet with a tutor for subject(s) in which there is a grade of C- or lower and review their Bi-weekly Progress sheet with the tutor for each subject area in question.
- ✓ **PROBATION** - A student whose GPA falls below a 2.0 for two (2) consecutive grading periods. During the following grading period the student:
 - Must attend scheduled tutorials.
 - Student, along with, parent/guardian must meet with the UB Director and Academic Skills Coordinator and revisit the student's Academic Plan of Action and make any appropriate adjustments to the plan.
 - May not attend any social or cultural events sponsored by Upward Bound.
 - Will forfeit his/her stipend for the following grading period.
 - Must earn at least a 2.0 GPA by the following grading period, or is demonstrating significant academic progress as indicated by the Academic Skills Coordinator and tutor reports.
- ✓ **DISMISSAL** - A student whose GPA falls below a 2.0 for three (3) consecutive grading periods (an entire school year) can be DISMISSED from the MCCC Upward Bound Program.

4.2 Attendance

- ✓ Students must attend the after-school program during the academic year. Students are required to attend a minimum of two days per week (14 hours or more per month).
- ✓ Students who do not, or cannot, meet this requirement must have a valid reason approved by the Academic Skills Coordinator.
- ✓ Students who attend less than 33% of the available hours each month (approximately 8 hours) may not be eligible for the summer cultural trip.
- ✓ Students who participate in sports which prevent them from attending the after-school program are excused from this requirement, with the following stipulations:
 - Complete and return an Excused Absence Form, which includes their practice and game schedule, signed by the coach and parent or guardian.
 - Visit the Academic Skills Coordinator's office on a bi-weekly basis to review grades and academic progress, and to receive important information about the program, college applications, financial aid, etc.
 - Attend the after-school program between seasons and on days when there are no games or practices.
- ✓ Students who are not able to attend the afterschool program due to employment, lack of transportation, or other reasons, may be excused from the attendance requirement under the following conditions.
 - The reason has been communicated to the Academic Skills Coordinator and approved
 - Complete an Excused Absence Form, signed by the parent/ guardian and employer (if applicable)
 - Visit the Academic Skills Coordinator's office on a bi-weekly basis to review grades and academic progress, and to receive important information about the program, college applications, financial aid, etc.
 - Attend the after-school program on days when transportation is provided (if lack of transportation is the obstacle).

4.3 Background Checks (per MCCC Humane Resources Dept. 10/18/2022)

- ✓ Background checks **do not need** to be completed on the following.
 - People who are continuously employed with us during the academic school year and the summer program.
- ✓ Background checks **do need** to be completed on the following.
 - New employees
 - Summer instructors who have not been employed with the program throughout the academic school year.
 - Field trip chaperones if not a staff member
 - Anyone doing a workshop with the students (If they are on our campus and work with our students).
 - Instructors who are employed at another school during the academic school year and only are employed with us during the summer program.
- ✓ If it has been over a year since the instructor taught for us, we run a background check.

4.4 Database

The Upward Bound Program Director utilizes Student Access as its database of choice. We have the database and the online version to input data regarding our student progress for the Department of Education. Our contact person at Student Access is:

Alex Grote

Vice President

Heiberg Consulting, Inc.

(800) 801-1232

www.studentaccess.com

www.facebook.com/studentaccess

4.5 Discipline Policy

The Upward Bound Program will enforce the participant's home school Discipline Code established by the Board of Education for their school district during the academic school year as well as during the summer program at Monroe County Community College (MCCC). The MCCC Student Discipline Code will also be enforced during the summer component of the program due to the students attending classes on campus. Failure to comply with these policies and procedures during the academic year and summer component could result in dismissal from the Upward Bound Program. Disciplinary actions not described within the Upward Bound Student /Parent Handbook (Appendix 6.4) are administered at the discretion of the Upward Bound staff. This handbook may be amended at any time by the Upward Bound staff (Appendix 6.2).

4.6 Field Trip Policy

- ✓ The Director of Upward Bound must approve all field trips prior to the trip being submitted to the Administrative Assistant.
- ✓ A Field Trip Request Form must be submitted for all field trips (Appendix 6.3).
- ✓ Flyers and permission slips should be distributed to students at least four weeks prior to the event. In order to participate in a field trip, a student must have a medical release form (current school year) signed by a parent or guardian as well as a permission slip for the specific field trip signed by a parent or guardian. If we are using the services of a company or organization that requires its own specific permission form, all participants in the event must have a signed permission form.
- ✓ The Academic Skills Coordinator will post field trip information on the programs Facebook page and on Google Classroom.
- ✓ The staff member(s) coordinating the field trip should have a list of students attending. Students are required to sign next to their name to record attendance.
- ✓ The field trip coordinator(s) should have in his/her possession medical release forms providing medical information during the trip. In case of a medical emergency, every effort must be made to contact a parent or guardian or other family member. Hospitals will normally provide treatment without speaking with a parent or guardian. If a student needs to be transported to a hospital for a medical emergency, calling 911 is the best way to arrange for transportation.
- ✓ All staff members associated with a field trip are expected to participate fully in all activities with students.
- ✓ We should never assign students to car pools to reach a bus pickup point or to travel home at the conclusion of a trip. We should leave the responsibility to the parent/guardian and/or the student to reach the bus pickup point or to travel home.
- ✓ Transporting students in personal automobiles is to be avoided because of the potential liability. The primary insurance coverage for employees driving their own vehicles, even on program business, is the owner's (employee's) auto insurance. If transporting a student in a personal automobile cannot be avoided, the parent or guardian should give approval.
- ✓ Staff members, participants and chaperones participate in field trips. If staff members wish to include any others such as immediate family members in a field trip, they must request approval in advance from the Director, and those staff members are responsible for paying for their guests' admissions tickets, meals and any other expenses.
- ✓ Chaperones should remain with students after they are returned to the college/high school until the students have been picked up or have driven home.

4.7 Fiscal Policy

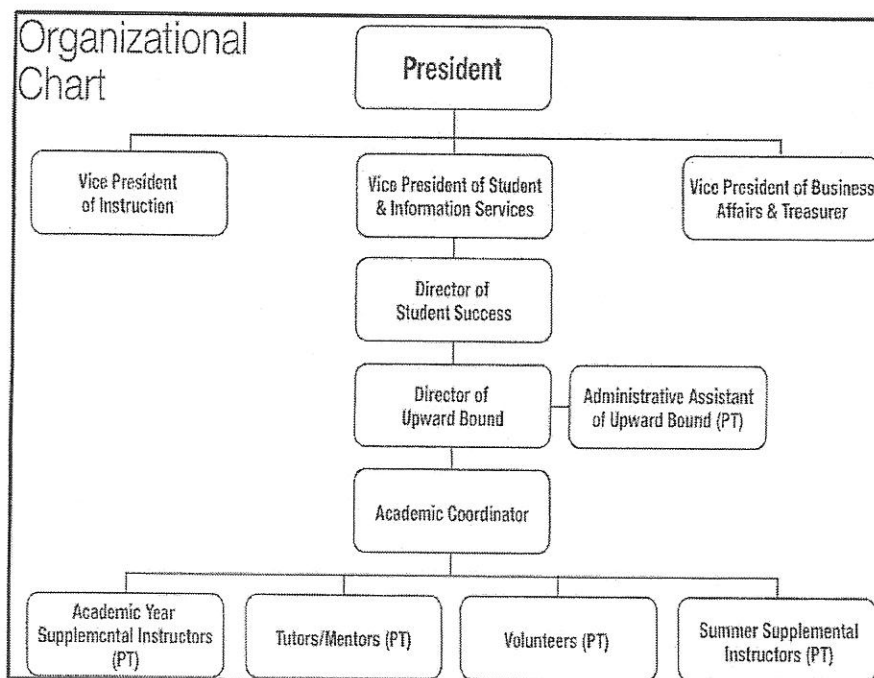
The Director submits annual budgets for each program based on expected activities and on federal guidelines. General budget information is shared with the staff. The fiscal year is from September 1 – August 31. We must receive permission from the program officer to carry over surplus funds from one year to another. The program officer must approve of the carry over once the director submits a budget.

4.8 High School Curriculum

Upward Bound members are required to take courses that are designed to prepare them for college. A college preparatory curriculum meets the guidelines necessary for college admissions. These courses include:

- a. Algebra I and two additional years of advanced math
- b. Four years of high school English
- c. Two years of a single foreign language
- d. Two years of scientific problem-solving laboratory courses
- e. One computer applications course

4.9 Organizational Chart



The UB Project Director will report directly to the Director of Student Success who reports to the Vice President of Enrollment Management and Student Success. The placement of the UB program in this organizational area is logical in that this department is responsible for academic advising, educational and career counseling services, testing and assessment services, learning assistance, and other services that align with the purpose of the Upward Bound Program. In addition, this department has a highly-developed relationship with ACS, MPS and JPS.

4.10 Staff Job Description and Supervision:

The UB Project Director (100% FTE) reports to the Director of Student Success. The Project Director of UB is responsible for administration and management of all project activities and assisting with academic coordinator duties. The Administrative Assistant (44.9% FTE) is responsible for providing clerical and administrative support to the Director and UB Program staff. The Academic Skills Coordinator (64.7% FTE) assist the director in overall implementation of the project; recruit and select students; academic advising; career counseling; EDP development; and monitoring of student progress. Supplemental Instructors for the academic and summer components (320 hours academic hours and 360 summer hours for up to 5 SU Instructors) will be responsible for providing instruction in 5 core curriculum content areas. Mentors/Tutors (355 hours for the year) will be responsible for providing tutorial assistance and mentoring students. The UB Program will be assured access to the decision-making process of MCCC through the VP of Enrollment Management and Student Success at Cabinet meetings, as well as participate as a member of the Administrator Council. In addition to an open-door policy, monthly meetings between the UB Director and the Director of Student Success will be scheduled. The UB Director will have complete authority to conduct all programs and activities effectively and efficiently. MCCC policies and procedures will be adhered to with regard to the hiring, firing, training, and annual performance evaluation of all UB staff that includes the orientation and training of new staff and continuing staff development including TRIO workshops. Regularly scheduled staff meetings will be held to discuss project related problems, concerns, needed changes, upcoming activities, etc. In addition, annual job performance report of each staff member and review will be conducted by the UB Director.

4.11 Project Personnel

Project personnel will be hired when funding is secured. A full-time UB Director, and part-time UB Administrative Assistant and Academic Skills Coordinator, up to five part-time instructors during each of the academic and summer components, and part-time tutors/mentors during each of the academic and summer components will be hired as illustrated in the table below. All position for each individual grant except for the Upward Director is part-time. When all three program projects have successfully been approved all of the main positions will be full-time. If we are only approved of 2 programs then only the Coordinators and Director will be full time and Administrative Assistant will go back to part time with no insurance covered. If there is only one project then only the director will be full time. According to the number of programs that have been successfully written and approved salaries will be adjusted accordingly depending on the number of programs.

The qualifications required of the Project Director include formal training or work experience in fields related to the objectives of the project, and experience in designing, managing, or implementing similar projects			
Position	Qualifications & Field of Study	Experience & Training	Plan of Employment
Project Director Full Time	Master's Degree in Counseling, Psychology, Education, or related area required.	Experience with TRIO or similar grant programs and/or particular knowledge of, and work with low-income, 1st-gen, academically at-risk students Three to five years professional experience	Position advertisements indicate the population being served and include the phrase "applicants whose backgrounds are similar to that of the students being served are encouraged to apply." Announcements of professional full-time positions are advertised on-campus in local newspapers and through notices sent to other

		in an educational-related field, student assessment, excellent oral and written communication skills, knowledge of federal programs & their operations, commitment to project goals and student achievement, and management skills in planning, budgeting and operation required.	TRIO programs. All application forms reviewed prior to selection for interview.
The qualifications required of each of the other personnel to be used in the project, including formal training or work experience in fields related to the objectives of the project			
Academic Skills Coordinator Part Time	Bachelor's degree with a valid Michigan Teaching Certificate with proper endorsements (preferred) or a Master's Degree in a counseling or education related discipline, and experience working with low-income/first generation and academically at-risk students as well as knowledge of college bound processes.	Plans, coordinates and implements programs and services for Upward Bound's Academic Primary supervision of summer and academic instructors & coordination of academic classroom teachers. Minimum of two years successful experience in educational and/or counseling activities required	Position advertisements indicate the population being served and include the phrase "applicants whose backgrounds are similar to that of the students being served are encouraged to apply." Part-time positions are advertised through campus postings. All application forms reviewed prior to selection for interview.
Administrative Assistant Part Time	Associate Degree required. Three years of experience working in an educational setting requiring contact with students, parents,	Responsible for the day-to-day clerical and Administrative support for the program. Experience in Microsoft Office Suite; ability to maintain accurate records and provide	Position advertisements indicate the population being served and include the phrase "applicants whose backgrounds are similar to that of the students being served are encouraged to apply." Part-time positions are advertised through campus postings. All application forms reviewed

	staff and public preferred. Strong oral and written communication skills	quality customer service; ability to type and enter data with speed and accuracy.	
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Supplemental & Summer Instructors Part Time	Bachelor's Degree and valid Michigan Teaching Certificate with proper endorsements required preferred.	Ability to use best practices in the planning and delivery of instruction is highly desired.	Position advertisements indicate the population being served and include the phrase "applicants whose backgrounds are similar to that of the students being served are encouraged to apply." Part-time positions are advertised through campus postings. All application forms reviewed.
Tutors/Mentors Part-Time	Completed two-to-three years of education at a college/university, have a cum. GPA of 3.0 or better; received an A or B in the subject being tutored	Experience working with youth, especially underserved and under-represented population.	Position advertisements indicate the population being served and include the phrase "applicants whose backgrounds are similar to that of the students being served are encouraged to apply." Part-time positions are advertised through campus postings. All application forms reviewed.

The quality of the applicant's plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project's target population

Project personnel will be hired when funding is secured. The qualifications of the Upward Bound program staff are designed to recruit qualified, experienced professionals who are knowledgeable at working with students who are low-income and/or first-generation college students. When conducting a search to fill an MCCC UB position, the MCCC Director of Human Resources and the MCCC Director of Student Success will give employment preference to individuals who have succeeded in overcoming the circumstances like those of the target population. In addition to the regularly-used media, position announcements will be submitted with the Council for Opportunity in Education and TRIO list-serv.

4.12 Staff Training (Staff Personnel Services)

Director and Staff have the opportunity to travel to National, regional and state conferences to receive training and professional development. Administrative Assistant will have the opportunity to do virtual training or training within the state of Michigan. Council for Opportunity in Education (COE) is a nonprofit organization, established in 1981, dedicated to furthering the expansion of college opportunities for low-income, first-generation students, and students with disabilities in all 50 states, Washington, D.C., the Pacific Islands, and Puerto Rico. Its membership includes more than 1,000 colleges and agencies. Through its numerous membership services, the Council works in conjunction with colleges, universities, and agencies to help low-income students enter college and graduate. Over a million low-income students and students with disabilities each year receive college access and retention services through our member colleges and agencies. COE has a national conference that take place in about the 3rd week of September.

The Educational Opportunity Association's (EOA) which is the regional conference is normally held in the month of November in the mid-west. The Educational Opportunity Association is the regional chapter of the Council for Opportunity in Education. MI-CAPP or the Michigan College Access Program Personnel (MI-CAPP) brings together persons who have an active interest in and/or are professionally involved in broadening accessibility to and providing support for success in formal, post-secondary education. MI-CAPP is the Michigan chapter of the Educational Opportunity Association (EOA). It is one of eight chapters in EOA. The eight chapters are Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin, and MO-Kan-NE (Missouri, Kansas and Nebraska). Once full-time staff receive notification to pay membership fees for MI-CAPP and EOA we will alert the Administrative Assistant by sending over an invoice. The staff must be active member in order to nominate students within our programs for scholarship opportunities. COE's institutional membership fee is sent directly from the organization to the Director. The Director will complete a check request to submit payment to keep programs and institution eligible for conferences and important information that is free or discounted rate.

4.13 Stipend Policy

Sec 1 - Academic Year Stipend

- i. Stipends are only provided to members who **fully** participate in the Upward Bound program and who meet all the academic guidelines set forth in the Student/Parent Handbook (Appendix 6.4).
- ii. Stipends will be dispersed in December, March, and June of each year by Upward Bound staff.
Stipends will not be issued for the months of August or September
- iii. Students are to cash their stipend checks within 30 days of receipt.
- iv. Stipends may not be issued to students who fail to attend planned activities, do not sign-in and out of activities or who fail to maintain obligations as outlined in the handbook.
- v. Students on an Academic Probation for **any** reason will not be eligible for a stipend for the entire duration of the marking period.
- vi. Stipends will not be given to those students who have not turned in their report card or any other requested documents (college applications, financial aid forms, scholarships, etc.) by the required deadlines (Policy 4.14).
- vii. The issuing of stipends to program participants may be reduced or eliminated at any time at the discretion of the program administration for any reason including but not limited to limited funds, abuse of privilege by participants, etc.
- viii. Stipends are based on the following:
 - Participation in a minimum of two (2) hours of tutorial per week.
 - Attending MANDATORY weekly supplemental instruction two (2) hours per week
 - Completing ALL ASSIGNMENTS SATISFACTORILY, both in high school and in the UB Program.
 - Maintaining a 2.0 GPA or higher.
 - ACTIVE PARTICIPATION in all program activities.
 - Abiding by the Code of Conduct of their home school.

Example – Number of points needed to earn a stipend amount

Activity Points needed to earn a stipend for December
(Airport, Jefferson, and Monroe High Schools)

100+ points = \$60.00
 75-99 points = \$40.00
 40-74 points = \$25.00
 25-39 points = \$12.00
 Less than 25 points = \$0.00

The amount of Activity Points needed and the Stipend amount will change per stipend period. Students will be notified in advance of the number of points needed and the amount for the upcoming stipend checks.

Sec 2 - Summer Program Stipend

- i. Stipends are not paid to students who do not actively participate in classes, skill development sessions, workshops, and/ or Friday Field Trips.
- ii. Stipends are reduced when students are absent and, in some cases, tardy.
- iii. Instructors/tutors can recommend that a student does not receive a stipend if his/ her behavior in class or activities causes a disturbance or if his/her work in tutorials/skills development sessions and/or class is unsatisfactory due to lack of effort.
- iv. Students will receive a stipend TWO (2) times during the Summer Program.
- v. Stipends will be hand delivered to each student (if possible).
- vi. We will seek confirmation by the student that the information printed on the check is correct. Checks will be mailed if hand-delivery is not possible.
- vii. Checks will be disbursed during the third and sixth week of the program.
- viii. **CHECKS SHOULD BE CASHED ASAP** (they will be voided if not cashed within the specified time frame)
- ix. Summer stipends are based on the following:
 - Attendance and promptness to classes.
 - Daily attendance for skill development sessions.
 - Completing ALL ASSIGNMENTS SATISFACTORILY.
 - Excellent attendance at all scheduled extracurricular activities.
 - Being respectful toward all staff, students and college personnel.
 - Abiding by the rules and regulations of Monroe County Community College.

4.14 UB Forms & Student File Information Policy.

If a student has not submitted a required form OR if the student has missing information in their Upward Bound File:

- ✓ The student will not be allowed to participate in field trips and/or activities other than After School Tutoring until the required form/information is submitted.
- ✓ The student's stipend check will be withheld until the required form/information is submitted.

5.0 Timeline/Examples (Ex.)

Each site may tailor the timeline to relate to their school's schedule.

5.1 Academic School Year Timeline

SEPTEMBER/OCTOBER

- Upward Bound Welcome Back Party
- Initiate after school tutoring program in October and continue until June
- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email
- Meet with faculty, staff, and counselors to share purpose and vision, and to review the goals and timeline.
- Meet with all students to review UB expectations

OCTOBER

- First day back for Upward Bound students
- Student Activities (college visit, cultural, and social)
- Conduct various workshops on topics pertaining student success, college admissions, careers, decision making, goal setting, and social-emotional wellbeing.
- Assist Students with college applications, FAFSA completion, and SAT retakes as needed
- Re-examine and determine student recruitment strategy and prepare materials.
- Distribute information about the program throughout the school and community.
- Distribute applications to teachers to distribute to potential candidates
- Attend class orientations.
- Hold Open House/Orientation.
- Identify students who may leave the program and recruit replacements.
- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email

NOVEMBER

- Student Activities (college visit, cultural, and social)
- Conduct various workshops on topics pertaining student success, college admissions, careers, decision making, goal setting, and social-emotional wellbeing.
- Holiday Dinner
- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email

DECEMBER

- Student Activities (college visit, cultural, and social)
- Conduct various workshops on topics pertaining student success, college admissions, careers, decision making, goal setting, and social-emotional wellbeing.
- Community Service Project
- Holiday Dinner
- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email

JANUARY

- Student Activities (college visit, cultural, and social)
- Conduct various workshops on topics pertaining student success, college admissions, careers, decision making, goal setting, and social-emotional wellbeing.
- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email

FEBRUARY

- Attend Student Leadership Summit - MICAPP
- Student Activities (college visit, cultural, and social)
- Conduct various workshops on topics pertaining student success, college admissions, careers, decision making, goal setting, and social-emotional wellbeing.
- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email

MARCH

- Student Activities (college visit, cultural, and social)
- Conduct various workshops on topics pertaining student success, college admissions, careers, decision making, goal setting, and social-emotional wellbeing.
- Visit middle school to recruit
- Send out personal invitations to new students
- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email

APRIL

- Student Activities (college visit, cultural, and social)
- Conduct various workshops on topics pertaining student success, college admissions, careers, decision making, goal setting, and social-emotional wellbeing.
- Spring Break Pizza Party
- Family Fun Night- Students volunteer for the event at MCCC
- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email
- Identify students who will attend the Summer Program.
- Identify recipient(s) of the Bridge Scholarship.
- Distribute/collect summer program permission forms.
- Generate student class schedules.
- Begin setting up the summer attendance data base.

MAY

- Student Activities (college visit, cultural, and social)
- Conduct various workshops on topics pertaining student success, college admissions, careers, decision making, goal setting, and social-emotional wellbeing.
- Awards and Recognition Banquet at MCCC
- Meet with tutors to identify areas of improvement and restructure program if necessary.
- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email
- Identify students who will attend the Summer Program
- Arrange for student transportation to/from MCCC

JUNE

- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email
- Summer Program begins at MCCC
- Distribute student summer class schedules
- First week of June – Notify parent/student of bus schedule.
- First week of June – Collect Cultural and Fellowship forms

JULY

- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email
- Students complete an Educational Development Plan for the upcoming academic year.
- Fellowship Trip (one day) at end of summer program.
3- or 4-day Cultural Trip at end of summer program

AUGUST

- Collect the application materials on a rolling admission process
- Conduct student/Parent interviews as needed
- Select students and notify student and parent/guardian via email

5.2 STIPEND ACTIVITY POINTS Example - Provided by MHS

- EDP* (Educational Development Plan) submitted by (date posted) - 5 pts.
- Join UB Google Class Room by (date posted) - 5 pts.
- Information Update* (current year) on Visual Zen – 5 pts.
- Send a text using your own cell number to Google Voice (one time offering) – 5pts
- Attend After-School Program (Tutoring) 2 hours – 5pts.
- Field Trip Participation/ Event Participation 5 pts. each
- Google Classroom Assignments - 5 pts. each
- Virtual Job Shadow Activities - 5 pts. each
- Minimum GPA of 2.00 on date posted – 5 pts.
- Minimum GPA of 2.50 on date posted – 10 pts.
- Minimum GPA of 3.00 on date posted – 15 pts.
- Lead a Study Group for at least one session. - 10 pts.
- Participate in a Study Group for at least one session – 5 pts.
- Check e-mail weekly (Answer weekly email question) - 5 pts.
- New Student referral to Upward Bound - 10 pts.
- Other Random Stuff - TBD pts.

*Required of all Upward Bound Students. Failure to have the form/activity completed and submitted will result in not being eligible for fieldtrips.

Points for SENIORS ONLY (Required to be completed)

- College Applications (By date posted) - 5 pts.
- Complete FAFSA (By date posted) – 5 pts.
- Senior Highlights/Exit Form (By date posted) - 5 pts.

5.3 Summer Instructors Timeline - Provided by AHS

January:

- ✓ Contact instructors, including substitutes, from the previous summer to determine if they are willing and able to return
- ✓ Make an initial estimate, based on our knowledge at the time, which courses we will need for the summer and how many sections of each course

February/March:

- ✓ Determine whether or not there are any open instructor positions, including substitutes, and if so, request that Human Resources post them on the college website
- ✓ Interview candidates and fill any empty positions

April/May:

- ✓ Survey students to determine, to the best of our availability, which Math and Science classes they will be taking next school year
- ✓ Make final determination of which courses we will need and how many sections of each course
- ✓ Communicate the class schedule to the instructors
- ✓ Request a copy of the syllabus from the instructors for each course they will be teaching
- ✓ Request notification of planned absences from the instructors and schedule substitutes as needed
- ✓ Survey the instructors to determine availability to chaperone Friday Field Trips, and the Fellowship and Cultural Trips

May/June:

- ✓ Distribute class lists, attendance sheet(s), and timesheet to instructors
- ✓ Schedule an orientation for new instructors at the college.
- ✓ Give instructors a tour of classroom spaces
- ✓ The Upward Bound Director determines which instructors each coordinator will enter payroll information for and communicates that to the coordinators and to the Business Office

5.4 Summer Workshops/Enrichment Timeline (Appendix 6.6) – Provided by JHS

January/February:

- ✓ Review past workshop presenters. Discuss as a group which ones we would like to reach out to again for the upcoming summer.
- ✓ Brainstorm any new ideas for presenters.
- ✓ Workshop ideas include:
 - Past Workshops: dance, theater, team building, coordinator meetings for each grade level, drawing/art, mental health, yoga/exercise, drug/alcohol prevention, creative writing/poetry writing, open gym, job interview skills, gardening, foreign language (ASL/Chinese calligraphy), student led workshops (topics vary), meetings with departments at MCCC (criminal justice, ASET, agriculture, psychology, science/weather, nursing), UB alumni panel, college/career fair, field day, ice cream social
 - Workshops hosted by MCCC to seniors: Financial Aid/Scholarships, Resume Building, Admissions, Getting involved/student government,
 - Required workshops: Accuplacer testing, SAT prep, Financial literacy

March:

- ✓ Reach out via email to past presenters that we would like to return. Include a Google Form for them to complete if they are interested in presenting (*see attached*).
- ✓ Reach out via email/phone to possible workshop presenters. Include a Google Form for them to complete if they are interested in presenting (*see attached*).

April/May:

- ✓ Once you receive a Google Form from someone interested in hosting a workshop, set a tentative date (or dates if they are interested in hosting the same workshop more than once) for them to present their workshop. *Blank calendar template attached*. Send them the tentative dates for confirmation via email or their preferred method of communication.
- ✓ Workshop presenters who require a payment will need to complete and submit a W9. This information can be sent to the Upward Bound administrative assistant.

May/June:

- ✓ Reach out via email to scheduled workshop presenters to confirm their attendance. Include the date/time/location of their workshop in the email.

July:

- ✓ Have the Upward Bound student assistant complete and send thank you cards to all workshop presenters.
- ✓ Include all workshops/presenters on the final student evaluation that will be completed at the end of the program. The student evaluation is created by the Upward Bound administrative assistant.

5.5 Tutoring - Academic School Year Example (provided by MHS)

- ✓ Support for students is provided by 1-2 paid tutors/teachers each scheduled tutoring day, as well as the Academic Skills Coordinator being on site with availability to help and/or support students.
- ✓ We try to ensure that there is at least one paid tutor who teaches math and/or English each tutoring session, since those are the two areas students traditionally have asked for help the most.
- ✓ Students are asked to sign in for tutoring anytime between the 2:11 dismissal bell and 2:30pm, which is when tutoring officially starts.
- ✓ It is important students sign their name as legibly/neatly as possible on the sign in sheet because it's important for not only for tracking each students' monthly stipend eligibility, but it also serves as our official record of tutoring attendance.
- ✓ The sign in sheet tracks who needs transportation services at 4:30 to get home, as well as for each scheduled tutoring session.
- ✓ Students are picked up by bus around 4:30 PM.
- ✓ Bottled water and snacks will be provided at every tutoring session. We kindly ask students to limit themselves to a maximum of two bottles of water and three snacks per two-hour tutoring session.
- ✓ After students sign in and get their initial snack/drink, students are free to start working independently, quietly catch up with their peers, notify one of our paid tutors that they need individual help starting at 2:30, or use the restroom.
- ✓ Students are expected to inform the coordinator before going anywhere else in the building once Upward Bound officially starts at 2:30PM.
- ✓ Promptly at 2:30, the coordinator will confirm attendance, confirm who needs transportation, notify transportation which students need the service, announce important Upward Bound information/opportunities, discuss any opportunities to earn points beyond tutoring toward the \$30 monthly stipend, and facilitate a mini lesson/ activity.
- ✓ After 2:30PM, unless cleared prior with the coordinator, students are considered late/tardy. Students must stay a full hour, which is until 3:30, to receive the first hour of tutoring credit they are eligible for that counts toward their monthly stipend of \$30.
- ✓ Students are eligible to receive up to \$30 a month (checks dispersed in Dec., March, and June) for accumulating the required amount of points. Students will receive points by completing specific tasks. The amount of points needed will be communicated to the student, tasks/points will be determined by and posted by the coordinator, and the points may be specific to each program.
- ✓ Students who do not meet the session's requirement will receive a reduced stipend or no stipend at all.

Student.Parent Handbook.pdf (monroeccc.edu)

- Su23 Summer Participation Form-FFT Permission.pdf

[illegible]

Sample Schedule

[illegible]

6.7 Proposal Form

<https://docs.google.com/spreadsheets/d/1Hnr-JJXAkp2jwx6X7os3UyaMFHKDYi5RJvEameQBPys/edit#gid=1610642841>

Upward Bound Workshop Proposal Form

The 2022 Monroe County Community College Summer Program is seeking proposals for workshops or presentations (each 50 minutes in length) to be presented to 9th through 12th graders. Each event will be approximately 15-20 students. Workshops/presentations will take place from 2:15-3:20 p.m. on Mondays through Thursdays, beginning Monday, June 20th and ending Thursday, July 27th. Topics may include, but are not limited to: drama, poetry, science, language and culture, etiquette, history, etc. Our goal is to provide workshops that will engage students in a fun, interesting, and/or educational way.

1) Presenter's Name _____

2) Phone Number _____

3) Email _____

4) Workshop Title _____

5) I am available to present the same workshop twice (if needed)

_____ Yes _____ No

6) If yes, please check the day, or days, that work best for you.

_____ Monday _____ Thursday
_____ Tuesday _____ I'm available all the time
_____ Wednesday

7) A brief description of your workshop _____

8) Please list any AV needs you may have for the presentation. _____

9) If there are specific dates that work best for you or will not work, please share them below. _____

10) Do you know of any friends or colleagues who would be interested in hosting a workshop for Upward Bound? Please include their name and contact information below.

Name _____

Email _____

11) Any questions, comments, or concerns? _____

Part 2

Monroe County Community College

1555 S. Raisinville Rd. Monroe, MI 48161

Position	Director of Upward Bound Program
General Summary	The Upward Bound Program Director will be responsible for the development and administration of the Upward Bound Program including hiring, training, supervising and evaluating project staff, fiscal management, project development and management, and serve as liaison to Monroe Public Schools/Monroe High School. The Upward Bound Program Director will also provide direct services to Upward Bound participants including assisting with academic coordinator duties. This is a grant funded position.
Essential Functions	<ul style="list-style-type: none"> • Coordinates and/or conducts all participant assessments to determine the extent of academic, personal, and career counseling needs. • Directs participant recruitment and selection of students; • Facilitates interactions and meetings with participants on a regular basis to provide information and assistance supporting successful school completion and post-secondary entry. • Assists participants with exploration, goal setting, planning, and follow through; monitors participants' progress. • Works with MCCC Marketing Department to prepare Upward Bound promotional materials and press releases for area media. • Works closely with Monroe High School counselors, principals and staff. • Conducts Upward Bound informational presentations at participating schools and community agencies. • Develops and implements all services and activities to meet the Upward Bound objectives with project staff. • Directs a coordinated approach among processes to assess participant needs, deliver services, and monitor participants progress. • Administers the annual budget. • Hires, trains, supervises, and evaluates Upward Bound staff. • Serves as a liaison to departments, target school administrators and community agencies. • Supervises the maintenance of accurate Upward Bound data to generate monthly/quarterly/annual reports and to evaluate the performance of participants and the attainment of project objectives. • Prepares and submits Annual Progress/Performance Reports utilizing college procedures. • Prepares formative and summative program evaluations. • Prepares continuation budgets and competitive program continuation proposals. • Other duties as assigned.
Qualifications	Masters Degree in counseling, psychology, education, or related area required. Three to five years professional experience in an educational-related field and student assessment; excellent oral and written communication skills; knowledge of federal programs and their operations; commitment to project goals and student achievement; and management skills in planning, budgeting and operation required. Experience with TRIO or similar grant programs and/or particular knowledge of and work with low-income, first generation, academically

Monroe County Community College

1555 S. Raisinville Rd. Monroe, MI 48161

Position	Director of Upward Bound Program
General Summary	The Upward Bound Program Director will be responsible for the development and administration of the Upward Bound Program including hiring, training, supervising and evaluating project staff, fiscal management, project development and management, and serve as liaison to Monroe Public Schools/Monroe High School. The Upward Bound Program Director will also provide direct services to Upward Bound participants including assisting with academic coordinator duties. This is a grant funded position.
Essential Functions	<ul style="list-style-type: none"> • Coordinates and/or conducts all participant assessments to determine the extent of academic, personal, and career counseling needs. • Directs participant recruitment and selection of students; • Facilitates interactions and meetings with participants on a regular basis to provide information and assistance supporting successful school completion and post-secondary entry. • Assists participants with exploration, goal setting, planning, and follow through; monitors participants' progress. • Works with MCCC Marketing Department to prepare Upward Bound promotional materials and press releases for area media. • Works closely with Monroe High School counselors, principals and staff. • Conducts Upward Bound informational presentations at participating schools and community agencies. • Develops and implements all services and activities to meet the Upward Bound objectives with project staff. • Directs a coordinated approach among processes to assess participant needs, deliver services, and monitor participants progress. • Administers the annual budget. • Hires, trains, supervises, and evaluates Upward Bound staff. • Serves as a liaison to departments, target school administrators and community agencies. • Supervises the maintenance of accurate Upward Bound data to generate monthly/quarterly/annual reports and to evaluate the performance of participants and the attainment of project objectives. • Prepares and submits Annual Progress/Performance Reports utilizing college procedures. • Prepares formative and summative program evaluations. • Prepares continuation budgets and competitive program continuation proposals. • Other duties as assigned.
Qualifications	Masters Degree in counseling, psychology, education, or related area required. Three to five years professional experience in an educational-related field and student assessment; excellent oral and written communication skills; knowledge of federal programs and their operations; commitment to project goals and student achievement; and management skills in planning, budgeting and operation required. Experience with TRIO or similar grant programs and/or particular knowledge of and work with low-income, first generation, academically

**MONROE COUNTY COMMUNITY COLLEGE
JOB DESCRIPTION**

**ADMINISTRATIVE ASSISTANT TO THE DIRECTOR
OF UPWARD BOUND (Full-TIME)**

Supervised By: Director of Upward Bound
Supervises: No supervisory responsibility

Position Summary:

Under the supervision of the Director of Upward Bound, provides clerical support to the Director and staff. Responsibilities include processing new applications. Performs a wide assortment of administrative tasks requiring skill in records management, data base usage and customer service for Monroe, Airport and Jefferson High Schools.

Essential Job Functions:

An employee in this position may be called upon to do any or all of the following essential functions. These examples do not include all of the duties which the employee may be expected to perform. To perform this job successfully, an individual must be able to perform each essential function satisfactorily.

1. Serves as the Administrative Assistant to the Director of Upward Bound. Prepares correspondence, manages the Director's schedule, and screens phone calls with a high degree of confidentiality.
2. Assists all visitors in the Upward Bound office by directing them to the appropriate location on campus, and answers walk-in and phone inquiries regarding the Upward Bound program.
3. Distributes program applications to middle and high school counseling staff and the Freshman Academy at Monroe Public Schools, Airport Public Schools and Jefferson Public Schools for distribution to identified and interested students.
4. Collect applications for selection process. Determine if applications are complete. If incomplete, notify parents in writing and by phone of materials needed for completion.
5. Determine if applicants meet eligibility and absolute priority criteria.
6. Processes and maintains all Upward Bound student records, including inputting information into the database along with assessment, checking for any updated information and ensuring that all applicants have submitted all documentation.
7. Verifies each applicant's status every semester for enrollment status and places holds on student accounts when necessary.

8. Schedules and maintains appointment books using Access database.
9. Processes all time slips for the Upward Bound office personnel.
10. Tracks and maintains department expenditure activities and verifies against the budget.
11. Photocopies, files and orders and maintains the office supply inventory and materials such as catalog, handbooks, etc. for the Upward Bound office.
12. Processes and distributes incoming mail to the Upward Bound and maintains materials on display.
13. Performs other duties as assigned.

The above statements are intended to describe the general nature and level of work being performed by personnel assigned this classification. They are not to be construed as an exhaustive list of all job duties personnel so classified.

Required Knowledge, Skills, Abilities and Minimum Qualifications:

The requirements listed below are representative of the knowledge, skills, abilities and minimum qualifications necessary to perform the essential functions of the position. Reasonable accommodations may be made to enable individuals with disabilities to perform the job.

Requirements include the following:

- Associate's degree in business administration, office management, electronic office specialist, or related field.
- Three or more years of experience working in an educational setting; contact with students, parents, staff, and public preferred.
- Ability to acquire knowledge of the principles and practices of a community college and skill in providing administrative support to such activities.
- Knowledge of modern office procedures and practices.
- Skill in the use of office equipment and technology, including computers and related software, such as word processing, databases, and spreadsheets, and the ability to master new technologies.
- Knowledge of basic bookkeeping/accounting procedures.
- Ability to handle confidential information.
- Ability to type and enter data with speed and accuracy.

- Skill in responding to public inquiries and internal requests with a high degree of diplomacy and professionalism.
- Ability to understand instructions and follow detailed procedures consistently.
- Demonstrated administrative and organizational skills, including the ability to prioritize multiple tasks, work in a fast paced environment with numerous interruptions, and meet deadlines.
- Skill in maintaining and updating records and related systems.
- Ability to effectively communicate and present ideas and concepts orally and in writing.
- Ability to establish effective working relationships and use good judgment, initiative, and resourcefulness when dealing with staff, students, faculty, the public, and other professional contacts.
- Ability to critically assess situations, maintain attention to detail, solve problems, work efficiently under stress, within deadlines, and changing work priorities.
- Flexibility required to work some evenings and Saturdays.

Physical Demands and Work Environment:

The physical demands and work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk, hear, view and create written documents. Employee must communicate with others in person and on the telephone. Must view and produce electronic documents. The employee frequently is required to sit; use hands to finger, handle, or feel; and reach with hands and arms. The employee is occasionally required to stand, walk, stoop, or kneel. The employee must occasionally lift and/or move items of light weight.

While performing the duties of this job, the employee typically works in a business office setting. The noise level in the work environment is usually quiet.

MONROE COUNTY COMMUNITY COLLEGE JOB DESCRIPTION

ACADEMIC SKILLS COORDINATOR - MPS

Supervised By: Director of Upward Bound
Supervises: Instructors and Tutors

Position Summary:

Under the supervision of the Director of Upward Bound, is responsible for assisting the director in implementation of the project; recruit and select students; academic advising; career counseling, Education Development Plan development; and monitoring of student progress.

Essential Job Functions:

An employee in this position may be called upon to do any or all of the following essential functions. These examples do not include all of the duties which the employee may be expected to perform. To perform this job successfully, an individual must be able to perform each essential function satisfactorily.

1. Works with Monroe Public Schools on identifying students who are academically at-risk and/or economically disadvantaged for the purpose of targeted student recruitment.
2. Meets with key administrators in Monroe Public Schools to review objectives, participant eligibility, services offered, and identify their role in identification, selection, and recruitment of students.
3. Conducts in-service training for Monroe Public Schools faculty, staff, and administrators. Review objectives, participant eligibility, services offered, and train them how to identify, select, recruit, and refer students.
4. Selects, trains, and evaluates instructors and tutors. Conducts orientation sessions and provides visual and written material for use in administering instructional and tutorial services.
5. Interacts with youth organizations and community agencies to schedule recruitment events and inform them of referral procedures.
6. Designs and develops all curriculum for the program.
7. Distributes program brochure to all students in the 8th – 10th grades.

8. Posts on Monroe Public Schools website and distribute fliers to all 8th – 10th grade students informing them about the Upward Bound program, goals, objectives, eligibility, and contact information.
9. Delivers recruitment presentations, which include, but are not limited to, information on career choices, educational requirements, employment statistics, goal setting, college selection, application, financial aid, and scholarships. Disseminates request for additional information form.
10. Meets with applicants and referrals to discuss requirements of participation including curriculum and activity requirements as well as benefits of participation including tutoring services, college readiness, field trips, and preparation for college enrollment.
11. Interviews eligible students and parents for Upward Bound program.
12. Review student's state test scores, SAT scores and Monroe Public School report cards.
13. Completes student's Education Development Plan (EDP), reviews with student, and signs contract agreement.
14. Reassess 100% of participants annually, using PLAN, PSAT, SAT, or state scores depending on grade at time of assessment. Adjusts student's EDP accordingly.
15. Responsible for the academic coordination of the summer program.
16. Host Upward Bound open house two times per year (or as needed based on retention) to interested students to highlight program services to potential participants.
17. Attends school activities and events to interact with Monroe Public Schools faculty, staff, students, and parents.
18. Performs other duties as assigned.

The above statements are intended to describe the general nature and level of work being performed by personnel assigned this classification. They are not to be construed as an exhaustive list of all job duties personnel so classified.

Required Knowledge, Skills, Abilities, and Minimum Qualifications:

The requirements listed below are representative of the knowledge, skills, abilities, and minimum qualifications necessary to perform the essential functions of the position. Reasonable accommodations may be made to enable individuals with disabilities to perform the job.

Requirements include the following:

- Bachelor's of Arts degree with valid Teaching Certificate, secondary experience preferred.
- One or more years of experience in human services, or a relevant position.
- Experience working with low-income/first generation and academically at-risk students.
- Knowledge of college bound processes required.
- Basic knowledge of the organization and operations of a community college, student government, student organizations, and services provided to the student body.
- Knowledge of modern office procedures and practices.
- Skill in the application of account keeping procedures to a variety of financial records.
- Ability to handle confidential information.
- Skill in the use of standard office equipment and technology, including computers and related software, such as word processing and spreadsheets, and the ability to master new technologies.
- Skill in responding to public inquiries and internal requests with a high degree of diplomacy and professionalism.
- A high level of human relations skills and proper application to deal pleasantly, efficiently, and courteously with the public.
- Demonstrated administrative and organizational skills, including the ability to develop budgets, prioritize multiple tasks, work in a fast paced environment with numerous interruptions, and meet deadlines.
- Ability to perform research, analyze and compile complex data, and prepare comprehensive and accurate reports.

- Ability to work some evenings and weekends on an as needed basis.
- Ability to understand instructions and follow detailed procedures consistently.
- Ability to effectively communicate ideas and concepts orally and in writing.
- Ability to establish and maintain effective working relationships and use good judgment, initiative and resourcefulness when dealing with students, faculty, employees, and the public and other professional contacts.
- Ability to critically assess situations, maintain attention to detail, solve problems and work effectively under stress, within deadlines, and changing work priorities.
- Flexibility required to work some evenings and weekends.

Physical Demands and Work Environment:

The physical demands and work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk, hear, view, and create written documents. The employee frequently is required to sit; use hands to finger, handle, or feel; reach with hands and arms. The employee is occasionally required to stand, walk, stoop, or knee. The employee must occasionally lift and/or move items of light weight.

While performing the duties of this job, the employee works in a business office setting and also travels to other locations to perform home site visits and other tasks. The noise level in the work environment is usually quiet and may become loud during events.

MONROE COUNTY COMMUNITY COLLEGE

JOB DESCRIPTION

ACADEMIC SKILLS COORDINATOR - ACS

Supervised By: Director of Upward Bound
Supervises: Instructors and Tutors

Position Summary:

Under the supervision of the Director of Upward Bound, is responsible for assisting the director in implementation of the project; recruit and select students; academic advising; career counseling, Education Development Plan development; and monitoring of student progress.

Essential Job Functions:

An employee in this position may be called upon to do any or all of the following essential functions. These examples do not include all of the duties which the employee may be expected to perform. To perform this job successfully, an individual must be able to perform each essential function satisfactorily.

1. Works with Airport Community Schools on identifying students who are academically at-risk and/or economically disadvantaged for the purpose of targeted student recruitment.
2. Meets with key administrators in Airport Community Schools to review objectives, participant eligibility, services offered, and identify their role in identification, selection, and recruitment of students.
3. Conducts in-service training for Airport Community Schools faculty, staff, and administrators. Review objectives, participant eligibility, services offered, and train them how to identify, select, recruit, and refer students.
4. Selects, trains, and evaluates instructors and tutors. Conducts orientation sessions and provides visual and written material for use in administering instructional and tutorial services.
5. Interacts with youth organizations and community agencies to schedule recruitment events and inform them of referral procedures.
6. Designs and develops all curriculum for the program.
7. Distributes program brochure to all students in the 8th – 10th grades.

8. Posts on Airport Community Schools website and distribute fliers to all 8th – 10th grade students informing them about the Upward Bound program, goals, objectives, eligibility, and contact information.
9. Delivers recruitment presentations, which include, but are not limited to, information on career choices, educational requirements, employment statistics, goal setting, college selection, application, financial aid, and scholarships. Disseminates request for additional information form.
10. Meets with applicants and referrals to discuss requirements of participation including curriculum and activity requirements as well as benefits of participation including tutoring services, college readiness, field trips, and preparation for college enrollment.
11. Interviews eligible students and parents for Upward Bound program.
12. Review student's state test scores, SAT scores and Airport Community Schools report cards.
13. Completes student's Education Development Plan (EDP), reviews with student, and signs contract agreement.
14. Reassess 100% of participants annually, using PLAN, PSAT, SAT, or state scores depending on grade at time of assessment. Adjusts student's EDP accordingly.
15. Responsible for the academic coordination of the summer program.
16. Host Upward Bound open house two times per year (or as needed based on retention) to interested students to highlight program services to potential participants.
17. Attends school activities and events to interact with Airport Community Schools faculty, staff, students, and parents.
18. Performs other duties as assigned.

The above statements are intended to describe the general nature and level of work being performed by personnel assigned this classification. They are not to be construed as an exhaustive list of all job duties personnel so classified.

Required Knowledge, Skills, Abilities, and Minimum Qualifications:

The requirements listed below are representative of the knowledge, skills, abilities, and minimum qualifications necessary to perform the essential functions of the position. Reasonable accommodations may be made to enable individuals with disabilities to perform the job.

Requirements include the following:

- Bachelor's of Arts degree with valid Teaching Certificate, secondary experience preferred.
- One or more years of experience in human services, or a relevant position.
- Experience working with low-income/first generation and academically at-risk students.
- Knowledge of college bound processes required.
- Basic knowledge of the organization and operations of a community college, student government, student organizations, and services provided to the student body.
- Knowledge of modern office procedures and practices.
- Skill in the application of account keeping procedures to a variety of financial records.
- Ability to handle confidential information.
- Skill in the use of standard office equipment and technology, including computers and related software, such as word processing and spreadsheets, and the ability to master new technologies.
- Skill in responding to public inquiries and internal requests with a high degree of diplomacy and professionalism.
- A high level of human relations skills and proper application to deal pleasantly, efficiently, and courteously with the public.
- Demonstrated administrative and organizational skills, including the ability to develop budgets, prioritize multiple tasks, work in a fast paced environment with numerous interruptions, and meet deadlines.
- Ability to perform research, analyze and compile complex data, and prepare comprehensive and accurate reports.

- Ability to work some evenings and weekends on an as needed basis.
- Ability to understand instructions and follow detailed procedures consistently.
- Ability to effectively communicate ideas and concepts orally and in writing.
- Ability to establish and maintain effective working relationships and use good judgment, initiative and resourcefulness when dealing with students, faculty, employees, and the public and other professional contacts.
- Ability to critically assess situations, maintain attention to detail, solve problems and work effectively under stress, within deadlines, and changing work priorities.
- Flexibility required to work some evenings and weekends.

Physical Demands and Work Environment:

The physical demands and work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk, hear, view, and create written documents. The employee frequently is required to sit; use hands to finger, handle, or feel; reach with hands and arms. The employee is occasionally required to stand, walk, stoop, or kneel. The employee must occasionally lift and/or move items of light weight.

While performing the duties of this job, the employee works in a business office setting and also travels to other locations to perform home site visits and other tasks. The noise level in the work environment is usually quiet and may become loud during events.

MONROE COUNTY COMMUNITY COLLEGE JOB DESCRIPTION

ACADEMIC SKILLS COORDINATOR - JS

Supervised By: Director of Upward Bound
Supervises: Instructors and Tutors

Position Summary:

Under the supervision of the Director of Upward Bound, is responsible for assisting the director in implementation of the project; recruit and select students; academic advising; career counseling, Education Development Plan development; and monitoring of student progress.

Essential Job Functions:

An employee in this position may be called upon to do any or all of the following essential functions. These examples do not include all of the duties which the employee may be expected to perform. To perform this job successfully, an individual must be able to perform each essential function satisfactorily.

1. Works with Jefferson Public Schools on identifying students who are academically at-risk and/or economically disadvantaged for the purpose of targeted student recruitment.
2. Meets with key administrators in Jefferson Public Schools to review objectives, participant eligibility, services offered, and identify their role in identification, selection, and recruitment of students.
3. Conducts in-service training for Jefferson Public Schools faculty, staff, and administrators. Review objectives, participant eligibility, services offered, and train them how to identify, select, recruit, and refer students.
4. Selects, trains, and evaluates instructors and tutors. Conducts orientation sessions and provides visual and written material for use in administering instructional and tutorial services.
5. Interacts with youth organizations and community agencies to schedule recruitment events and inform them of referral procedures.
6. Designs and develops all curriculum for the program.
7. Distributes program brochure to all students in the 8th – 10th grades.

8. Posts on Jefferson Public Schools website and distribute fliers to all 8th – 10th grade students informing them about the Upward Bound program, goals, objectives, eligibility, and contact information.
9. Delivers recruitment presentations, which include, but are not limited to, information on career choices, educational requirements, employment statistics, goal setting, college selection, application, financial aid, and scholarships. Disseminates request for additional information form.
10. Meets with applicants and referrals to discuss requirements of participation including curriculum and activity requirements as well as benefits of participation including tutoring services, college readiness, field trips, and preparation for college enrollment.
11. Interviews eligible students and parents for Upward Bound program.
12. Review student's state test scores, SAT scores and Jefferson Public School report cards.
13. Completes student's Education Development Plan (EDP), reviews with student, and signs contract agreement.
14. Reassess 100% of participants annually, using PLAN, PSAT, SAT, or state scores depending on grade at time of assessment. Adjusts student's EDP accordingly.
15. Responsible for the academic coordination of the summer program.
16. Host Upward Bound open house two times per year (or as needed based on retention) to interested students to highlight program services to potential participants.
17. Attends school activities and events to interact with Jefferson Public Schools faculty, staff, students, and parents.
18. Performs other duties as assigned.

The above statements are intended to describe the general nature and level of work being performed by personnel assigned this classification. They are not to be construed as an exhaustive list of all job duties personnel so classified.

Required Knowledge, Skills, Abilities, and Minimum Qualifications:

The requirements listed below are representative of the knowledge, skills, abilities, and minimum qualifications necessary to perform the essential functions of the position. Reasonable accommodations may be made to enable individuals with disabilities to perform the job.

Requirements include the following:

- Bachelor's of Arts degree with valid Teaching Certificate, secondary experience preferred.
- One or more years of experience in human services, or a relevant position.
- Experience working with low-income/first generation and academically at-risk students.
- Knowledge of college bound processes required.
- Basic knowledge of the organization and operations of a community college, student government, student organizations, and services provided to the student body.
- Knowledge of modern office procedures and practices.
- Skill in the application of account keeping procedures to a variety of financial records.
- Ability to handle confidential information.
- Skill in the use of standard office equipment and technology, including computers and related software, such as word processing and spreadsheets, and the ability to master new technologies.
- Skill in responding to public inquiries and internal requests with a high degree of diplomacy and professionalism.
- A high level of human relations skills and proper application to deal pleasantly, efficiently, and courteously with the public.
- Demonstrated administrative and organizational skills, including the ability to develop budgets, prioritize multiple tasks, work in a fast paced environment with numerous interruptions, and meet deadlines.
- Ability to perform research, analyze and compile complex data, and prepare comprehensive and accurate reports.

- Ability to work some evenings and weekends on an as needed basis.
- Ability to understand instructions and follow detailed procedures consistently.
- Ability to effectively communicate ideas and concepts orally and in writing.
- Ability to establish and maintain effective working relationships and use good judgment, initiative and resourcefulness when dealing with students, faculty, employees, and the public and other professional contacts.
- Ability to critically assess situations, maintain attention to detail, solve problems and work effectively under stress, within deadlines, and changing work priorities.
- Flexibility required to work some evenings and weekends.

Physical Demands and Work Environment:

The physical demands and work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk, hear, view, and create written documents. The employee frequently is required to sit; use hands to finger, handle, or feel; reach with hands and arms. The employee is occasionally required to stand, walk, stoop, or kneel. The employee must occasionally lift and/or move items of light weight.

While performing the duties of this job, the employee works in a business office setting and also travels to other locations to perform home site visits and other tasks. The noise level in the work environment is usually quiet and may become loud during events.

Part 3

7.0 Upward Bound Federal Regulations

[Code of Federal Regulations]
[Title 34, Volume 3]
[Revised as of July 1, 2002]
From the U.S. Government Printing Office via GPO Access
[CITE: 34CFR645.1]

TITLE 34--EDUCATION

DEPARTMENT OF EDUCATION

PART 645--UPWARD BOUND PROGRAM--Table of Contents

Subpart A--General

Sec. 645.1 What is the Upward Bound Program?

(4) The Upward Bound Program provides Federal grants to projects designed to generate in program participants the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education.

(b) The Upward Bound Program provides Federal grants for the following three types of projects:

- (1) Regular Upward Bound projects.
- (2) Upward Bound Math and Science Centers.
- (3) Veterans Upward Bound projects.

Sec. 645.2 Who is eligible for a grant?

The following entities are eligible to apply for a grant to carry out an Upward Bound project:

- (a) Institutions of higher education.
- (b) Public or private agencies or organizations.

© Secondary schools, in exceptional cases, if there are no other applicants capable of providing this program in the target area or areas to be served by the proposed project.

(d) A combination of the types of institutions, agencies, and organizations described in paragraphs (a) and (b) of this section.

Sec. 645.3 Who is eligible to participate in an Upward Bound project?

An individual is eligible to participate in a Regular, Veterans, or a Math and Science Upward Bound project if the individual meets all of the following requirements:

- (a) (1) Is a citizen or national of the United States.
- (2) Is a permanent resident of the United States.
- (3) Is in the United States for other than a temporary purpose and provides evidence from the Immigration and Naturalization Service of his or her intent to become a permanent resident.
- (4) Is a permanent resident of Guam, the Northern Mariana Islands, or the Trust Territory of the Pacific Islands.
- (5) Is a resident of the Freely Associated States--the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau.

(b) Is--

- (1) A potential first-generation college student; or
- (2) A low-income individual.

© Has a need for academic support, as determined by the grantee, in order to pursue successfully a program of education beyond high school.

(d) At the time of initial selection, has completed the eighth grade but has not entered the twelfth grade and is at least 13 years old but not older than 19, although the Secretary may waive the age requirement if the applicant demonstrates that the limitation would defeat the purposes of the Upward Bound program. However, a veteran as defined in Sec. 645.6, regardless of age, is eligible to participate in an Upward Bound project if he or she satisfies the eligibility requirements in paragraphs (a), (b), and (c) of this section.

Sec. 645.4 What are the grantee requirements with respect to low income and first-generation participants?

(4) At least two-thirds of the eligible participants a grantee serves must at the time of initial selection qualify as both low-income individuals and potential first-generation college students. The remaining participants must at the time of initial selection qualify as either low-income individuals or potential first generation college students.

(b) For purposes of documenting a participant's low-income status the following applies:

(1) In the case of a student who is not an independent student, an institution shall document that the student is a low-income individual by obtaining and maintaining--

(4) A signed statement from the student's parent or legal guardian regarding family income;

(ii) Verification of family income from another governmental source;

(iii) A signed financial aid application; or

(iv) A signed United States or Puerto Rican income tax return.

(2) In the case of a student who is an independent student, an institution shall document that the student is a low-income individual by obtaining and maintaining--

(4) A signed statement from the student regarding family income;

(ii) Verification of family income from another governmental source;

(iii) A signed financial aid application; or

(iv) A signed United States or Puerto Rican income tax return.

© For purposes of documenting potential first generation college student status, documentation consists of a signed statement from a dependent participant's parent, or a signed statement from an independent participant.

(d) A grantee does not have to revalidate a participant's eligibility after the participant's initial selection.

Sec. 645.5 What regulations apply?

The following regulations apply to the Upward Bound Program:

(a) The Education Department General Administrative Regulations (EDGAR) as follows:

(1) 34 CFR part 74 (Administration of Grants to Institutions of Higher Education, Hospitals, and Nonprofit Organizations);

(2) 34 CFR part 75 (Direct Grant Programs), except for Sec. 75.511;

(3) 34 CFR part 77 (Definitions that Apply to Department Regulations), except for the definition of "secondary school" in 34 CFR 77.1;

(4) 34 CFR part 79 (Intergovernmental Review of Department of Education Programs and Activities);

(5) 34 CFR part 82 (New Restrictions on Lobbying);

(6) 34 CFR part 85 (Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants));

(7) 34 CFR part 86 (Drug-Free Schools and Campuses).

(b) The regulations in this part 645.

Sec. 645.6 What definitions apply to the Upward Bound Program?

(4) Definitions in EDGAR. The following terms used in this part are defined in 34 CFR 77.1:

Applicant
Application
Award
Budget
Budget period
EDGAR
Equipment
Facilities
Grant
Grantee
Project
Project period
Secretary
State
Supplies

(b) Other Definitions. The following definitions also apply to this part:

Family taxable income means--

(1) With regard to a dependent student, the taxable income of the individual's parents;

(2) With regard to a dependent student who is an orphan or ward of the court, no taxable income;

(3) With regard to an independent student, the taxable income of the student and his or her spouse.

HEA means the Higher Education Act of 1965, as amended.

Independent student means a student who--

(1) Is an orphan or ward of the court;

(2) Is a veteran of the Armed Forces of the United States (as defined in this section);

(3) Is a married individual; or

(4) Has legal dependents other than a spouse.

Institution of higher education means an educational institution as defined in sections 1201(a) and 481 of the HEA.

Limited English proficiency with reference to an individual, means an individual whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn

successfully in classrooms in which English is the language of instruction.

Low-income individual means an individual whose family taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participates in the project. The poverty level amount is determined by using criteria of poverty established by the Bureau of the Census of the U.S. Department of Commerce.

Organization/Agency means an entity that is legally authorized to operate programs such as Upward Bound in the State where it is located.

Participant means an individual who--

(1) Is determined to be eligible to participate in the project under Sec. 645.3;

(2) Resides in the target area, or is enrolled in a target school at the time of acceptance into the project; and

(3) Has been determined by the project director to be committed to the project, as evidenced by being allowed to continue in the project for at least--

(4) Ten days in a summer component if the individual first enrolled in an Upward Bound project's summer component; or

(ii) Sixty days if the individual first enrolled in an Upward Bound project's academic year component.

Potential first-generation college student means--

(1) An individual neither of whose natural or adoptive parents received a baccalaureate degree; or

(2) A student who, prior to the age of 18, regularly resided with and received support from only one natural or adoptive parent and whose supporting parent did not receive a baccalaureate degree.

Secondary school means a school that provides secondary education as determined under State law.

Target area means a discrete local or regional geographical area designated by the applicant as the area to be served by an Upward Bound project.

Target school means a school designated by the applicant as a focus of project services.

Veteran means a person who served on active duty as a member of the Armed Forces of the United States--

(4) For a period of more than 180 days, any part of which occurred after January 31, 1955, and who was discharged or released from active duty under conditions other than dishonorable; or

(2) After January 31, 1955, and who was discharged or released from active duty because of a service-connected disability.

Subpart B--What Kinds of Projects and Services Does the Secretary Assist Under This Program?

Sec. 645.10 What kinds of projects are supported under the Upward Bound Program?

The Secretary provides grants to the following three types of Upward Bound projects:

(a) Regular Upward Bound projects designed to prepare high school students for programs of postsecondary education.

(b) Upward Bound Math and Science Centers designed to prepare high school students for postsecondary education programs that lead to careers in the fields of math and science.

© Veterans Upward Bound projects designed to assist veterans to prepare for a program of postsecondary education.

Sec. 645.11 What services do all Upward Bound projects provide?

(4) An Upward Bound project that has received funds under this part for at least two years shall include as part of its core curriculum, instruction in—

- (1) Mathematics through pre-calculus;
- (2) Laboratory science;
- (3) Foreign language;
- (4) Composition; and
- (5) Literature.

(b) All Upward Bound projects may provide such services as—

(1) Instruction in subjects other than those listed in Sec. 645.11(a) that are necessary for success in education beyond high school;

(2) Personal counseling;

(3) Academic advice and assistance in secondary school course selection;

(4) Tutorial services;

(5) Exposure to cultural events, academic programs, and other educational activities not usually available to disadvantaged youths;

(6) Activities designed to acquaint youths participating in the project with the range of career options available to them;

(7) Instruction designed to prepare youths participating in the project for careers in which persons from disadvantaged backgrounds are particularly underrepresented;

(8) Mentoring programs involving elementary or secondary school teachers, faculty members at institutions of higher education, students, or any combination of these persons and other professional individuals; and

(9) Programs and activities such as those described in paragraphs (b) (1) through (b) (8) of this section that are specifically designed for individuals with limited proficiency in English.

Sec. 645.12 How are regular Upward Bound projects organized?

(a) Regular Upward Bound projects—

(1) Must provide participants with a summer instructional component that is designed to simulate a college-going experience for participants, and an academic year component; and

(2) May provide a summer bridge component to those Upward Bound participants who have graduated from secondary school and intend to enroll in an institution of higher education in the following fall term. A summer bridge component provides participants with services and activities, including college courses, that aid in the transition from secondary education to postsecondary education.

(b) A summer instructional component shall—

(1) Be six weeks in length unless the grantee can demonstrate to the Secretary that a shorter period will not hinder the effectiveness of the project nor prevent the project from achieving its goals and objectives, and the Secretary approves that shorter period; and

(2) Provide participants with one or more of the services described in Sec. 645.11 at least five days per week.

©(1) Except as provided in paragraph ©(2) of this section, an academic year component shall provide program participants with one or

more of the services described in Sec. 645.11 on a weekly basis throughout the academic year and, to the extent possible, shall not prevent participants from fully participating in academic and nonacademic activities at the participants' secondary school.

(2) If an Upward Bound project's location or the project's staff are not readily accessible to participants because of distance or lack of transportation, the grantee may, with the Secretary's permission, provide project services to participants every two weeks during the academic year.

Sec. 645.13 What additional services do Upward Bound Math and Science Centers provide and how are they organized?

(a) In addition to the services that must be provided under Sec. 645.11(a) and may be provided under Sec. 645.11(b), an Upward Bound Math and Science Center must provide—

(4) Intensive instruction in mathematics and science, including hands-on experience in laboratories, in computer facilities, and at field-sites;

(2) Activities that will provide participants with opportunities to learn from mathematicians and scientists who are engaged in research and teaching at the applicant institution, or who are engaged in research or applied science at hospitals, governmental laboratories, or other public and private agencies;

(3) Activities that will involve participants with graduate and undergraduate science and mathematics majors who may serve as tutors and counselors for participants; and

(4) A summer instructional component that is designed to simulate a college-going experience that is at least six weeks in length and includes daily coursework and other activities as described in this section as well as in Sec. 645.11.

(b) Math Science Upward Bound Centers may also include—

(1) A summer bridge component consisting of math and science related coursework for those participants who have completed high school and intend on enrolling in an institution of higher education in the following fall term; and

(2) An academic year component designed by the applicant to enhance achievement of project objectives in the most cost-effective way taking into account the distances involved in reaching participants in the project's target area.

Sec. 645.14 What additional services do Veterans Upward Bound projects provide?

In addition to the services that must be provided under Sec. 645.11(a) and may be provided under Sec. 645.11(b), a Veterans Upward Bound project must—

(a) Provide intensive basic skills development in those academic subjects required for successful completion of a high school equivalency program and for admission to postsecondary education programs;

(b) Provide short-term remedial or refresher courses for veterans who are high school graduates but who have delayed pursuing postsecondary education. If the grantee is an institution of higher education, these courses shall not duplicate courses otherwise available to veterans at the institution; and

© Assist veterans in securing support services from other locally

available resources such as the Veterans Administration, State veterans agencies, veterans associations, and other State and local agencies that serve veterans.

Subpart C--How Does One Apply for An Award?

Sec. 645.20 How many applications for an Upward Bound award may an eligible applicant submit?

(a) The Secretary accepts more than one application from an eligible entity so long as an additional application describes a project that serves a different participant population.

(b) Each application for funding under the Upward Bound Program shall state whether the application proposes a Regular Upward Bound project, an Upward Bound Math and Science Center, or a Veterans Upward Bound project.

Sec. 645.21 What assurances must an applicant include in an application?

An applicant must assure the Secretary that--

(4) Not less than two-thirds of the project's participants will be low-income individuals who are potential first generation college students; and

(b) That the remaining participants be either low-income individuals or potential first generation college students.

Subpart D--How Does the Secretary Make a Grant?

Sec. 645.30 How does the Secretary decide which grants to make?

(a) The Secretary evaluates an application for a grant as follows:

(1) (i) The Secretary evaluates the application on the basis of the selection criteria in Sec. 645.31.

(ii) The maximum score for all the criteria in Sec. 645.31 is 100 points. The maximum score for each criterion is indicated in parentheses with the criterion.

(2) (i) If an applicant for a new grant proposes to continue to serve substantially the same target population or schools that the applicant is serving under an expiring project, the Secretary evaluates the applicant's prior experience in delivering services under the expiring Upward Bound project on the basis of the criteria in Sec. 645.32.

(ii) The maximum score for all the criteria in Sec. 645.32 is 15 points. The maximum score for each criterion is indicated in parentheses with the criterion.

(b) The Secretary makes grants in rank order on the basis of the application's total scores under paragraphs (a)(1) and (a)(2) of this section.

© If the total scores of two or more applications are the same and there are insufficient funds for these applications after the approval of higher-ranked applications, the Secretary uses whatever remaining funds are available to serve geographic areas that have been underserved by the Upward Bound Program.

(d) The Secretary may decline to make a grant to an applicant that carried out a project that involved the fraudulent use of funds under section 402A(2)(B) of the HEA.

Sec. 645.31 What selection criteria does the Secretary use?

The Secretary uses the following criteria to evaluate an application for a grant:

(4) Need for the project (24 points). In determining need for an Upward Bound project, the Secretary reviews each type of project (Regular, Math and Science, or Veterans) using different need criteria. The criteria for each type of project contain the same maximum score of 24 points and read as follows:

(1) The Secretary evaluates the need for a Regular Upward Bound project in the proposed target area on the basis of information contained in the application which clearly demonstrates that--

(4) The income level of families in the target area is low;
(ii) The education attainment level of adults in the target area is low;

(iii) Target high school dropout rates are high;

(iv) College-going rates in target high schools are low;

(v) Student/counselor ratios in the target high schools are high;
and

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

(2) The Secretary evaluates the need for an Upward Bound Math and Science Center in the proposed target area on the basis of--

(4) The extent to which student performance on standardized achievement and assessment tests in mathematics and science in the target area is lower than State or national norms.

(ii) The extent to which potential participants attend schools in the target area that lack the resources and coursework that would help prepare persons for entry into postsecondary programs in mathematics, science, or engineering;

(iii) The extent to which such indicators as attendance data, dropout rates, college-going rates and student/counselor ratios in the target area indicate the importance of having additional educational opportunities available to low-income, first-generation students; and

(iv) The extent to which there are eligible students in the target area who have demonstrated interest and capacity to pursue academic programs and careers in mathematics and science, and who could benefit from an Upward Bound Math and Science program.

(3) The Secretary evaluates the need for a Veterans Upward Bound project in the proposed target area on the basis of clear evidence that shows--

(4) The proposed target area lacks the services for eligible veterans that the applicant proposes to provide;

(ii) A large number of veterans who reside in the target area are low income and potential first generation college students;

(iii) A large number of veterans who reside in the target area who have not completed high school or, have completed high school but have not enrolled in a program of postsecondary education; and

(iv) Other indicators of need for a Veterans Upward Bound project, including the presence of unaddressed academic or socio-economic problems of veterans in the area.

(b) Objectives (9 points). The Secretary evaluates the quality of the applicant's proposed project objectives on the basis of the extent to which they--

(4) Include both process and outcome objectives relating to the

purpose of the applicable Upward Bound programs for which they are applying;

- (2) Address the needs of the target area or target population; and
- (3) Are measurable, ambitious, and attainable over the life of the project.

© Plan of operation (30 points). The Secretary determines the quality of the applicant's plan of operation by assessing the quality of-

- (1) The plan to inform the faculty and staff at the applicant institution or agency and the interested individuals and organizations throughout the target area of the goals and objectives of the project;
- (2) The plan for identifying, recruiting, and selecting participants to be served by the project;
- (3) The plan for assessing individual participant needs and for monitoring the academic progress of participants while they are in Upward Bound;
- (4) The plan for locating the project within the applicant's organizational structure;
- (5) The curriculum, services and activities that are planned for participants in both the academic year and summer components;
- (6) The planned timelines for accomplishing critical elements of the project;
- (7) The plan to ensure effective and efficient administration of the project, including, but not limited to, financial management, student records management, and personnel management;
- (8) The applicant's plan to use its resources and personnel to achieve project objectives and to coordinate the Upward Bound project with other projects for disadvantaged students;
- (9) The plan to work cooperatively with parents and key administrative, teaching, and counseling personnel at the target schools to achieve project objectives; and
- (10) A follow-up plan for tracking graduates of Upward Bound as they enter and continue in postsecondary education.

(d) Applicant and community support (16 points). The Secretary evaluates the applicant and community support for the proposed project on the basis of the extent to which-

- (4) The applicant is committed 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 in the project.

(2) The applicant has secured written commitments of support from schools, community organizations, and businesses, including the commitment of resources that will enhance the project as described in paragraph (d) (1) of this section.

(e) Quality of personnel (8 points). To determine the quality of personnel the applicant plans to use, the Secretary looks for information that shows-

- (4) The qualifications required of the project director, including formal training or work experience in fields related to the objectives of the project and experience in designing, managing, or implementing similar projects;

(2) The qualifications required of each of the other personnel to be used in the project, including formal training or work experience in fields related to the objectives of the project;

(3) The quality of the applicant's plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project's target population.

(f) Budget and cost effectiveness (5 points). The Secretary reviews each application to determine the extent to which--

(1) The budget for the project is adequate to support planned project services and activities; and

(2) Costs are reasonable in relation to the objectives and scope of the project.

(g) Evaluation plan (8 points). The Secretary evaluates the quality of the evaluation plan for the project on the basis of the extent to which the applicant's methods of evaluation--

(1) Are appropriate to the project and include both quantitative and qualitative evaluation measures; and

(2) Examine in specific and measurable ways the success of the project in making progress toward achieving its process and outcomes objectives.

Sec. 645.32 How does the Secretary evaluate prior experience?

(a) In the case of an application described in Sec. 645.30(a)(2), the Secretary reviews information relating to an applicant's performance under its expiring Upward Bound grant. This information includes information derived from annual performance reports, audit reports, site visit reports, project evaluation reports, and any other verifiable information submitted by the applicant.

(b) The Secretary evaluates the applicant's prior experience in delivering services on the basis of the following criteria:

(1) (3 points) Whether the applicant serves the number of participants agreed to under the approved application;

(2) (3 points) The extent to which project participants have demonstrated improvement in academic skills and competencies as measured by standardized achievement tests and grade point averages;

(3) (3 points) The extent to which project participants continue to participate in the Upward Bound Program until they complete their secondary education program;

(4) The extent to which participants who complete the project, or were scheduled to complete the project, undertake programs of postsecondary education; and

(5) (3 points) The extent to which participants who complete the project, or were scheduled to complete the project, succeed in education beyond high school, including the extent to which they graduate from postsecondary education programs.

Sec. 645.33 How does the Secretary set the amount of a grant?

(a) The Secretary sets the amount of a grant on the basis of--

(1) 34 CFR 75.232 and 75.233, for new grants; and

(2) 34 CFR 75.253, for the second and subsequent years of a project period.

(b) If the circumstances described in section 402A(b)(3) of the HEA exist, the Secretary uses the available funds to set the amount of the grant at the lesser of--

(1) \$190,000; or

(2) The amount requested by the applicant.

Sec. 645.34 How long is a project period?

(a) Except as provided in paragraph (b) of this section, a project period under the Upward Bound Program is four years.

(b) The Secretary approves a project period of five years for applicants that score in the highest ten percent of all applicants approved for new grants under the criteria in Sec. 645.31.

Sec. 645.40 What are allowable costs?

The cost principles that apply to the Upward Bound Program are in 34 CFR part 74, subpart Q. Allowable costs include the following if they are reasonably related to the objectives of the project:

- (a) In-service training of project staff.
- (b) Rental of space if space is not available at the host institution and the space rented is not owned by the host institution.
- (c) For participants in an Upward Bound residential summer component, room and board—computed on a weekly basis—not to exceed the weekly rate the host institution charges regularly enrolled students at the institution.
- (d) Room and board for those persons responsible for dormitory supervision of participants during a residential summer component.
- (e) Educational pamphlets and similar materials for distribution at workshops for the parents of participants.
- (f) Student activity fees for Upward Bound participants.
- (g) Admissions fees, transportation, Upward Bound T-shirts, and other costs necessary to participate in field trips, attend educational activities, visit museums, and attend other events that have as their purpose the intellectual, social, and cultural development of participants.
- (h) Costs for one project-sponsored banquet or ceremony.
- (i) Tuition costs for postsecondary credit courses at the host institution for participants in the summer bridge component.
- (j) (1) Accident insurance to cover any injuries to a project participant while participating in a project activity; and
(2) Medical insurance and health service fees for the project participants while participating full-time in the summer component.
- (k) Courses in English language instruction for project participants with limited proficiency in English and for whom English language proficiency is necessary to succeed in postsecondary education.
- (l) Transportation costs of participants for regularly scheduled project activities.
- (m) Transportation, meals, and overnight accommodations for staff members when they are required to accompany participants in project activities such as field trips.
- (n) Purchase of computer hardware, computer software, or other equipment for student development, project administration and recordkeeping, if the applicant demonstrates to the Secretary's satisfaction that the equipment is required to meet the objectives of the project more economically or efficiently.
- (o) Fees required for college admissions applications or entrance examinations if—
 - (1) A waiver of the fee is unavailable;
 - (2) The fee is paid by the grantee to a third party on behalf of a participant.

Sec. 645.41 What are unallowable costs?

Costs that may not be charged against a grant under this program

include the following:

(a) Research not directly related to the evaluation or improvement of the project.

(b) Meals for staff except as provided in Sec. 645.40 (d) and (m) and in paragraph © of this section.

© Room and board for administrative and instructional staff personnel who do not have responsibility for dormitory supervision of project participants during a residential summer component unless these costs are approved by the Secretary.

(d) Room and board for participants in Veterans Upward Bound projects.

(e) Construction, renovation or remodeling of any facilities.

(f) Tuition, stipends, or any other form of student financial aid for project staff beyond that provided to employees of the grantee as part of its regular fringe benefit package.

Sec. 645.42 What are Upward Bound stipends?

(a) An Upward Bound project may provide stipends for all participants who participate on a full-time basis.

(b) In order to receive the stipend, the participant must show evidence of satisfactory participation in activities of the project including—

(1) Regular attendance; and

(2) Performance in accordance with standards established by the grantee and described in the application.

© The grantee may prorate the amount of the stipend according to the number of scheduled sessions in which the student participated.

(d) The following rules govern the amounts of stipends a grantee is permitted to provide:

(1) For Regular Upward Bound projects and Upward Bound Math and Science Centers—

(4) For the academic year component, the stipend may not exceed \$40 per month; and

(ii) For the summer component, the stipend may not exceed \$60 per month.

(2) For Veterans Upward Bound projects, the stipend may not exceed \$40 per month.

Sec. 645.43 What other requirements must a grantee meet?

(4) Number of participants. (1) In each budget period, Regular Upward Bound projects shall serve between 50 and 150 participants and Upward Bound Math and Science projects shall serve between 50 and 75 participants.

(2) Veterans Upward Bound projects shall serve a minimum of 120 veterans in each budget period.

(3) The Secretary may waive the requirements of paragraphs (a) (1) and (a) (2) of this section if the applicant can demonstrate that the project will be more cost effective and consistent with the objectives of the program if a greater or lesser number of participants will be served.

(b) Project director. (1) A grantee shall employ a full-time project director unless paragraph (b) (3) of this section applies.

7.1 Foreign Travel



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

August 30, 2023

Dear Project Director:

We are writing to send a clarification regarding the allowability of foreign travel for TRIO grantees. We have been made aware of a discrepancy in our application booklet that prohibits any foreign travel outright. Given the statute and regulations that govern TRIO, this outright prohibition of foreign travel is not allowable. This letter serves as a clarification that for TRIO grant programs that have travel as an allowable cost, foreign travel is an allowable cost in limited, specific circumstances that meet the guidelines described in this letter.

Any travel costs must adhere to the requirements under Subpart E of 2 CFR part 200, the Cost Principles of the Uniform Guidance. Foreign travel costs must be allowable [§ 200.403], reasonable [§ 200.404], and allocable [§ 200.405], as defined in the regulations. Any travel costs for which the grantee is seeking reimbursement must receive prior approval – either at the time of their grant proposal being approved or through a separate written request. Furthermore, any travel must always meet the requirements of the Fly America Act | GSA.

Foreign travel will be approved in limited circumstances when it is the most cost-efficient and effective means of meeting specific project objectives. A grantee who is seeking approval for foreign travel for program participants should send a letter to their program specialist and should include the specific foreign travel being requested, the requested budget amount, a demonstration of the cost being reasonable, allowable and allocable to the grant's objectives, and a rationale of why it is needed.

The Department will respond to any request and will follow up with an approval, denial, or, when necessary, request for further clarification.

Sincerely,

NASSER
PAYDAR

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NASSER PAYDAR
Date: 2023.08.30
14:29:52 -04'00'

Nasser H. Paydar
Assistant Secretary for Postsecondary Education

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