Upward Bound at 50: Reporting on Implementation Practices Today

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Institute of Education Sciences
U.S Department of Education

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November 2016

IES evaluation reports present objective information on the conditions of implementation and impacts of the programs being evaluated. IES evaluation reports do not include conclusions or recommendations or views with regard to actions policymakers or practitioners should take in light of the findings in the report.

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Executive Summary

Launched in 1965, Upward Bound (UB) is one of the oldest and largest of the federal college access programs targeted to low-income students and those who would represent the first-generation of college completers in their families. Currently, UB serves more than 60,000 high school students at a cost of about $4,300 per youth and offers an array of academic and college transition support services. While much about the structure of Upward Bound and the services to be offered are prescribed in legislation, little is currently known about the focus or delivery of these services or the extent to which they vary.

This report addresses this information gap by describing the approaches that Upward Bound projects use to provide core program services—advising, tutoring, academic coursework, college exposure, college entrance exam preparation, college application assistance, and financial aid application assistance. Data come from a survey of Upward Bound project directors at institutions (mostly colleges) that host the projects. The primary goal of the survey was to help identify common (or uncommon but promising) practices that could inform program improvement studies that Congress requires the U.S. Department of Education (ED) to conduct. The survey results may also be useful as policymakers consider the upcoming renewal of the Higher Education Act, which authorizes and funds the Upward Bound program.

The survey suggests several key findings about the implementation of core services among Upward Bound projects:

- **In four of the seven core service areas—coursework, tutoring, college exposure, and college application assistance—there was a dominant approach (used by at least 50 percent of projects) to how projects focused their activities.** For example, at least half of projects reported spending the most time with students by (1) offering coursework as supplemental (noncredit) classes (58 percent), (2) helping with homework for tutoring (69 percent), (3) working with students to research colleges by using guidebooks or online tools for college exposure (56 percent), and (4) helping students complete actual college applications for application assistance (50 percent). There was no dominant approach to how projects focused their efforts when it came to academic advising, ACT/SAT prep, and financial aid prep services (see Table ES.1).

- **When, where, and how services were delivered differed across service areas.** There was no dominant approach to *when* projects offered services except for tutoring, which was typically available after school (68 percent). The dominant location for services *(where)* was at the projects' host institution for coursework, college entrance exam prep, and college and financial aid application assistance (reported by two-thirds of projects), but other services were more likely to be provided at students' high schools (tutoring and advising, 54 and 56 percent of projects). Finally, tutoring and college entrance exam preparation services were most

commonly delivered *(how)* in groups (55 percent and 74 percent, respectively), while academic advising, college application assistance, and financial aid assistance were typically provided one-on-one between a staff member and the student (between 51 and 64 percent, see Table ES.2).

- **Variation in the focus and delivery of services appears related to the urbanicity and type of institution (4-year, 2-year, and non-higher education) that hosts the project but not to other project characteristics examined.** There were few substantive differences[1] (at least 10 percentage points) in the percentage of projects reporting each potential approach by project size (number of students served), per-student funding, and whether the host institution was a Minority-Serving Institution (see Table ES.3). However, there were several differences across projects of different urbanicity and institution type. To illustrate the extent of variation in project focus (not shown in the summary table), project hosts that are two-year institutions of higher education (IHEs) were more likely to focus coursework on offerings where students could earn college credit (24 percent)—also called "dual enrollment"—than were non-IHEs (11 percent).

Table ES.1. Focus of core UB services

Focus of core services [1] (dominant approaches are in bold)[2]	Percent (%) of projects with indicated focus[3]
Academic coursework	
Offered only non-credit courses[4]	58
Offered any courses for college credit	19
Offered any courses for high school credit	35
Tutoring	
Homework help	69
Subject-specific remediation	15
Study skill development	6
Other activities	5
No defined structure	5
Academic advising	
On course requirements for high school graduation	16
On college entrance requirements	13
On study skills	16
On academic goals	40
On non-academic issues	5
On other topics	11
College exposure	
Assistance in researching colleges	56
Assistance in researching college majors	15
Recruitment information sessions	14
Exposure to working professionals	6
Assessing college outcomes	9

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[1] Differences of less than 10 percentage points were considered unlikely, in the study team's judgment, to affect policy or the emphasis of technical assistance that might be provided.

Focus of core services [1] (dominant approaches are in bold)[2]	Percent (%) of projects with indicated focus[3]
College entrance exam preparation	
Studying for subject-specific tests	30
Taking practice tests	29
Learning test-taking skills	24
Information on the structure of the tests	7
Guidance on stress management	2
Information on how the tests are scored	0
Other services	7
College application assistance	
Guidance on completing applications	**50**
Guidance on submitting applications on time	19
Assistance with accessing applications	11
Writing application essays	6
Narrowing college choices based on net costs	5
Narrowing college choices based on college outcomes	2
Other	6
Recommending students apply to 4+ colleges	38
Financial aid assistance	
Advising on aid requirements	18
Determining the information needed for FAFSA	31
Tracking progress toward completing FAFSA	31
Information to parents about aid	8
Estimating net costs	1
Obtaining application fee waivers	1
Other services	11

[1]"Focus" was mostly determined based on a question that asked projects to report on which approach they spent the most time on with students (tutoring, academic advising, college entrance exam prep, college application assistance, financial aid assistance) or which approach was used to serve the greatest number of students (college exposure). The focus of academic coursework is an exception and reflects the percentage of projects offering each approach.

[2]"Dominant" approaches are those reported by at least half of all projects.

[3]The "percent of projects with indicated focus" summarizes content focus reported across multiple survey questions for college application assistance and academic coursework. For this reason, percentages may total more than 100 percent for these two core services.

[4]"Noncredit" was not a response category in the survey but was computed as the difference between the percent of projects offering coursework and those that indicated offering coursework for either high school and/or college credit.

Table ES.2. When, where, and how UB services are delivered

Delivery approach (dominant approaches are in bold)[1]	Percent (%) of projects most commonly implementing indicated delivery approach[2]						
	Academic coursework	Tutoring	Academic advising	College exposure	College entrance exam prep	College application assistance	Financial aid application assistance
When services were provided							
Before school	1	1	1	0	0	0	0
During school	21	13	43	21	12	26	20
After school	28	**68**	35	16	31	36	39
Weekends	39	16	19	45	48	31	20
Other	12	2	3	19	10	7	9
Where services were provided							
Host institution	**65**	41	44	41	**69**	**63**	**69**
High school	30	**54**	**56**	10	24	35	28
Local college	3	1	0	38	2	1	1
Local community center	1	2	0	0	1	1	1
Online	1	2	0	1	3	1	0
Other	1	0	0	9	1	1	0
How services were provided							
One-on-one	N/A	40	**64**	N/A	10	**64**	51
Group	N/A	**55**	33	N/A	**74**	32	41
Online	N/A	4	0	N/A	9	3	7
Other	N/A	1	3	N/A	6	0	0

[1]"Dominant" approaches are those reported by at least half of all projects.

[2]"Most Common" was determined on the basis of a question that asked projects to report on which approach was used to serve the largest number of students. The most common approaches for how academic coursework and college exposure services were provided are the exception because this question was not asked. Findings related to these two services are marked as N/A.

Table ES.3. Variation in the focus and delivery of services, by key project characteristics

Project characteristic (groups)	Approaches for which the percentage of projects implementing services varied by characteristic			
	Focus of core services	Delivery of services		
		❖ When	➢ Where	✓ How
Size (small vs medium vs large)				
Per-student funding (low vs moderate vs high)	Academic advising: on academic goals			
MSI (MSI vs other IHE)	College exposure: assistance in researching colleges	❖ Coursework: offered year round ❖ College entrance exam prep: offered year round		
Urbanicity (urban vs suburban vs rural/town)	Coursework: offered for college credit Academic advising: on study skills & academic goals College entrance exam prep: on learning test-taking skills • College application assistance: providing guidance on submitting applications on time & recommending students apply to 4+ colleges	❖ Coursework: offered year round ❖ Financial aid application assistance: offered year round ❖ College entrance exam prep: offered year round ➢ College entrance exam prep: offered at multiple locations		

Project characteristic (groups)	Approaches for which the percentage of projects implementing services varied by characteristic			
	Focus of core services	Delivery of services		
		❖ When	➢ Where	✓ How
Institution type (4-year IHE vs 2-year IHE vs non-IHE)	Coursework: offered for college credit Tutoring: on homework help College exposure: assistance in researching colleges College entrance exam prep: on studying for subject-specific tests College application assistance: providing guidance on submitting applications on time & recommending students apply to 4+ colleges Financial aid application assistance: on determining the information needed for FAFSA	❖ Coursework: offered year round ❖ Tutoring: offered at multiple times ➢ Tutoring: offered at multiple locations ➢ Advising: offered at multiple locations ➢ College application assistance: offered at multiple locations ✓ Transportation provided during the school year ✓ Financial aid application assistance: service delivered 1:1		

Note: Variation was examined for a subset of approaches, including how projects reported spending most of their time or serving the most students during the school year for each of the core service areas ("focus") and the delivery methods that are hypothesized to most influence student involvement in Upward Bound (e.g., making services convenient by offering them at multiple times or in multiple locations). The percentage of projects reporting each of the approaches was calculated for groups of projects defined by their characteristics. For example, per-student funding was derived as the average grant award amount divided by the number of students and then split into three equal-sized groups of projects representing low (<$4,167), moderate ($4,167–$4,466), or high (>$4,466) funding. Project size was based on the number of participants expected at the time of grant award in FY12, and the three groups were defined as small (<63 participants), medium (63–77 participants), or large (>77 participants). Urbanicity was based on information from the Integrated Postsecondary Data System (IPEDS) on the locale of the host institution, and groups were defined as urban, suburban, or rural. Differences between groups are noted only where they are "substantive" (at least 10 percentage points); differences of lesser magnitude (less than 10 percentage points) were considered unlikely by the study team to affect policy or the emphasis of technical assistance that might be provided. Expert judgment was used to set the bounds for the differences considered to be substantive.

More on Upward Bound

Upward Bound is a federal precollege program designed to help economically disadvantaged students prepare for, enter, and succeed in college. First initiated under the Economic Opportunity Act of 1964 and then incorporated into Title IV of the Higher Education Act of 1965 (HEA), it is one of ED's eight TRIO programs aimed at helping disadvantaged students to progress through the academic pipeline from middle school to postbaccalaureate programs.[2] Students—who must be low-income or potential first-generation college students, or both—usually enter the program while in grade 9 or 10 and may participate in Upward Bound through the summer following grade 12 (for three to four years total). The 819 Upward Bound projects funded in 2012 are hosted primarily by 4-year and 2-year postsecondary institutions but also by nonprofit and other organizations. They partner with specific high schools from which they recruit students and, in some cases, work with in delivering services (target schools).

Upward Bound project services are well established, defined largely by specific statutory language in HEA. There are 7 required services (see Table ES.1) and a required summer program that simulates a college-going experience for participants and can take place any time between June and

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[2] For more information, see http://www.ed.gov/about/offices/list/ope/trio/index.html.

August. While the statute designates the required services, Upward Bound projects choose whether to offer those services during the school year, the summer program, or both.

More on This Study

The 2008 reauthorization of the HEA required that ED conduct studies of TRIO programs that focus on program improvement. Specifically, it called for a study or studies that would identify particular institutional, community, and program practices that are effective in improving key outcomes for participating students. Given that the most recent systematic data collection on Upward Bound implementation occurred in the 1990s (Moore, 1997), ED determined that a critical first step in identifying effective practices was to better understand the current practices in place.

To learn about these practices, a web-based survey was administered in summer 2013 to the directors of regular Upward Bound projects.[3] The survey was closed on September 19, 2013, with responses from 773 of the 819 projects (94.4 percent). Data from the survey was combined with information from a program database at ED (e.g., the number of students served, grant amount) and from the Integrated Postsecondary Data System (IPEDS) maintained by ED's National Center for Education Statistics (e.g., locale of the host institution) in order to divide projects into groups based on their characteristics; these groups were used to analyze implementation variation.

The purpose of this study is to describe Upward Bound offerings and the way that grantee projects deliver core services. Like all studies, this study has some limitations. First, it relies on information reported by Upward Bound project directors and does not attempt to independently verify the information that was reported. Second, while it explores several project characteristics that may be associated with the delivery of core services, other factors could be associated with service delivery that are not examined in the study. Third, it does not attempt to link the implementation of services to student outcomes or explain *why* Upward Bound projects with different characteristics might deliver services differently.

Implications and Considerations for Upward Bound Program Improvement

The results from the survey point to strategies that might benefit from further investigation because they are supported by related research but have been adopted by relatively few Upward Bound projects. For example, recent research reviewed by ED's What Works Clearinghouse[4] suggests that dual enrollment (where students earn college credit while still in high school) could

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[3] The development of the survey questionnaire drew on prior research on Upward Bound implementation and benefitted from the input of outside experts on college access programs, Upward Bound project directors who participated in pretesting the questionnaire or who provided suggestions during the regular public comment period, and the Council of Opportunity in Education (COE)—the professional association that represents TRIO programs. Project directors were promised that their responses would be confidential and presented only in the aggregate.

[4] For more information see http://ies.ed.gov/ncee/wwc/aboutus.aspx.

have promise for improving the college enrollment, persistence, or completion of students like those in Upward Bound (An, 2012; Giani, Alexander, & Reyes, 2014; Struhl & Vargas, 2012). Currently, less than a quarter of Upward Bound projects (19 percent) offer any coursework for which students could earn college credit. In addition, as part of advising, 10 percent of projects ask students to focus on the ranking or selectivity of their colleges of interest. But emerging evidence indicates that motivating students to focus on the quality of these schools (average freshman SAT/ACT, graduation rates), along with net costs, could lead some of them to enroll where there is a better academic match and to stay in school longer (Hoxby & Turner, 2013). The benefits of these strategies, as well as other underutilized practices supported by rigorous research not yet reviewed by the WWC, for the Upward Bound program are not currently known. To learn about these potential benefits, ED is currently evaluating a college advising strategy designed in part to improve college matches for Upward Bound participants.

Chapter 1. Background—Upward Bound and the 2013 Project Director Survey

Upward Bound (UB) is one of the oldest and largest of the federal college access programs targeted at low-income students and those who would represent the first-generation of college completers in their families. First launched in 1965, the program serves more than 60,000 high school students at a cost of about $4,300 per youth with an array of academic and college transition support services. While much about the structure of Upward Bound and the services to be offered are prescribed in legislation, little is currently known about the intensity, duration, and mix of services provided by projects or about how they are delivered.

Because of the importance of its mission, and the comprehensiveness and costs of its services, Upward Bound has long been of interest to policymakers. This report describes the approaches to providing program services based on a summer 2013 survey of Upward Bound project directors, most of whom are based in the higher education institutions that host the projects. Findings from the survey may also be useful as policymakers consider the upcoming renewal of the Higher Education Act, which authorizes and funds Upward Bound.

The report addresses three questions about the Upward Bound program:

- **Within the core service areas of the program, where do projects focus their efforts?** Upward Bound projects are required to provide services in seven core areas; however, they have substantial discretion in the content and focus of the activities. How they use that discretion could reflect their assessments of student needs, their resources and capacities, personal or institutional preferences, or other factors. Although the survey does not provide information on why certain activities are emphasized by Upward Bound projects, it is still important to understand what is most commonly implemented and what is not, as described in Chapter 2.
- **How are those services delivered to Upward Bound participants?** The when, where, and how services are provided, and the staff that provide them, could influence student participation and experiences in Upward Bound. These aspects of Upward Bound implementation are described in Chapter 3.
- **In what ways does the focus or delivery of services differ by key characteristics of the Upward Bound projects?** Differences in the location, size, funding, and type of institution hosting Upward Bound projects may influence how projects design and deliver their services. Chapter 4 explores how implementation differs across Upward Bound projects.

More on the Upward Bound Program

Initiated under the Economic Opportunity Act of 1964 and then authorized in Title IV of the Higher Education Act of 1965, Upward Bound is a federal precollege program designed to help economically disadvantaged students prepare for, enter, and succeed in college. It is one of ED's

eight TRIO programs—eight programs that share the objective of helping disadvantaged students to progress through the academic pipeline from middle school to postbaccalaureate programs.[5] Upward Bound grants are awarded to host institutions—mostly 4-year and 2-year postsecondary institutions but also non-IHEs (community-based organizations, municipal departments, secondary schools, and school districts)—that partner with specific high schools that they target for recruiting students and, in some cases, work with in delivering services (target schools). Eligible students are those ages 13 to 19 who are low-income (family income under 150 percent of poverty or $35,325 annual income for a family of four in 2013[6]) or potential first-generation college students, meaning that neither parent earned a bachelor's degree. Projects must ensure that two-thirds of its participants are both low-income and potential first-generation college students. Students usually enter the program while in grade 9 or 10 and may participate in Upward Bound through the summer following grade 12 (for three to four years total).

Upward Bound project services are well established, defined largely by specific statutory language. Projects must offer academic instruction, tutoring, college and financial aid counseling, a summer program, and other supports (see Table 1). However, projects have discretion about whether they offer required services during the school year, during the summer program, or both.

Table 1. Regular Upward Bound services

Required services	Additional permissible services
Academic tutoring	Exposure to cultural events, academic programs, and other activities
Advice and assistance in secondary and postsecondary course selection	Information, activities, and instruction to acquaint youths with career options
Assistance in preparing for college entrance exams and completing college applications	On-campus residential programs
Providing information about federal financial aid and benefits for students	Mentoring programs
Assistance in completing financial aid applications, including FAFSA	Work-study positions for exposure to careers that require a postsecondary degree
Guidance and assistance in secondary school reentry, alternative education programs for secondary school dropouts, and entry into GED programs or postsecondary education	Programs and activities for students who are limited English proficient, underrepresented, disabled, homeless, or in—or aging out of—foster care
Education or counseling services to improve financial and economic literacy of students and their parents	
Instruction in mathematics through precalculus, laboratory science, foreign language, composition, and literature (for multiple-year grant recipients)	
Summer program with a summer instructional component designed to simulate a college-going experience for participants	

Source: 34 C.F.R. § 645.11.

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[5] For more information, see http://www.ed.gov/about/offices/list/ope/trio/index.html.
[6] 2013 Federal poverty guidelines for 48 contiguous states and DC.

In fiscal year 2012, ED's Office of Postsecondary Education (OPE) issued grant awards totaling $268.2 million to 819 "regular" Upward Bound projects (excluding grants for projects focused on serving students interested in math and science occupations or returning veterans of war). The grants were intended to serve more than 62,500 students at a cost of approximately $4,300 per student per year. The per student cost was somewhat less than in prior years because the 2012 grant competition notice included changes that were designed to motivate project applicants to propose new delivery methods and practices that could reduce the cost per student without sacrificing implementation quality.

More on This Study and Report

The 2008 reauthorization of the Higher Education Act (HEA) required that ED conduct a study of TRIO programs that focus on program improvement. The legislation is explicit that the primary purpose of such a study would be to identify particular institutional, community, and program or project practices that are effective in improving key outcomes for participating students. A critical step in identifying effective practices is to better understand the current practices in place, but the most recent systematic information on Upward Bound implementation is from the 1990s (Moore, 1997).

To collect updated information, a Web-based survey was administered in summer 2013 to directors of 819 regular Upward Bound projects. The survey was designed to capture information about two aspects of implementation: (1) what approaches projects use for each of the core services and which are used with the most students (that is, the "focus"), and (2) when and where services are offered, including the times and locations in which students are most frequently served. The categories for the possible approaches, times, and locations were selected on the basis of a review of earlier research on Upward Bound implementation, conversations with program staff from the Office of Postsecondary Education at ED, and input from both outside experts on college access programs and the professional association that represents TRIO programs.[7] The survey was closed on September 19, 2013, with responses from directors of 773 projects (representing responses for 94.4 percent of projects).[8]

The findings in this report are based primarily on data obtained from the survey itself but also from two other existing data sources. Information on the grants and grantee characteristics (for example, the number of students served and the grant amount) came from a database maintained by OPE for program monitoring and reporting purposes. Information on the locale (that is, urbanicity) of the grantee hosts came from the Integrated Postsecondary Data System (IPEDS)

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[7] The questionnaire used in the survey benefitted from the input of outside experts on college access programs, individual Upward Bound project directors who participated in pre-testing the questionnaire or who provided suggestions during the regular public comment period, and the Council of Opportunity in Education (COE)—the professional association that represents TRIO programs.

[8] Responses to the survey are confidential and cannot be tracked back to survey respondents. All data was summarized and combined to ensure anonymity.

maintained by ED's National Center for Education Statistics.[9] These data were combined with data from the survey itself to explore variation in implementation across different types of Upward Bound projects, as described in Chapter 4.

The analysis conducted with the 2013 survey and other existing data is descriptive. Tables and figures primarily show percentages of projects that implement specific services or implement them in specific ways (distributions) or, in some cases, average numbers. Sample sizes that specify when projects were omitted (because the survey question did not apply to some projects on the basis of their response to a previous question) or missed questions (meaning that the project did not provide a response) are included in table or figure notes. In examining variation of implementation across different project types, findings focus on "substantive differences" (at least 10 percentage points) between projects of different size, per-student funding level, locale (urban, suburban, or rural), and host institution characteristics (2-year, 4-year, or other; minority-serving or non-minority-serving). Differences of lesser magnitude (less than 10 percentage points) were considered unlikely by the study team to affect policy or the emphasis of technical assistance that might be provided. Expert judgment was used to set the bounds for differences considered to be substantive. Throughout the report, Upward Bound implementation during the school year is contrasted with implementation during the summer, given that summer programs are required and an important vehicle for providing services.

Because all Upward Bound projects were included in the survey and the response rate for the survey was so high, the results are informative for the full population of regular Upward Bound projects that were operating at the time.[10] To supplement the survey tabulations and provide a flavor of project directors' own words, Appendix E includes a small number of verbatim answers to a write-in question asking for any especially promising approach to implementing services that the directors believe encouraged college enrollment among their students. Written responses from 527 project directors were categorized into UB service areas by using key words that adhere closely to the terms used in the HEA definitions (see Chapter 2). Because of the diversity in detail and the number of strategies mentioned, it was not feasible to systematically tabulate the responses or make all of them available in the report. A random sample of 27 responses are presented solely for illustrative purposes in the appendix; the examples are noted in the report when they can provide further elaboration for (either in support of or in contrast to) the survey findings for readers interested in this level of detail (see Appendix E).

Limitations of This Study

The purpose of this study is to describe Upward Bound offerings and the way that grantee projects deliver services. The study was not designed to link the implementation of services to student

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[9] See http://nces.ed.gov/ipeds/. Host locales were extracted from the 2012 IPEDS release.
[10] Because the survey was administered to all Upward Bound projects and nearly 95 percent responded, no special statistical tests were conducted to determine if differences among projects could be due to sampling error.

outcomes or to explain why Upward Bound projects with different characteristics might deliver services differently. A limitation in the study approach to note is that it relies almost solely on the reports of the survey respondents—that is, the Upward Bound project directors. No independent attempt was made by the researchers to verify or confirm respondent information. No effort was made to capture or present the totality of responses to the write-in "promising practices" or to judge whether the approaches described are, in fact, promising. As a result, data presented from excerpted responses should be interpreted with caution. Further, while this study explores several project characteristics that may be associated with the delivery of core services, other factors could be associated with service delivery that were not examined in the study.

Chapter 2. The Focus of Core Upward Bound Services Provided

Upward Bound projects are required to provide a range of services, as previously described in Table 1. These services can be divided into two categories: those designed primarily to address the academic needs and preparation of students in high school and those focused on the process and logistics of applying to college. This chapter describes the content—the topics or focus—of Upward Bound's required services during the 2012-13 program year. Note that Upward Bound projects may offer required services during the school year, the summer program, or both. Therefore, the content of the services offered is reported separately for the school year and summer.

Academic Preparation Services

Inadequate academic preparation can pose a significant barrier to both college entry and completion (for example, Adelman, 2006; Oseguera, 2013; Reardon, 2011; Bell, Rowan-Kenyon, and Perna, 2009). Upward Bound projects are required to provide academic support services with the goal of improving students' academic preparation. These support services include academic tutoring, academic coursework, and academic advising, as shown in Table 2.

Table 2. Required academic preparation services

Type of service	Required components
Academic tutoring	"Academic tutoring to enable students to complete secondary or postsecondary courses, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects"
Academic coursework	"Instruction in mathematics through pre-calculus, laboratory science, foreign language, composition, and literature"
Academic advising	"Advice and assistance in secondary and postsecondary course selection"

Source: 34 C.F.R. § 645.11.

Academic tutoring

The most common form of tutoring is help with class assignments, though projects are more likely to focus on subject-specific remediation or study skill development in the summer than during the school year.

Tutoring could be offered to Upward Bound participants to help them with a variety of activities, including class assignments (for example, homework, projects, or papers), development of study skills for test preparation, or remedial assistance in particular subjects. To learn about Upward Bound's tutoring services, project directors were asked to identify the tutoring activities on which they spent the most time.

- About two-thirds of projects[11] (69 percent) reported that during the school year, the dominant focus of tutoring was assisting students with class assignments. Fewer projects focused on subject-specific remediation (15 percent), study skill development (6 percent), or other activities (see Figure 1).

- In the summer, the largest share of projects also focused on class assignments (48 percent). But more projects focused on helping students develop skills in specific subjects (26 percent) or on how to study (16 percent) in the summer than in the school year (15 percent and 6 percent, respectively) (see Figure 1). Differences in the content of tutoring between the summer and the school year may reflect differences in the amount of homework assigned, differences in the amount of time projects can spend with students (see Chapter 3), or other factors.

Figure 1. Percentage of projects reporting how time was most commonly spent during academic tutoring, by activity
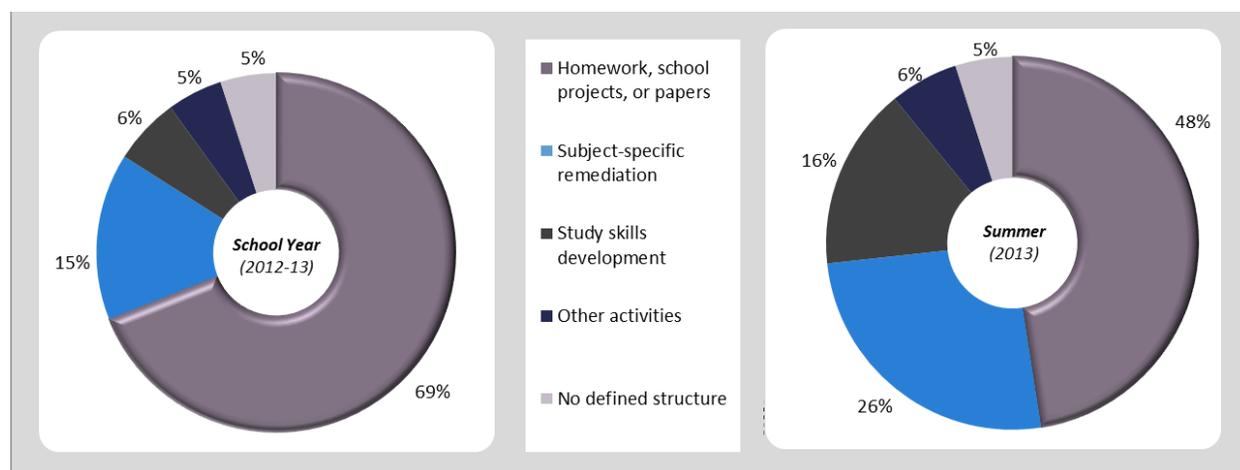
Notes: Of the 773 projects that responded to the survey, 771 projects provided information about this service during the school year; two projects had missing data. 744 projects provided information about this service in the summer; one project had missing data, and 28 projects were omitted (did not offer this service during the summer).
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question B2.

Almost all projects relied mostly on student course grades to determine tutoring needs during the school year, but in the summer session, projects were divided on whether they used grades, teacher feedback, or formative assessments as their primary source.

To determine whether students should receive tutoring, Upward Bound projects can consider students' grades, feedback from teachers, scores on formative assessments, and other sources of information. In the survey, project directors were asked which of these sources were used most often—that is, with the largest number of students.

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[11] Words that denote magnitude—like "about two-thirds," "most," or "virtually all"—are used according to a rubric established by the study team. The rubric can be found in Appendix A.

- During the school year, the vast majority of projects (86 percent) primarily used grades to determine tutoring needs. Fewer projects relied on teacher feedback (4 percent) or formative assessments (7 percent), although these sources were used for some students (see Figure 2).

- In the summer, more than half of the projects used students' grades (72 percent), teacher feedback (72 percent), and formative assessments (58 percent) to assess the need of at least some students for tutoring. Projects were split between those that *primarily* used teacher feedback (38 percent), grades (30 percent) or formative assessment (26 percent) (see Figure 2).

Figure 2. Percentage of projects reporting sources used to assess students' need for academic tutoring
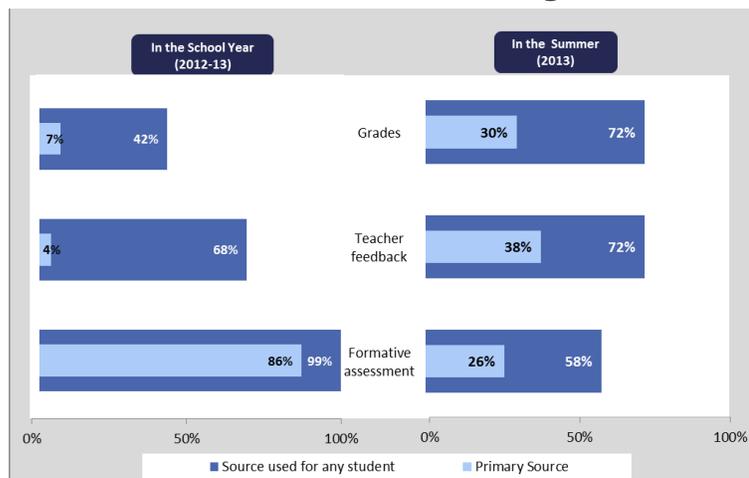
Notes: Respondents were asked to identify (a) which sources were used to assess any students' needs for academic tutoring and (b) which of these was the primary source (that is, the source used for the largest number of participating students). The percentages for item (a) total more than 100 percent because projects could choose all sources that apply. However, projects could report only one primary source, and these percentages total less than 100 percent because the figure does not include the category "Other."
Of the 773 projects that responded to the survey, all 773 projects reported on sources used for any students during the school year; 770 reported a primary source used; and 3 projects were omitted (did not assess student need). 745 projects reported on sources used for any students during the summer; and 28 projects were omitted (did not offer this service during the summer). Of these 745 projects, 731 reported a primary source used; 14 projects were omitted (did not assess students need).
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question B3.

Academic coursework

Academic courses were offered by virtually all projects during the summer and by about three-quarters of projects during the school year, with about two-thirds requiring students to take courses in all four core academic subjects.

Upward Bound projects are required to offer "instruction in mathematics through pre-calculus, laboratory science, foreign language, composition, and literature" but are also allowed to provide instruction in other subjects.[12] Upward Bound project directors were asked to identify the academic subjects in which they offered courses during the school year and in the summer; they were also asked to identify the subjects that students were required to take as participants in the program.

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[12] See 34 C.F.R. § 645.11.

- Most projects provided at least some coursework during both the school year (72 percent) and summer (99 percent) (see Figure 3).

Figure 3. Characteristics of academic coursework, by project period and subject
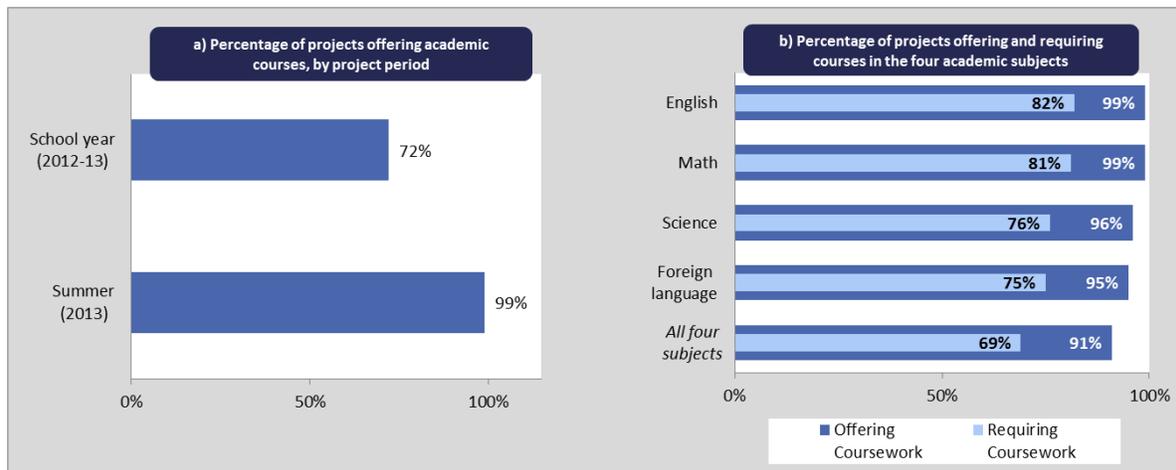
Notes: Of the 773 projects that responded to the survey, 770 projects reported on course offerings and requirements, and 3 projects had missing data. Two of the 770 projects, however, reported only whether any courses were offered or required but did not indicate *when* they were offered. As a result, the sample sizes in each chart differ: for chart (a), 768 projects reported on both course offerings and the *timing* of course offerings; 5 projects had missing data. For chart (b), 770 projects reported on course offerings and requirements; *three* projects had missing data.

Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Questions C1a-C1o.

- The vast majority of projects (91 percent) offered courses in each of the four common academic subject areas—English/language arts, mathematics, laboratory sciences, and foreign language—which is consistent with Upward Bound's statutory regulations.[13] Many of these subjects were also *required* for Upward Bound participants, with about two-thirds of projects requiring participants to take coursework in all four academic subjects (69 percent).

About one-third of projects offered Upward Bound courses for high school credit; fewer offered courses for college credit or dual credit.

Upward Bound projects can offer academic coursework as supplemental instruction to improve students' performance in high school. However, they can also offer coursework for credit (under agreements with high schools or colleges). In the survey, project directors were asked whether they offered courses for which participants could earn high school credit, college credit, or both.

- About one-third of projects reported offering at least one course for which students could receive high school credit (35 percent) (see Figure 4). This suggests that in the other two-thirds

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[13]For mathematics coursework, projects reported on their course offerings in Pre-Algebra, Algebra I, Algebra II, Geometry, Statistics/Probability, Pre-Calculus, and Calculus. For science coursework, projects reported on course offerings in Physics, Biology, Chemistry, and Earth Science.

of projects, Upward Bound coursework served to supplement, rather than replace, the high school courses that students take to graduate. When directly responding to an open-ended question about their views of promising practices, at least one project director from the small randomly selected sample cited allowing participants to earn high school credit for UB coursework as a way to encourage college enrollment (see Appendix E).

- Less than a quarter of projects reported offering at least one course for which students could receive *college credit* (19 percent), thereby accelerating students' path to postsecondary credentials. Recent studies suggest that earning college credit while in high school (dual enrollment) may increase persistence and progress toward a college degree and even the likelihood of earning a bachelor's degree (An, 2012; Giani, Alexander, & Reyes, 2014; Struhl & Vargas, 2012). Dual enrollment was also cited in at least one of the randomly sampled written responses to a question asking project directors for their opinions about promising practices (see Appendix E).

Figure 4. Percentage of projects offering at least one course for credit, by type
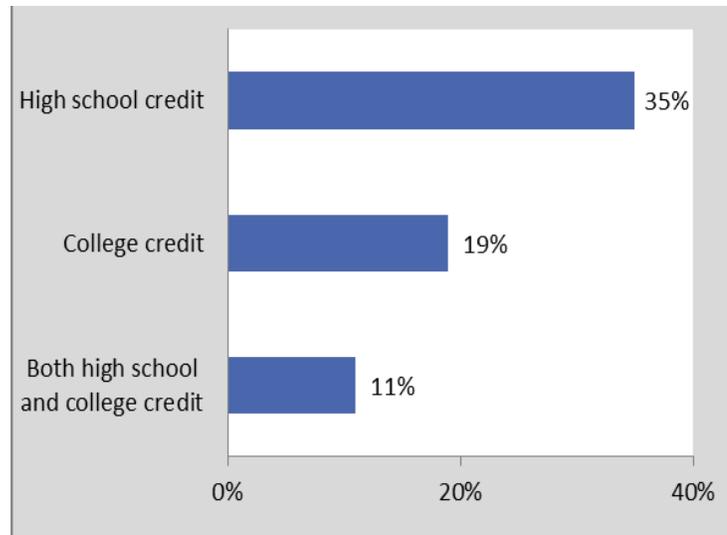
Notes: The percentage of projects offering at least one course for high school credit includes projects that offered only high school credit as well as projects that offered both high school and college credit. Likewise, the percentage of projects offering at least one course for college credit includes projects that offered only college credit as well as projects that offered both college and high school credit.
Of the 773 projects that responded to the survey, 770 projects provided information on this service3 projects had missing data.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Questions C1a–C1m.

- A smaller share of projects (11 percent) offered students at least one course for which they could simultaneously receive *both* high school and college credit (also known as "dual credit").

Academic advising

Upward Bound projects varied in how they focused their academic advising, but they most commonly emphasized helping students develop academic goals during the school year and study skills in the summer.

Upward Bound project directors were asked to report how academic advising time was most commonly spent, such as on developing and tracking academic goals, developing study skills that support college readiness, getting help on course requirements for high school graduation, being

counseled on college entrance requirements, planning the use of other Upward Bound services, and getting help with non-academic issues.

- No dominant approach was used by at least half of the projects to provide academic advising (see Figure 5). During the school year, the largest proportion of projects focused academic advising on developing and tracking students' academic goals (40 percent); other projects focused on study skills that support college readiness (16 percent) and course requirements for high school graduation (16 percent). When responding to an open-ended question about their views of promising practices, at least one project director (among the 27 randomly sampled) volunteered a particular approach to academic advising on student goals—bringing in speakers with different professions to motivate students to strive to enroll in college (see Appendix E).

- In the summer, about one-third of Upward Bound projects focused on study skills (33 percent); other projects focused on academic goals (17 percent) or college entrance requirements (16 percent).

Figure 5. Percentage of projects reporting how time was most commonly spent during academic advising
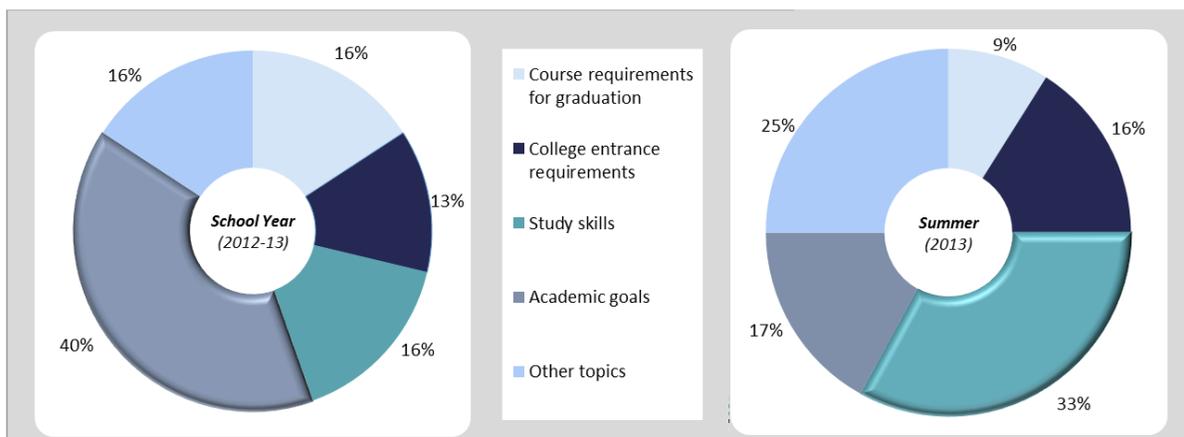
Notes: The following categories are collapsed into the "Other topics" slice: use of Upward Bound services, non-academic issues, and other. The percentages may not add to 100 percent because of rounding.
All 773 projects provided information about this service during the school year. 749 projects provided information about this service in the summer; 7projects had missing data, and 17 projects that offered only academic advising during the school year were omitted.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Questions D2a1 and D2b1.

The transition to college requires more than adequate academic preparation alone. Research suggests that many disadvantaged students face difficulties in completing the steps necessary to apply for and enroll in college, including gaining access to financial aid (Bettinger et al., 2012; Dynarski and Scott-Clayton, 2008; Roderick, Nagaoka, Coca, and Moeller, 2008). Upward Bound projects are required to provide a range of college entry preparation services, including college entrance exam preparation, college exposure services, college application assistance, and college financial aid assistance, as shown in Table 3.

Table 3. Required college entry preparation services

Type of service	Required components
College entrance exam preparation	Assistance in preparing for college entrance examinations
College exposure	Guidance on entry into postsecondary education
College application assistance	Assistance in completing college admission applications
Financial aid assistance	(I) Information on the full range of federal student financial aid programs and benefits (including Federal Pell Grant awards and loan forgiveness) and resources for locating public and private scholarships (II) Assistance in completing financial aid applications, including the Free Application for Federal Student Aid

Source: 34 C.F.R. § 645.11.

College entrance exam preparation

The focus of exam preparation services differed across projects, but the largest proportion emphasized studying for subject tests over other activities, such as taking practice tests and learning test-taking skills.

Preparing for college entrance exams can consist of a number of activities, including taking practice tests, studying for subject-specific tests,[14] learning about the structure of standardized tests, and receiving guidance on test-taking skills. Project directors reported about which of these activities they spent the most time working on with students to prepare for college entrance exams.

- There was no dominant approach to providing exam preparation services (see Figure 6). Projects were split in how they focused their time during both the school year and summer,[15] but the largest proportion emphasized studying for subject-specific tests (30 percent during the school year and 38 percent in the summer).

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[14] Subject-specific tests can include sections within standardized exams (such as the math, reading, and verbal sections of the SAT), as well as separate tests devoted to specific subjects, such as the SAT II subject tests and the Advance Placement (AP) or International Baccalaureate (IB) exams.

[15] One hundred thirty-six projects that offered only college entrance exam preparation services during the school year were inadvertently omitted from the survey question on the focus of these activities. Therefore, this particular analysis focuses on projects that offered these services—both during the summer and during the school year.

Figure 6. Percentage of projects reporting how time was most commonly spent during college entrance exam preparation
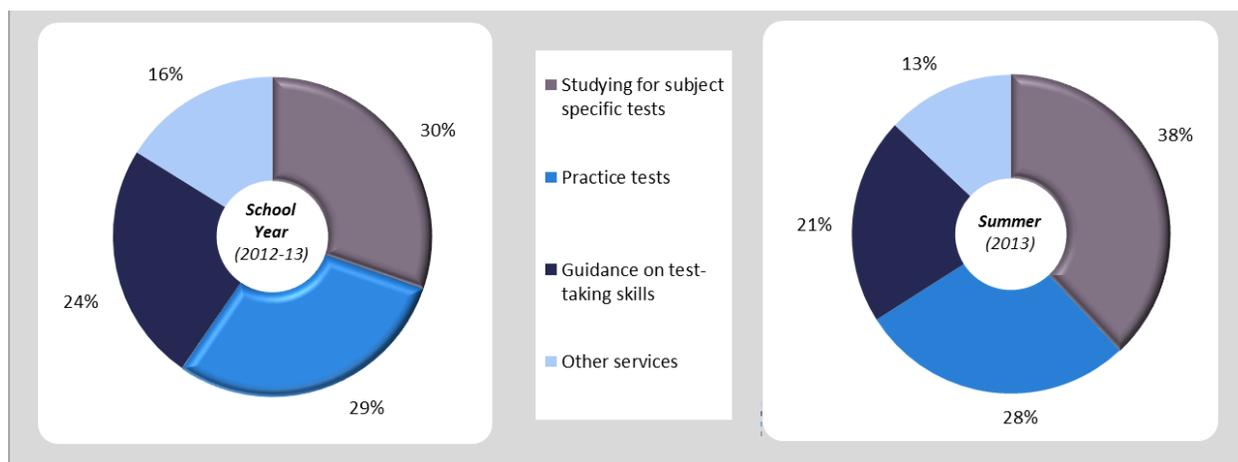
Notes: The following categories are collapsed into the "Other services" category: Information on the structure of the tests, Guidance on stress management, Information on how the tests are scored, and Other.
Of the 773 projects that responded to the survey, 634 projects provided information about this service during the school year; 3 projects had missing data; and 136 projects that offered assistance with college entrance exam preparation only during the school year were omitted. 632 projects provided information about this service during the summer; 5 projects had missing data; and 136 projects offering only assistance with college entrance exam preparation during the school year were omitted.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question E2b1.

- Other projects focused on having students take practice tests (29 percent of projects during the school year and 28 percent in the summer) or teaching test-taking skills (24 percent during the school year and 21 percent in the summer). When project directors responded to an open-ended question about their view of promising practices, at least one project director (among the 27 randomly sampled) suggested using commercial SAT and ACT test prep programs to deliver college entrance exam prep as a way to encourage college enrollment (see Appendix E).

Over three-quarters of projects primarily used some type of testing—practice tests or formative assessments—to assess student readiness for the ACT or SAT; the rest relied on student self-reports.

Project directors indicated which information sources were used to assess progress in college exam preparation and judge the need for additional support. In addition, they were also asked to report on their primary source—that is, the source that was used most commonly.

- Practice tests were used by most Upward Bound projects, both during the school year (76 percent) and in the summer (70 percent) (see Figure 7). In contrast, less than half of projects used student self-reports (45 percent during the school year and 35 percent in the summer) or formative assessments (39 percent during the school year and 48 percent in the summer).

- Over three-quarters of projects relied *primarily* on some form of testing to evaluate students' preparation, whether through practice tests (58 percent during the school year and 47 percent in the summer) or formative assessments (21 percent during the school year and 35 percent in the summer). Less than a quarter of projects relied on students' self-reports as their primary source (16 percent during the school year and 13 percent in the summer).

Figure 7. Percentage of projects reporting information sources used to assess student preparation for college entrance exams
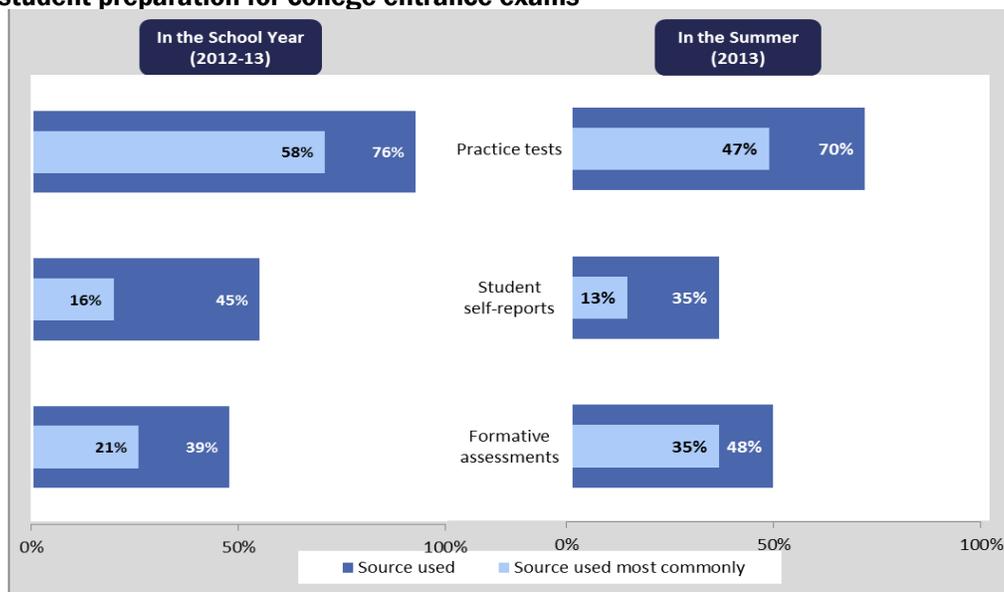
Notes: Respondents were asked to identify (a) which sources were used for any students to assess their progress in preparing to take college entrance exams and (b) which of these was the primary source (that is, the source used for the largest number of students). The percentages of item (a) total more than 100 percent because projects could choose all sources that apply. However, projects could report only one primary source, and these percentages total less than 100 because several categories have been suppressed from this figure. An exhaustive table including these additional information types is available in Appendix B.

Of the 773 projects that responded to the survey, all 773 projects provided information on sources used for any students during the school year. Of these 773 projects, 699 projects also reported a primary source; 31 projects had missing data; and 43 projects were omitted because they reported that students' preparation was not assessed. 637 projects provided information on sources used for any students during the summer; 136 projects that offered only assistance with college entrance exam preparation during the school year were omitted. Of these 637 projects, 597 also reported a primary source; 8 projects had missing data; and 32 projects were omitted because they reported that students' preparation was not assessed.

Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question E3.

The vast majority of Upward Bound projects offered students sample tests, exam preparation materials, and test fee vouchers to help prepare them for the SAT and/or ACT.

Upward Bound projects can provide a variety of resources to help students as they prepare for college entrance exams. In the survey, Upward Bound project directors were asked whether they provided students with the following resources: exam preparation books, sample tests, scoring sheets, online accounts for practice tests, calculators, and vouchers or reimbursement for test fees.

- The vast majority of projects offered several standard resources to help students prepare for college entrance exams in both the school year and the summer, including sample tests (87 percent during the school year and 83 percent in the summer) and exam preparation books (84 percent during the school year and 80 percent in the summer) (see Figure 8).

- A similar proportion (85 percent) offered vouchers for test fees during the school year, when college entrance exams are typically administered; about half offered vouchers during the summer (53 percent).

- About half of Upward Bound projects helped students obtain online accounts for practice tests (53 percent during the school year and 49 percent in the summer).

Figure 8. Percentage of projects offering college entrance exam resources
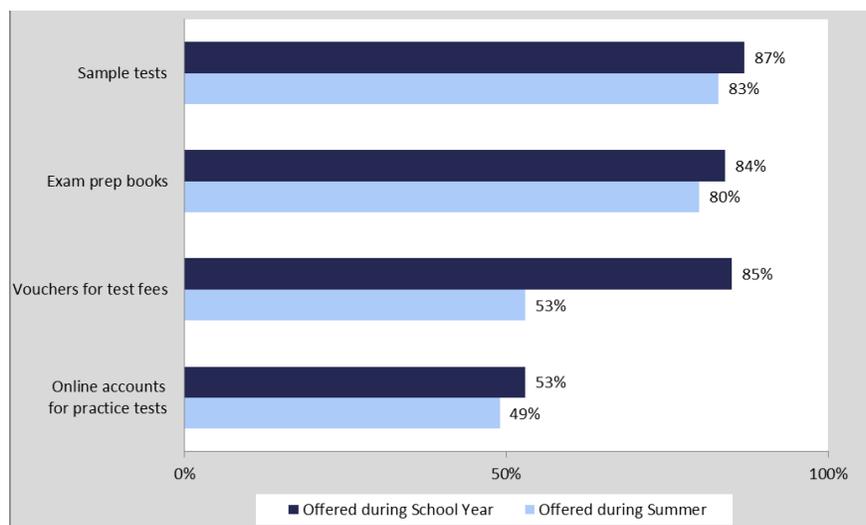
Notes: The percentages total more than 100 percent because projects can offer multiple resources. Additional resources offered have been suppressed from this figure. An exhaustive table including these resources is available in Appendix B.
Of the 773 projects that responded to the survey, 765 projects provided data on this service during the school year; 8 projects had missing data. 631 projects provided information about this service during the summer; 6 projects had missing data; and 136 projects that offered only assistance with college entrance exam preparation during the school year were omitted.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question E4.

College exposure

While projects offered a variety of services to help Upward Bound students learn about college, helping students to research particular colleges was the dominant approach.

Upward Bound project directors reported on the college exposure services they offered to students, as well as the particular service provided to the largest number of students. These services included researching colleges and college majors, arranging recruitment information sessions, connecting participants with working professionals, and assessing college outcomes.

- Virtually all Upward Bound projects offered assistance in researching colleges (99 percent) and college majors (98 percent), and the vast majority of projects offered college recruitment information sessions (88 percent) (see Figure 9).

- About three-quarters of Upward Bound projects made working professionals available (78 percent), while almost two-thirds of projects offered students assistance with assessing college outcomes, such as graduation and employment rates (62 percent).

- More than half of the projects reported focusing on providing

Figure 9. Percentage of projects reporting on college exposure services offered
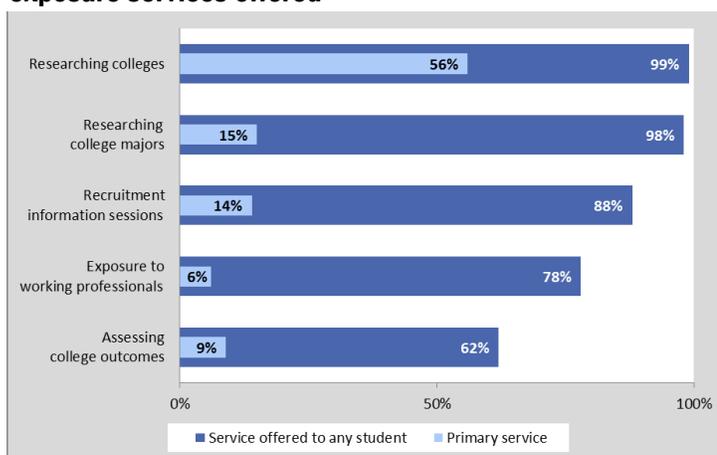
Notes: Respondents were asked to identify (a) which college exposure services were offered to any student and (b) which of these was the primary service (that is, the service used by the largest number of students). The percentages for item (a) total more than 100 percent because projects were able to report offering more than one service. However, projects could report only one *primary* service.
Of the 773 projects that responded to the survey, all 773 projects provided information on services offered to any students. Of these 773 projects, 770 also reported a primary service; three projects had missing data.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question F5.

assistance with research on colleges (56 percent), while less than a quarter of projects focused on researching college majors (15 percent) or arranging recruitment information sessions with particular colleges (14 percent). When directly responding to an open-ended question about their views of promising practices, at least one project director from the small randomly selected sample cited information sessions (on campus or at the high school) with colleges and departments on experiences and potential career options as a way to encourage college enrollment (see Appendix E).

Upward Bound students were typically offered opportunities to visit four or more colleges—both in the summer and during the school year.

Upward Bound projects can take students to visit different colleges. College visits may include a variety of activities—for example, campus tours, dormitory tours, information sessions, Q&A sessions with current students, attending or observing classes, and overnight stays. In the survey, project directors reported the number of colleges to which they offered visits—in both the school year and the summer—and the activities in which students participated during these visits.

- On average, Upward Bound projects reported providing visits to five colleges during the school year and four in the summer (see Figure 10).

Figure 10. Average number of colleges visited, by project period
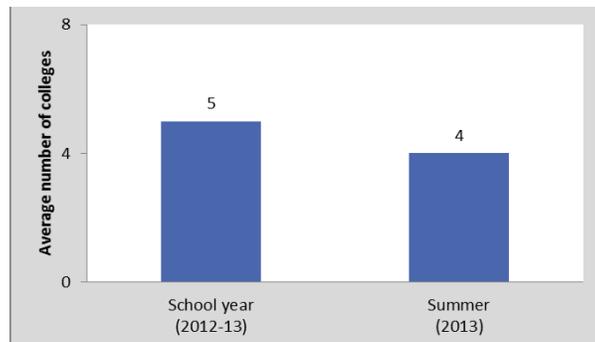
Notes: Of the 773 projects that responded to the survey, 752 projects provided information on this service during the school year; 21 projects had missing data. 750 projects provided information on this service during the summer; 23 projects had missing data.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question F1.

- In the vast majority of projects, students participated in campus tours (nearly 100 percent of projects), dormitory tours (91 percent), information sessions (91 percent), and Q&A sessions with current students (86 percent) during these visits. Observing college classes (42 percent) and staying on campus overnight (35 percent) were less common (see Figure 11).

Figure 11. Percentage of projects reporting student participation in college exposure activities during college visits
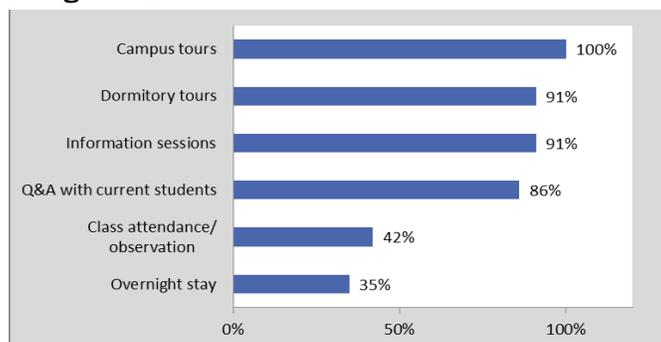
Notes: The percentages total more than 100 percent because students could participate in multiple activities. An additional activity category ("Other activities") has been suppressed from the figure. An exhaustive table, including this additional activity, is available in Appendix B.
Of the 773 projects that responded to the survey, all 773 projects provided information for this service.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question F4.

The majority of projects recommended a standard number of colleges to which their students should apply—on average, six colleges, including three match colleges, two safety colleges, and one stretch college.

Upward Bound projects can provide guidance on the number and types of colleges to which students should apply. In the survey, project directors were asked whether guidance was provided to students about the number of colleges to which they should apply and, if so, whether this guidance was standardized—that is, roughly the same for all students in the project. Among projects that provided standard guidance, the project director reported the recommended number of match, safety, and stretch colleges to which students should apply. *Match colleges* are defined as colleges that are aligned with the students' grades and test scores. *Safety colleges* are defined as colleges to which applicants are very likely to be accepted. S*tretch colleges* are defined as colleges for which applicants are less certain about acceptance (these are also known as *reach colleges*).

- The vast majority of Upward Bound projects counseled students on the number of colleges to which they should apply (95 percent), but they differed in how they delivered this advice (see Figure 12). More than half of the projects provided *standard guidance* (55 percent), meaning that they recommended the same number of applications to most of their students; fewer projects reported differentiating their guidance for different students (40 percent).

Figure 12. Percentage of projects—type of guidance and recommended number of applications
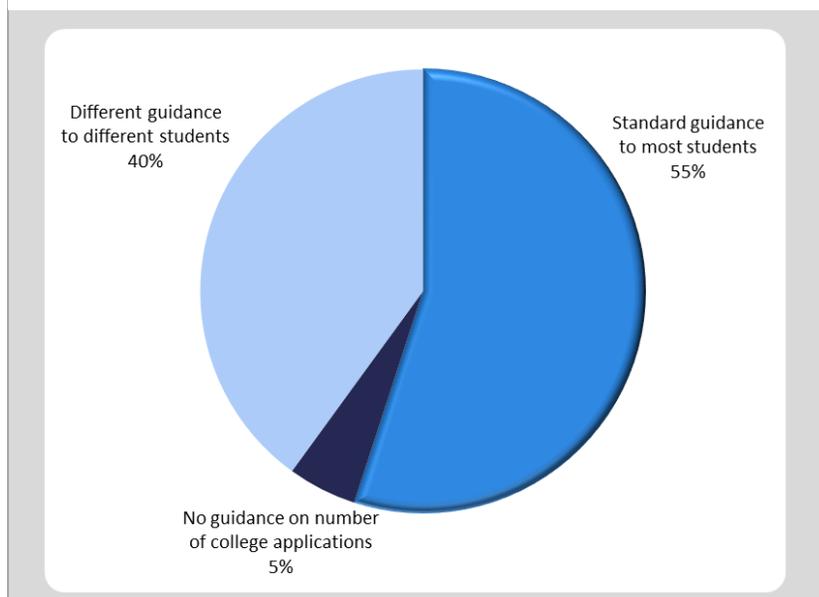
Different guidance to different students
40%

Standard guidance to most students
55%

No guidance on number of college applications
5%

Notes: Of the 773 projects that responded to the survey, 770 projects provided information on this service.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question G3.

- Upward Bound projects that provided standard guidance reportedly encouraged their participants to apply to an average of six colleges, including three match colleges, two safety colleges, and one stretch college (see Figure 13). This is consistent with recent advice from the College Board, suggesting that students apply to multiple colleges to enhance their prospects for enrolling (Smith, 2011). However, the recommended number of college applications varied across projects, ranging from 2 to 17.

Figure 13. Number of college applications recommended, by college type
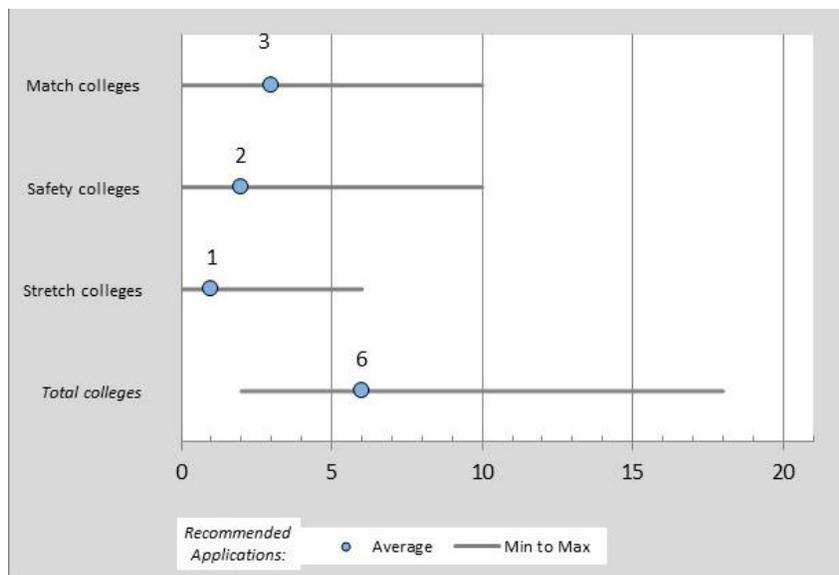
Notes: The figure reports the number of college applications that projects offering standard guidance recommend to most students.

Upward Bound projects were asked about each college type separately in the survey. Of the 773 project that responded to the survey, 405 projects provided information on *match colleges*, 16 projects had missing data, and one project submitted invalid data. 398 projects provided information for *safety colleges*, 23 projects had missing data, and one project submitted invalid data. 358 projects provided information for *stretch colleges*, 63 projects had missing data, and one project submitted invalid data. 356 projects provided information for *total colleges*, 65 projects had missing data, and one project submitted invalid data. 351 projects were omitted because they did not offer standard guidance.

Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question G3a.

The vast majority of projects focused on the logistics of college applications, with significantly fewer emphasizing how to narrow college choices.

Upward Bound project directors reported the specific college application activities that they offered and the specific activity used with the largest number of students. These activities included guidance in narrowing college choices on the basis of net costs, narrowing college choices on the basis of college outcomes (for example, graduation or employment rates), accessing applications, completing applications, writing application essays, requesting recommendations, and submitting applications.

- During the school year, helping students to complete applications was the dominant focus, consistent with 4-year college application due dates that typically fall between November and February (see Figure 14). Other projects focused on helping students submit or access college applications (19 and 11 percent, respectively). In total, 80 percent of projects focused on application logistics.

- In the summer, projects were divided in their focus, with the largest proportions of projects helping students with their application essays (23 percent) or with guidance on completing their applications (23 percent) (see Figure 14).

Figure 14. Percentage of projects reporting primary college application service
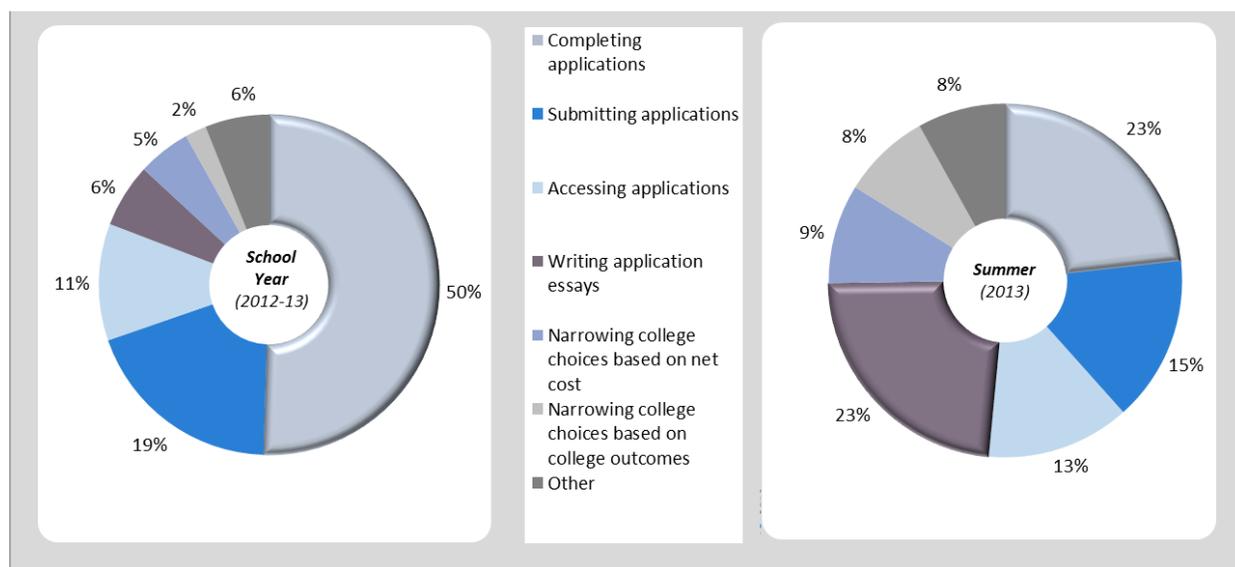
Notes: In both the school year and summer, less than one percent of projects reported focusing on assisting students with requesting recommendations for college applications; this category has been accordingly suppressed from the figure.
Of the 773 projects that responded to the survey, 771 projects provided information about this service during the school year; 2 projects had missing data. 661 projects provided information about this service during the summer; 2 projects had missing data, and 110 projects offered college application assistance during the school year were omitted.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Questions G8a1 and G8b1.

- Less than a quarter of Upward Bound projects focused their college application assistance on helping students narrow their college choices on the basis of either net costs (5 percent during the school year and 9 percent in the summer) or college outcomes (2 percent during the school year and 8 percent in the summer). Focusing on these factors may be important: a recent study found that providing students with specialized information about colleges' net costs, median SAT/ACT scores, and graduation rates has some potential to improve the "ranking" of the school they enroll in and their accumulation of credit (Hoxby & Turner, 2013). When responding to an open-ended question about project directors' views of promising practices, at least one project director (among the 27 randomly sampled) cited helping guide students—when they were selecting where to apply to college—by focusing on matching their ability, the college's ability to provide funding (that is, costs), and college outcomes as a way to encourage college enrollment (see Appendix E).

More projects reported cost than other factors as important for students to consider in choosing where to apply to college.

Upward Bound project directors identified which factors staff encouraged students to consider when deciding where to apply to college. These factors included cost, strength of a specific program or department, availability of student support services, likelihood of acceptance, rank or selectivity of the school, and the opportunity to continue a relationship with the Upward Bound host institution.

- The vast majority of projects (84 percent) cited cost as a key factor that students should consider when applying to colleges, while over half reported the strength of the specific program or department of interest (69 percent), the availability of student support services (63 percent), and the likelihood of acceptance (54 percent) as key factors (see Figure 15).

- Less than a quarter of projects cited the ranking or selectivity of the college (10 percent) and the relationship with the Upward Bound host institution (5 percent) as key factors.

Figure 15. Percentage of projects reporting most important characteristics to consider when choosing which colleges to apply to
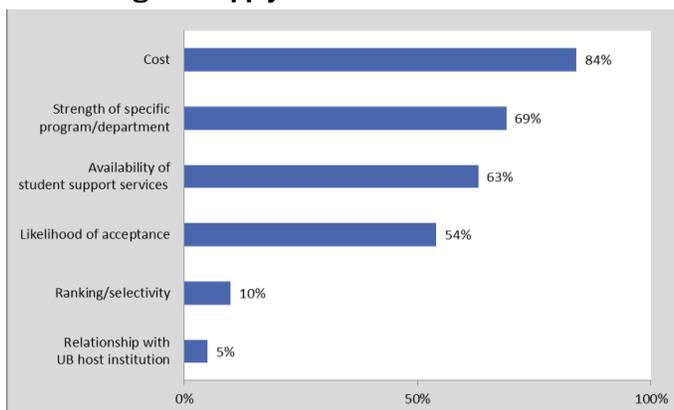
Notes: The percentages total more than 100 percent because respondents could choose up to three characteristics. An additional characteristic ("Other") has been suppressed from the figure. An exhaustive table including this additional characteristic is available in Appendix B. Of the 773 projects that responded to the survey, 770 projects provided information about this service; three projects had missing data.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question G6.

Financial aid assistance

Projects emphasized different activities in providing financial aid assistance, though the largest shares focused on completing the FAFSA during the school year and on general aid requirements in the summer.

Upward Bound project directors reported on the types of financial aid assistance that they offered to students as well as on the particular activity on which they spent the most time. These activities included advising about general financial aid requirements, providing information to parents about financial aid, giving assistance in determining the information needed for the Free Application for Federal Student AID (FAFSA), tracking progress toward completing the FAFSA, obtaining application fee waivers, and estimating the net cost of attending college.

- During the school year, the focus of financial aid assistance was typically on applying for the FAFSA: almost two-thirds of projects served most students either by helping to determine the information needed (31 percent) or by tracking progress toward completing the form (31 percent) (see Figure 16). When directly responding to an open-ended question about project directors' views of promising practices, at least one of the project directors from the small randomly selected sample cited focusing on alternative sources of financial aid and helping students develop their financial literacy as a way to promote college enrollment (see Appendix E).

- Upward Bound projects were more likely to focus on advising students about aid requirements during the summer (41 percent) than during the school year (18 percent), perhaps because students could not submit the FAFSA until the middle of the school year (January 1 of the year they planned to enroll in college), at the time this survey was conducted (see Figure 16).

Figure 16. Percentage of projects reporting how time was most commonly spent during financial aid assistance
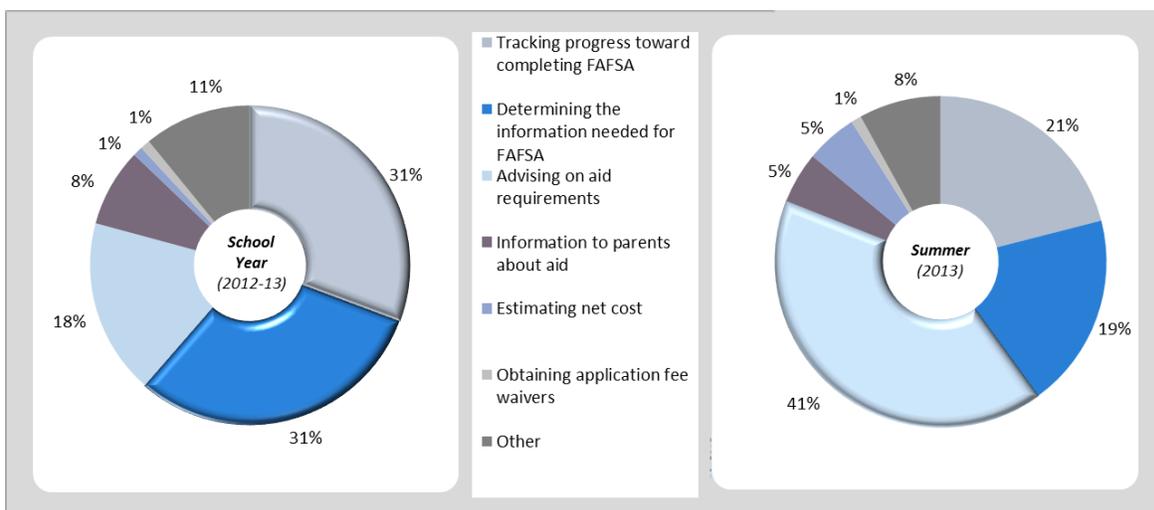
Notes: Of the 773 projects that responded to the survey, 772 projects provided information about this service during the school year; one project had missing data. 604 projects provided information about this service during the summer; one project had missing data, and 168 projects that offered only financial aid assistance during the school year were omitted.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Questions H4a1 and H4b1.

Chapter 3. Methods Used to Deliver Upward Bound Services

When, where, and how projects deliver services could influence student engagement and are, therefore, important components of Upward Bound implementation. This chapter describes the methods that Upward Bound project directors report using to deliver the Academic Preparation and College Entry Preparation services described in the previous chapter, focusing in particular on accessibility (scheduling through the year, timing during the week, and location), the use of requirements for student participation, and the approaches for delivery (grouping, technology, and staffing).

Accessibility

Offering easy access to services by providing alternative times and places may increase the likelihood of student participation in Upward Bound.

Most projects offered most services year-round, though about a quarter of projects provided coursework only during the summer, and a smaller proportion provided the three College Entry Preparation services during the school year only.

Project directors reported on whether services were offered during the school year, the summer, or both (year-round). It is possible that some types of services are more easily or typically provided at certain times of the year.

- Almost all projects offered tutoring and advising throughout the year. Less than 5 percent of projects made these services available only during the school year (see Figure 17). When responding to an open-ended question about project directors' views of promising practices, at least one project director (among the 27 randomly sampled) volunteered a particular approach to providing academic advising—implementing senior seminar class during the summer for rising seniors to focus on the importance of attending college and motivate students to pursue college enrollment (see Appendix E).

- Coursework was least likely to be offered year-round (71 percent of projects). About a quarter of Upward Bound projects provided courses only in the summer (28 percent) (see Figure 17). Projects may have taken this approach in order to allow students to focus on high school-offered courses during the school year, because they have staff to teach courses available only during the summer, or for other reasons. But this approach to implementation also potentially limits the amount of supplemental coursework that students receive as part of their Upward Bound experience.

- Each of the college entry preparation services was offered year-round in more than three quarters of projects. Less than a quarter of projects provided each service during the school

year only—college entrance exam preparation assistance (18 percent), college application assistance (14 percent), and financial aid application assistance (22 percent) (see Figure 18).

Figure 17. Percentage of projects reporting time of year when academic preparation services were offered
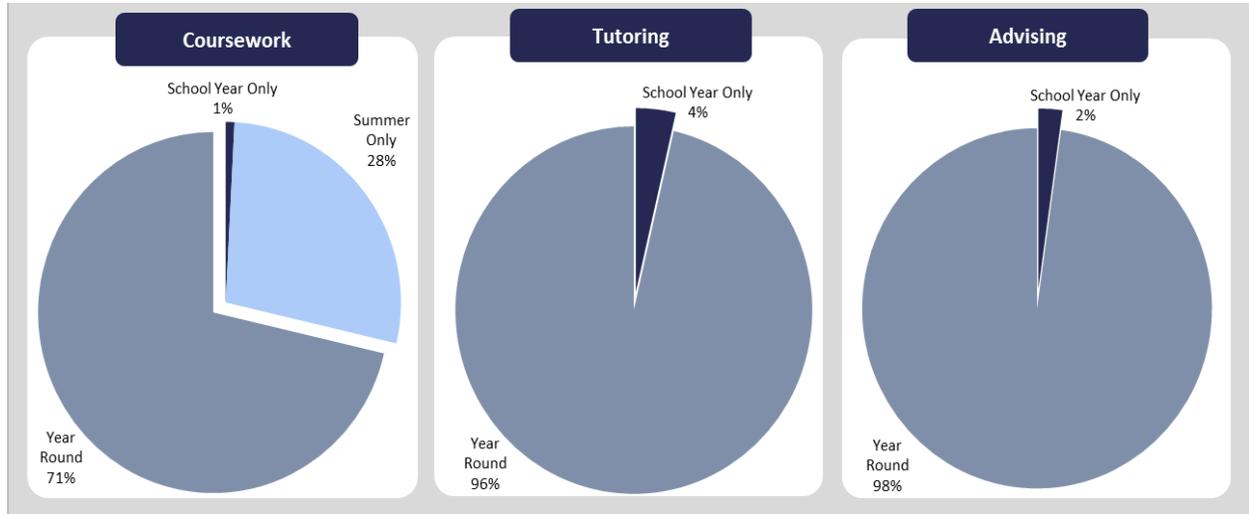
Notes: Of the 773 projects that responded to the survey, 768 projects provided information about Coursework; five project had missing data. All 773 projects provided information about Tutoring and Advising.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Questions B2, C1, and D2.

Figure 18. Percentage of projects reporting time of year when college entry preparation services were offered
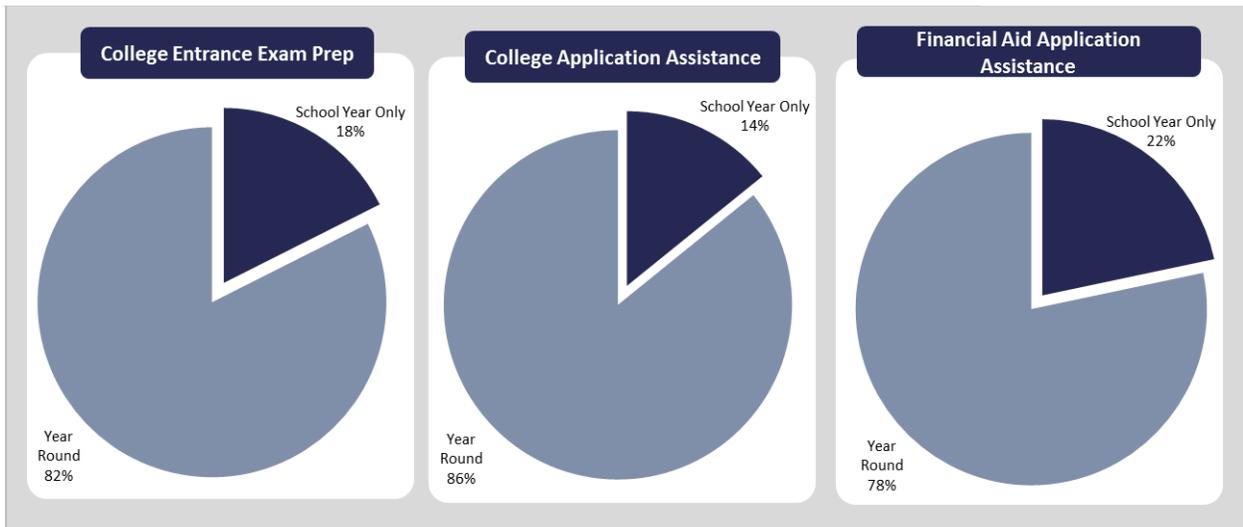
Notes: Of the 773 projects that responded to the survey, all 773 projects provided information about each service.
**Source:** *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Questions E2, G8, and H3.

All projects offered summer programs, as required, and nearly two-thirds of them included overnight stays for participants (a "residential" component).

Upward Bound projects must provide participants with a summer instructional program designed to simulate a college-going experience and can incorporate an on-campus residential component into all or part of that experience. Project directors reported on whether they offered a residential program during the summer.

- Almost two-thirds of projects (63 percent) offered residential summer programs—meaning that the participants stayed overnight at college campuses—for at least some part of the program (see Figure 19). When responding to an open-ended question about project directors' views of promising practices, at least one project director (among the 27 randomly sampled) cited having a residential summer program as a way to encourage college enrollment (see Appendix E).

- Nonresidential summer programs—where the program was only available during the day time and participants went home at the end of each day—were less prevalent (37 percent) (see Figure 19).

Figure 19. Percentage of projects reporting types of summer program offerings

Non-Residential
37%

Residential
63%
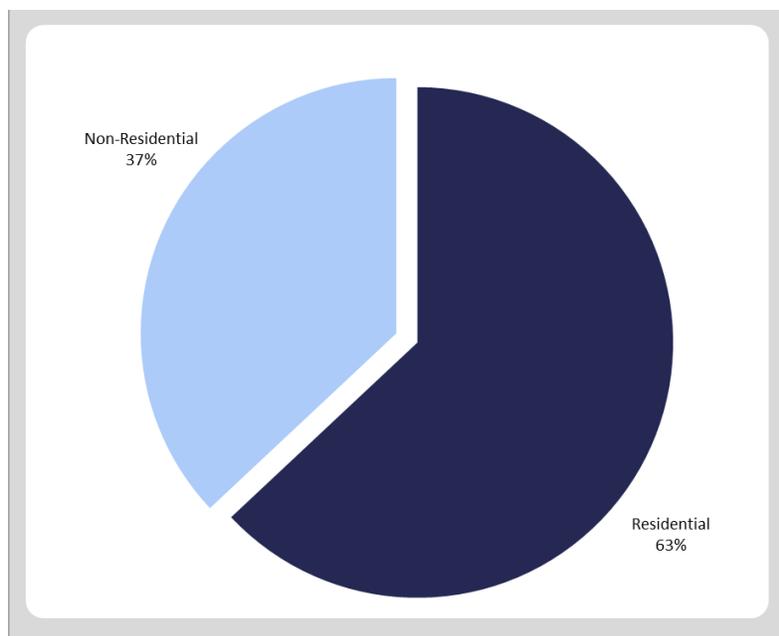
Notes: Of the 773 projects that responded to the survey, 764 projects provided information about this service; 9 projects had missing data.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question J1a.

Projects most commonly provide services after school and on weekends, with a majority offering students two or more time slots for all but a few services.

Upward Bound project directors were asked when each of the services was offered, as well as the most common time students participated in them, whether before school, during school, after school, every weekend, every other weekend, monthly, or some other time during the school year.

- All three academic preparation services were most likely to be offered after school (42 to 86 percent of projects, depending on the service) or on weekends (49 to 56 percent of projects) or both. Ten percent or fewer projects provided academic preparation services on a monthly basis, and a similar share provided services before school (see Figure 20, chart a).

- According to the project directors, participants most frequently participated in coursework on the weekends (39 percent), in tutoring after school (68 percent), and in academic advising during school (43 percent) (see Figure 20, chart b).

Figure 20. Percentage of projects reporting when academic preparation services were offered and when students most commonly participated
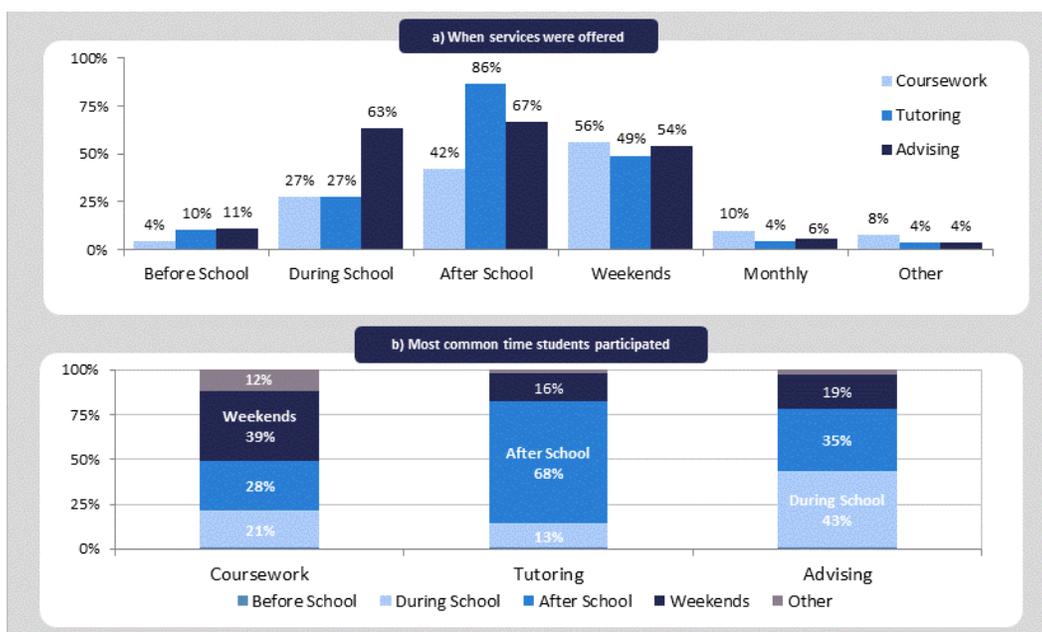
Notes: For chart (a), of the 773 projects that responded to the survey, 733 projects provided information about coursework; 40 projects had missing data. 765 projects provided information about tutoring; eight projects had missing data. 760 provided information about advising; 13 projects had missing data. Percentages for each service area can total more than 100% because projects can offer services at multiple times. For chart (b), of the 773 projects that responded to the survey, 719 projects provided information about coursework; 54 projects had missing data. 751 provided information about tutoring; 22 projects had missing data. 739 provided information about advising; 34 projects had missing data. The "Other" category in chart (b) combined monthly and other response options. The "Weekends" category combined response options: every weekend and every other weekend.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question I5b.

- While projects offered the three academic preparation services at different times, access for individual students was more constrained in some projects. More than one third of projects offered a single time period option for advising (34.6 percent), tutoring (43.1 percent), or coursework (61.1 percent), with the remainder making these services available at two or more time periods (see Table C-5b in Appendix C).

- All four college entry preparation services were also most likely to be offered after school (36 to 72 percent of projects, depending on the service) or on weekends (65 to 69 percent of projects) or both. College entry preparation services were offered before school or monthly in 10 percent or less of the projects (see Figure 21, chart a).

- Participation in college exposure and entrance exam prep was most common on weekends (just under half of all projects), while college application assistance (36 percent) and financial aid application assistance (39 percent) were most commonly accessed by participants after school (see Figure 21, chart b).

Figure 21. Percentage of projects reporting when college entry preparation services were offered and when students most commonly participated
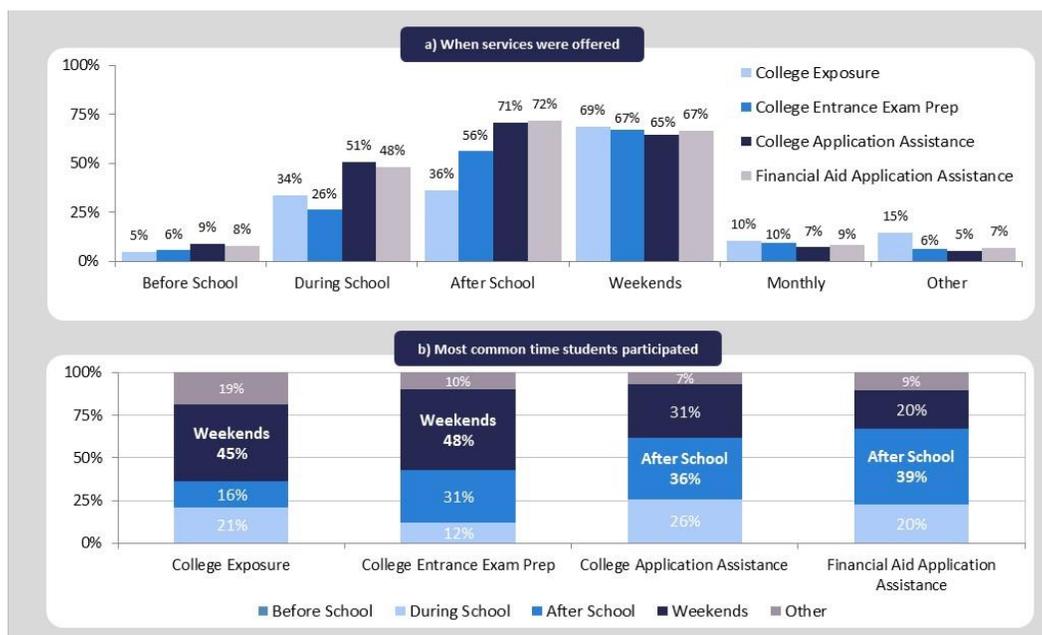
Notes: For chart a, of the 773 projects that responded to the survey, 751 projects provided information about college exposure; 22 projects had missing data. 761 provided information about college entrance exam prep and college application assistance; 12 projects had missing data. 759 projects provided information about financial aid application assistance; 14 projects had missing data. The percentages for each service area total more than 100% because projects can offer services at multiple times. For chart b, of the 773 projects that responded to the survey, 733 projects provided information about college exposure; 40 projects had missing data. 746 provided information about college entrance exam prep; 27 projects had missing data. 739 provided information about college application assistance; 34 projects had missing data. 737 provided information about financial aid application assistance; 36 projects had missing data. The "Other" category in chart (b) combined monthly and other response options. The "Weekends" category combined response options: every weekend and every other weekend.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question I5b.

- The degree to which each of the four college entry preparation services was available to individual participants varies by the type of service. About half of the projects offered college exposure (51 percent) and college entrance exam prep activities (50 percent) at a single time period, while only about one-third of projects reported offering college and financial aid application assistance (29 percent each) at a single time period (see Table C-7b in Appendix C).

Services were mostly provided at the host institution, though students were most likely to participate in tutoring and advising activities at their home high school.

Upward Bound project directors were asked where services were offered and the most common location at which students participated. Response options included: host institution, target high school, local community center, local college or university, online, and some other place.

- Over three-quarters of projects reported that the host institution was a location where academic coursework was provided (79 percent) and for about two-thirds of projects this was the dominant location—that is, where most students participated (65 percent) (see Figure 22).

- For tutoring and advising, similar proportions of projects reported providing these services at the host institution (72 percent and 80 percent) and at the projects' target high schools (74 percent and 79 percent). However, projects reported the high schools (54 percent for tutoring and 56 percent for advising) as the dominant location where most students participated (see Figure 22, chart b).

Figure 22. Percentage of projects reporting where academic preparation services were offered and where services were most commonly received
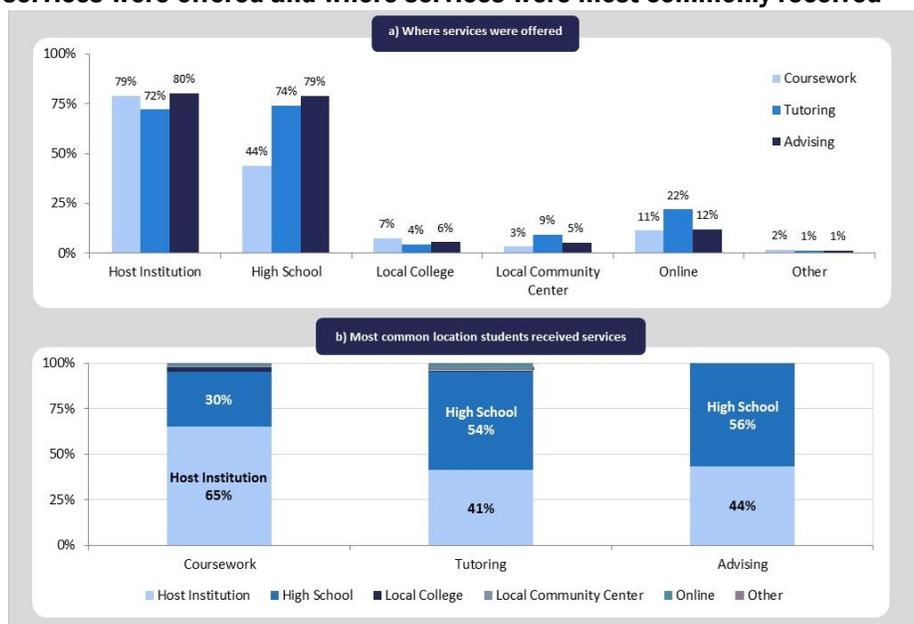
Notes: For chart a, of the 773 projects that responded to the survey, 767 projects provided information about coursework, tutoring, and advising; 6 projects had missing data. The percentages under each service area in chart a total more than 100% because projects can offer services at multiple locations. For chart b, of the 773 projects that responded to the survey, 767 projects provided information about each service; 6 projects had missing data.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question I4.

- In terms of accessibility for students, over half of projects offered tutoring at multiple locations (56 percent) and about two-thirds did so for advising (66 percent)—typically two locations—while almost two-thirds of projects offered coursework at a single location (63 percent) (see Table C-9b in Appendix C).

- The host institution was the dominant location for college entry preparation services, except for college exposure activities. Projects were most likely to make these services available at the host institution (70 percent to 89 percent, depending on the service), and students were most likely to participate there (see Figure 23). For each of these services, a smaller proportion of projects provided activities at one or more high schools (29 percent to 66 percent). Far fewer provided activities online or at other locations, with the exception of college exposure activities, which often involved visiting campuses other than the host institution (61 percent of projects).

Figure 23. Percentage of projects reporting where college entry preparation services were offered and where services were most commonly received
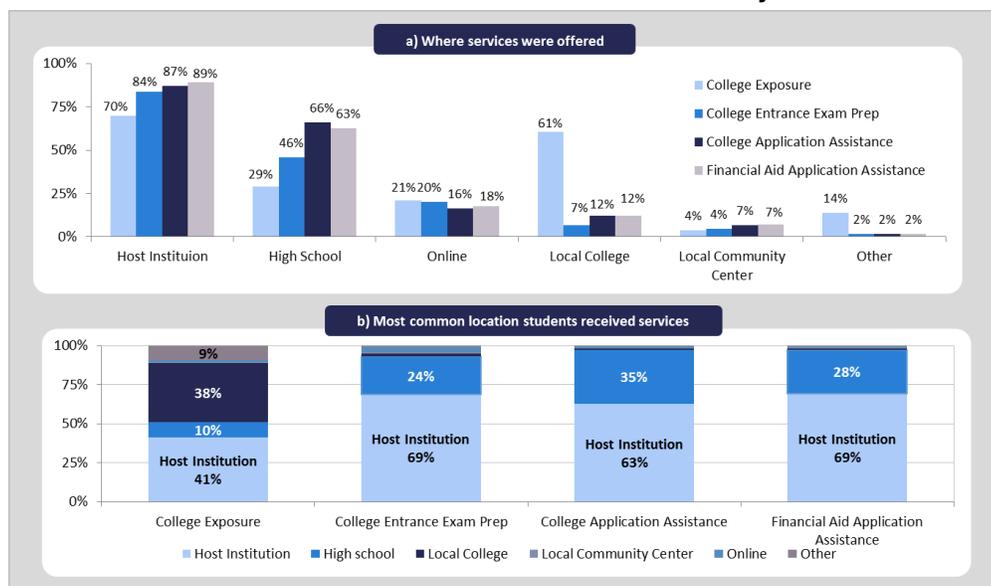
Notes: For chart a, of the 773 projects that responded to the survey, 767 projects provided information about each service; 6 projects had missing data. For chart b, of the 773 projects that responded to the survey, 767 projects provided information about each service; 6 projects had missing data. The percentages under each type of service in chart a total more than 100% because projects can offer services at multiple locations.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question I5b.

- Students in most projects were able to access the four college entry preparation services at multiple physical locations. Over half of projects offered college exposure activities (55 percent), and about two-thirds offered college or financial aid application assistance (68 percent) in more than one place, while fewer (almost half) offered college entrance exam prep (46 percent) in more than one place (see Table C-11b in Appendix C).

Most projects offered students transportation year-round.

Upward Bound project directors were asked whether transportation was provided to participants. Although responses did not specify the type of transportation support provided by projects, which might include actual physical transportation, bus cards, or tokens, this type of support may be important to accessibility, given that most projects offer services in more than one location, as noted above.

- About two-thirds of projects reported providing transportation to services year-round—both during the school year and in the summer (65 percent) (see Figure 24). Figure 24 suggests that some of the projects providing transportation during the school year (80 percent) or during the summer (also 80 percent) offer this support during one of these periods but not the other (15 percent).

- Fewer than 5 percent of projects did not offer any transportation; however, transportation was cited by almost a fourth of projects (22 percent) as the major challenge in exposing students to college environments.[16]

Figure 24. Percentage of projects reporting transportation being offered, by project period
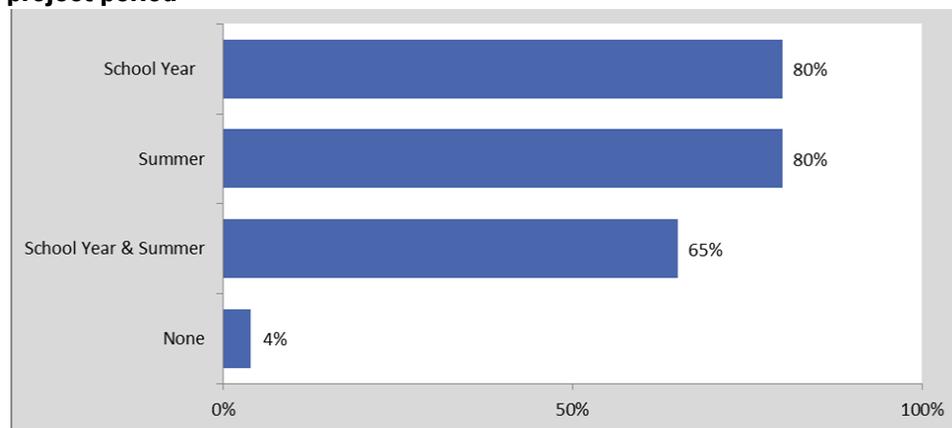
Notes: Of the 773 projects that responded to the survey, 766 projects provided information about this service; seven projects had missing data.
The percentages for providing transportation may total more than 100% because projects can offer transportation at multiple times.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question I6.

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[16] Project directors were asked to report which types of challenges they encountered in providing each of the core services and to identify the challenge that most greatly affects their ability to meet student needs for each service. See Appendix E for this information.

Engaging students is integral to Upward Bound projects but can be difficult to accomplish. When project directors were asked to identify the challenge that most greatly affects their ability to meet student needs for each service, the most commonly reported challenges relate to maximizing student participation. In 6 of the 7 service areas, either getting students to show up for activities or having sufficient time with them was the major challenge reported by close to half of projects (see Table E-2 and E-3 in Appendix E).

To ensure involvement in project offerings and address these challenges, Upward Bound projects may require students to participate in some, all, or none of their services. Theoretically, these requirements may help encourage student engagement in service areas of particular importance or need. However, they could also have the opposite effect of nudging some participants to leave the program. Projects may use different strategies in implementing participation requirements—what is required, frequency of requirement, and selection criteria—and consequences when requirements are not met.

Upward Bound project directors reported on whether services were required for all, some or no students.

Projects are more likely to require all students to participate in Academic Preparation services— specifically coursework and advising—than in those related to College Entry Preparation.

- Nearly all projects required at least some students to participate in each of the academic preparation and college entry preparation services; 10 percent of projects or fewer imposed no requirements for involvement in these activities.

- About three-quarters or more of projects required all students to participate in advising (85 percent) and coursework (72 percent), while 40 percent required all students to receive tutoring. Over half of projects required some but not all students to participate (57 percent) in tutoring, perhaps consistent with a diversity of academic need (see Figure 25).

Figure 25. Percentage of projects reporting student participation requirements in academic preparation services

Coursework
- No Requirement 10%
- Required for Some 18%
- Required for All 72%

Tutoring
- No Requirement 3%
- Required for Some 57%
- Required for All 40%

Advising
- No Requirement 3%
- Required for Some 12%
- Required for All 85%
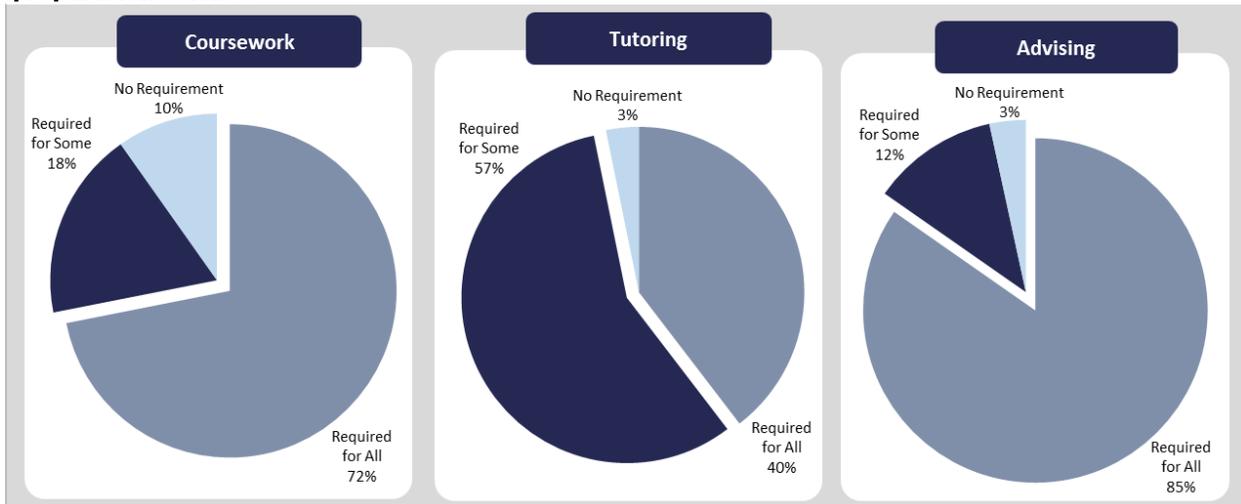
Notes: Of the 773 projects that responded to the survey, 666 projects provided information about coursework; 43 projects had missing data, and 64 projects were omitted because they did not have any participation requirements. 687 projects provided information about tutoring; 22 projects had missing data, and 64 projects were omitted because they did not have any participation requirements. 678 projects provided information about advising; 31 projects had missing data, and 64 were omitted because they did not have any participation requirements).

Source: *Study of Upward Bound implementation: Survey of Project Directors,* 2013. Questions I1cc.

Figure 26. Percentage of projects reporting student participation requirements in college entry preparation services

College Entrrance Exam Prep
- No Requirement 9%
- Required for All 37%
- Required for Some 54%

College Application Assistance
- No Requirement 7%
- Required for All 25%
- Required for Some 68%

Financial Aid Application Assistance
- No Requirement 5%
- Required for All 31%
- Required for Some 63%
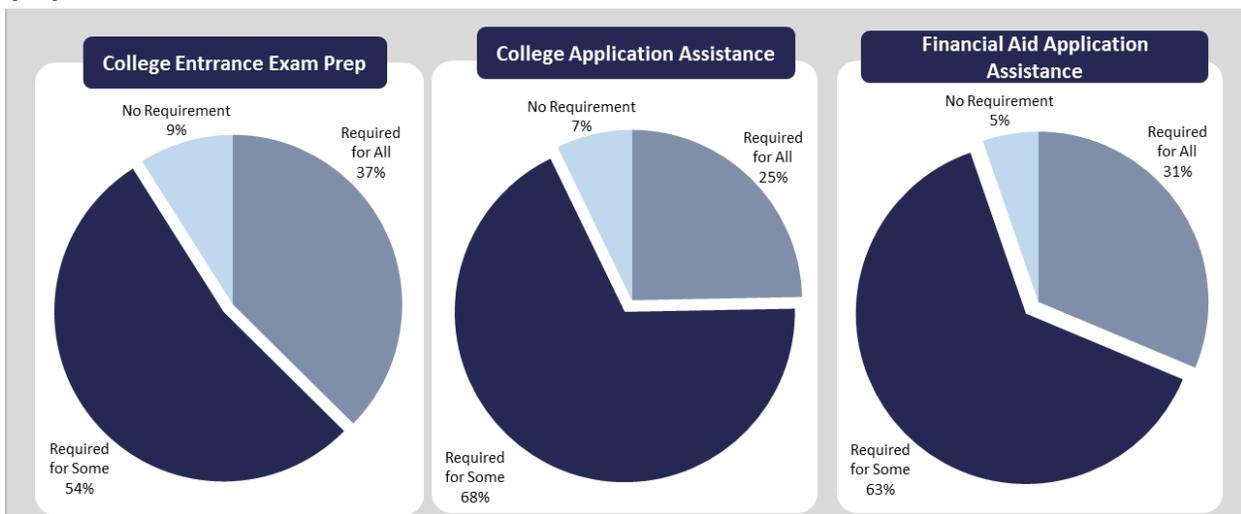
Notes: Of the 773 projects that responded to the survey, 677 projects provided information about college entrance exam prep; 32 projects had missing data, and 64 projects were omitted because they did not have any participation requirements. 681 projects provided information about college application assistance; 28 projects had missing data, and 64 projects were omitted because they did not have any participation requirements). 681 projects provided information about financial aid application assistance; 28 projects had missing data, and 64 projects were omitted because they did not have any participation requirements.

Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question I1c.

Grade level was the factor most commonly used to determine whether students were required to participate across multiple services, but projects also used other factors when determining participation in the three academic preparation services.

Among projects with a participation requirement, project directors indicated the criteria used to determine how it was applied. This information can provide insight on how projects choose to target different services to students.

- Grade level was the factor used by the most projects to determine participation requirements across all but one of the academic preparation and college entry preparation services (see Figure 27 and Figure 28). The vast majority of projects determined who was required to participate by grade level for college entrance exam prep and college and financial aid application assistance (84 to 91 percent). About two-thirds of projects used grade level for determining participation in coursework (67 percent) and advising (66 percent).

- In contrast, the vast majority of projects used GPA to determine which students were required to participate in tutoring (89 percent), and almost two-thirds used GPA for participation in coursework (60 percent).

- Other criteria, such as school recommendations, state/district test scores, or an Upward Bound specific assessment, were more likely to be used in combination or in place of grade level and GPA for academic preparation services (ranging from 30 to 63 percent of projects) than for college entry preparation services (ranging from 7 to 27 percent of projects).

Figure 27. Percentage of projects reporting participation selection criteria for academic preparation services

Coursework

Criterion	Percentage
GPA	60%
Grade Level	67%
State/District Scores	42%
UB Assessment	35%
Schl. Recommendation	43%
Other	16%

Tutoring

Criterion	Percentage
GPA	89%
Grade Level	33%
State/District Scores	48%
UB Assessment	37%
Schl. Recommendation	63%
Other	12%

Advising

| Criterion	Percentage
GPA	54%
Grade Level	66%
State/District Scores	35%
UB Assessment	30%
Schl. Recommendation	39%
Other	21%
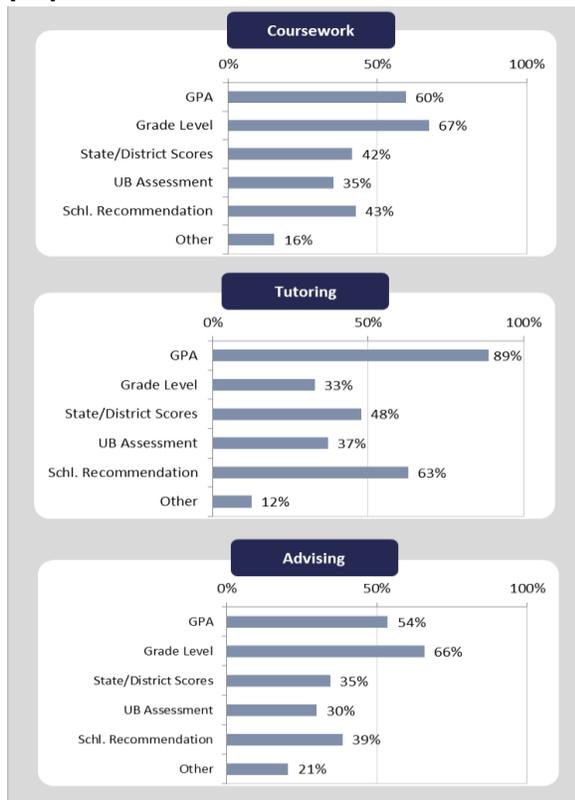
Notes: Of the 773 projects that responded to the survey, 587 projects provided information about coursework; 57 projects had missing data, and 129 projects were omitted because they did not have any participation requirements. 662 projects provided information about tutoring; 25 projects had missing data, and 86 projects were omitted because they did not have any participation requirements. 634 projects provided information about advising; 52 projects had missing data, and 87 projects were omitted because they did not have any participation requirements. The percentages in all charts may total more than 100% because projects used multiple criteria. This figure includes only projects with participation requirements for all or some students (Question I1c = 1).
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question I1d.

Figure 28. Percentage of projects reporting participation selection criteria for college entry preparation services

College Entrance Exam Prep

Criterion	Percentage
GPA	25%
Grade Level	84%
State/District Scores	27%
UB Assessment	26%
Schl. Recommendation	17%
Other	11%

College Application Assistance

Criterion	Percentage
GPA	15%
Grade Level	91%
State/District Scores	9%
UB Assessment	11%
Schl. Recommendation	16%
Other	10%

Financial Aid Application Assistance

Criterion	Percentage
GPA	12%
Grade Level	89%
State/District Scores	7%
UB Assessment	8%
Schl. Recommendation	13%
Other	13%
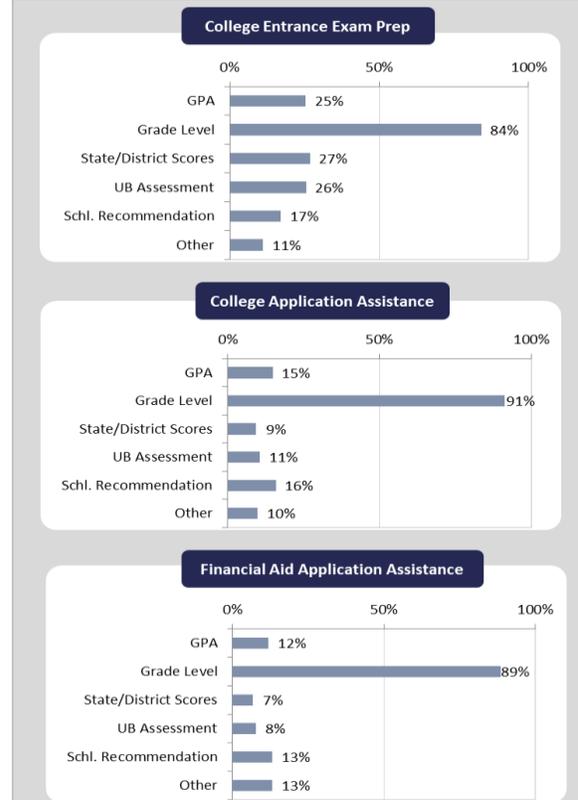
Notes: Of the 773 projects that responded to the survey, 598 projects provided information about college entrance exam prep; 50 projects had missing data, and 125 projects were omitted because they did not have any participation requirements. 615 projects provided information about college application assistance; 45 projects had missing data, and 113 projects were omitted because they did not have any participation requirements. 630 projects provided information about financial aid application assistance; 43 projects had missing data, and 100 projects were omitted because they did not have any participation requirements. The percentages in all charts may total more than 100% because projects used multiple criteria.
This figure includes only projects with participation requirements for all or some students (Question I1c = 1).
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question I1d.

Projects varied in how often students had to participate under these requirements, with greater frequency (weekly or monthly) mandated for academic preparation services than for college entry preparation services.

Among projects with a participation requirement, project directors specified the frequency— whether students had to be involved weekly, monthly, quarterly, or yearly. This project-reported information gives some general sense of how frequently Upward Bound students may have participated in activities.

- Tutoring was the only service for which there was a dominant attendance requirement—more than two-thirds of projects required weekly attendance (68 percent of projects). Less than a quarter of projects required yearly (16 percent), monthly (14 percent), or quarterly (3 percent) participation in tutoring (see Figure 29).

- For all of the other service areas, projects were divided in how frequently students were required to participate, with the largest proportion of projects requiring weekly attendance for coursework (43 percent); monthly attendance for academic advising and college entrance exam preparation (38 percent and 32 percent, respectively); and yearly attendance for assistance with college and financial aid applications (37 percent and 44 percent, respectively) (see Figure 29 and Figure 30).

Figure 29. Percentage of projects reporting frequency of student participation requirements in academic preparation services
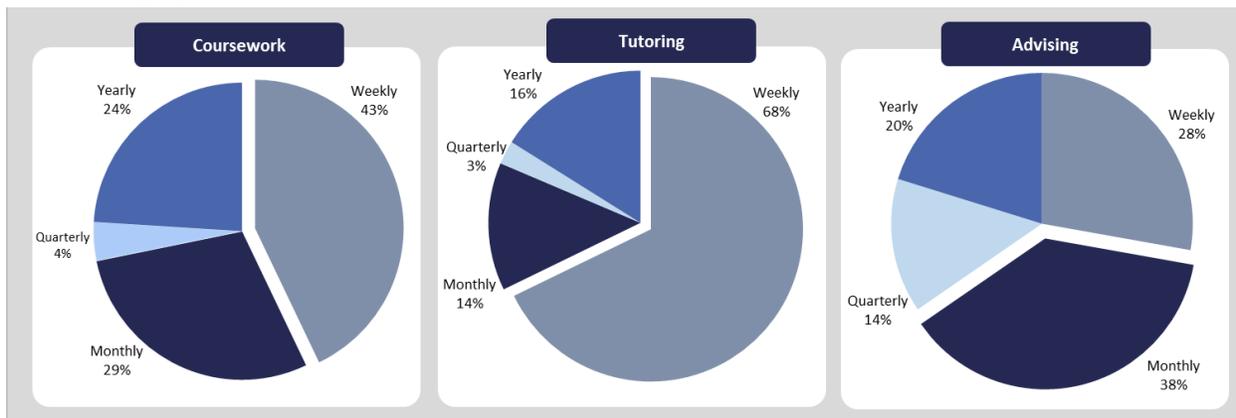
Notes: Of the 773 projects that responded to the survey, 592 projects provided information about coursework; 52 projects had missing data, and 129 projects were omitted because they did not have any participation requirements. 647 projects provided information about tutoring; 34 projects had missing data, and 86 projects were omitted because they did not have any participation requirements. 647 projects provided information about advising; 39 projects had missing data, and 87 projects were omitted because they did not have any participation requirements.
This figure includes only projects with participation requirements for all or some students (Question I1c = 1).
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question I5b.

Figure 30. Percentage of projects reporting frequency of student participation requirements in college entry preparation services

College Entrance Exam Prep
- Weekly 20%
- Monthly 32%
- Quarterly 18%
- Yearly 31%

College Application Assistance
- Weekly 19%
- Monthly 30%
- Quarterly 14%
- Yearly 37%

Financial Aid Application Assistance
- Weekly 12%
- Monthly 27%
- Quarterly 17%
- Yearly 44%
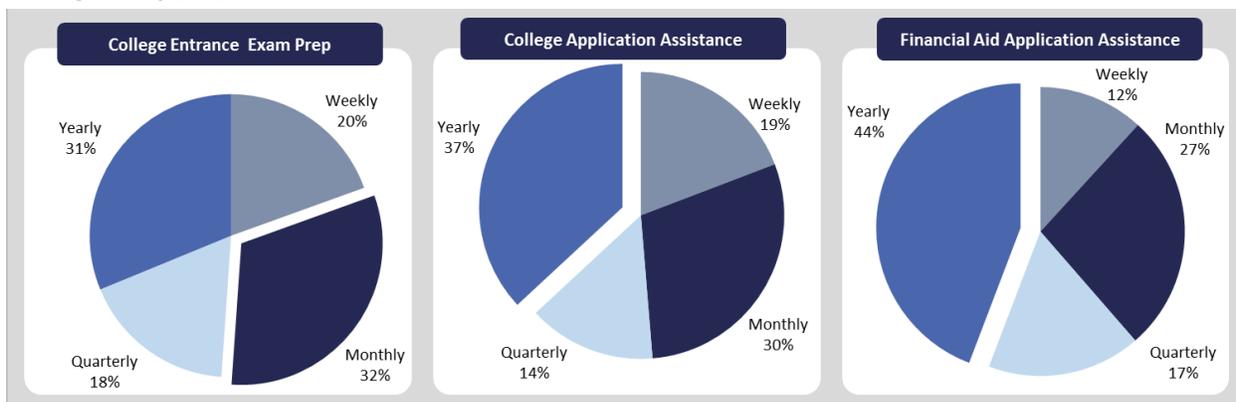
Notes: Of the 773 projects that responded to the survey, 605 projects provided information about college entrance exam prep; 43 projects had missing data, and 83 projects were omitted because they did not have any participation requirements. 624 projects provided information about College Application assistance; 36 projects had missing data, and 113 projects were omitted because they did not have any participation requirements. 634 projects provided information about financial aid application assistance; 39 projects had missing data, and 100 projects were omitted because they did not have any participation requirements.
This figure includes only projects with participation requirements for all or some students.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Questions I1c, I1d, and I5b.

Almost all projects imposed consequences for not meeting participation requirements or recommendations, with termination from the program as one of the common options.

Upward Bound project directors were asked whether they tracked participation requirements and if so, what consequences for not meeting requirements were enforced.

- Virtually all projects reported that they tracked participation requirements (97 percent), and the vast majority (95 percent) indicated that they used multiple consequences for students who did not meet participation requirements (not shown). Consequences included losing the opportunity to participate in optional activities (87 percent), being terminated from the program (82 percent), being placed on probation (79 percent), and having a stipend reduced (75 percent) (see Figure 31).

Figure 31. Percentage of projects reporting consequences enforced for not meeting requirements

- Loss Opportunities for Optional Services: 87%
- Termination from UB program: 82%
- Probation: 79%
- Stipend Reduction: 75%
- Other: 5%
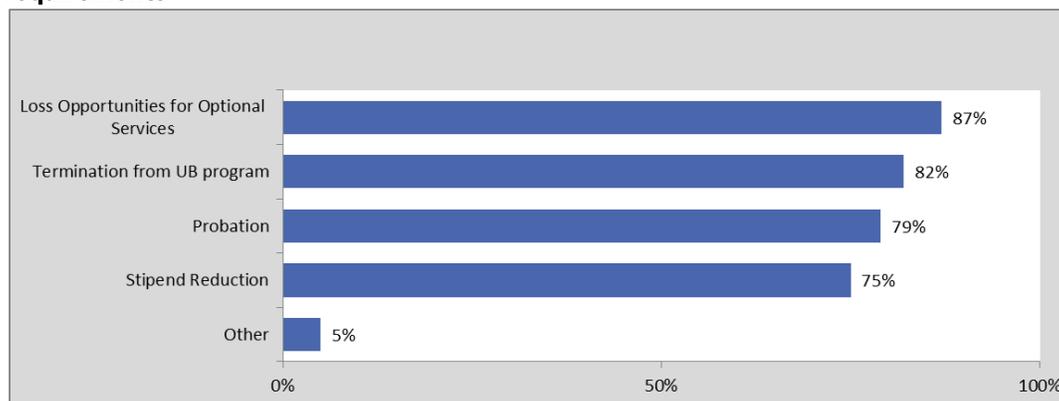
Notes: Of the 773 projects that responded to the survey, 741 projects provided information; 9 projects had missing data. The percentages will total more than 100% because projects may implement more than one type of consequence.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question I2b.

Nearly half of Upward Bound projects required participation in the summer program; student interest was the major factor in determining participation in non-mandatory summer programs.

Upward Bound projects are required to offer a summer program. Project directors were asked about participation requirements for the summer program—whether it was mandatory for all students, mandatory for some students, or available to all students but contingent on meeting specific criteria to participate. If project directors reported that their summer program was mandatory for some students or available but contingent, they were asked to report on the criteria used to determine whether participation was required or made available. These criteria included student interest, whether the student had completed Upward Bound activities, grades, GPA, and other.

- About half of Upward Bound projects required all students to participate in the summer program (49 percent). A third of projects allowed all students to participate so long as they met certain criteria (33 percent), and fewer required participation for only some students (19 percent) (see Figure 32, chart a).

- Among projects that had selection criteria for participation in the summer program, about two-thirds of the projects indicated that participation was open to eligible students who expressed interest (68 percent). Over a third also indicated that completion of a certain set of UB activities was a determining factor (39 percent), with smaller percentages using grades (30 percent) and GPA (26 percent) as selection criteria (see Figure 32, chart b).

Figure 32. Percentage of projects reporting student participation requirements and selection criteria in the summer program
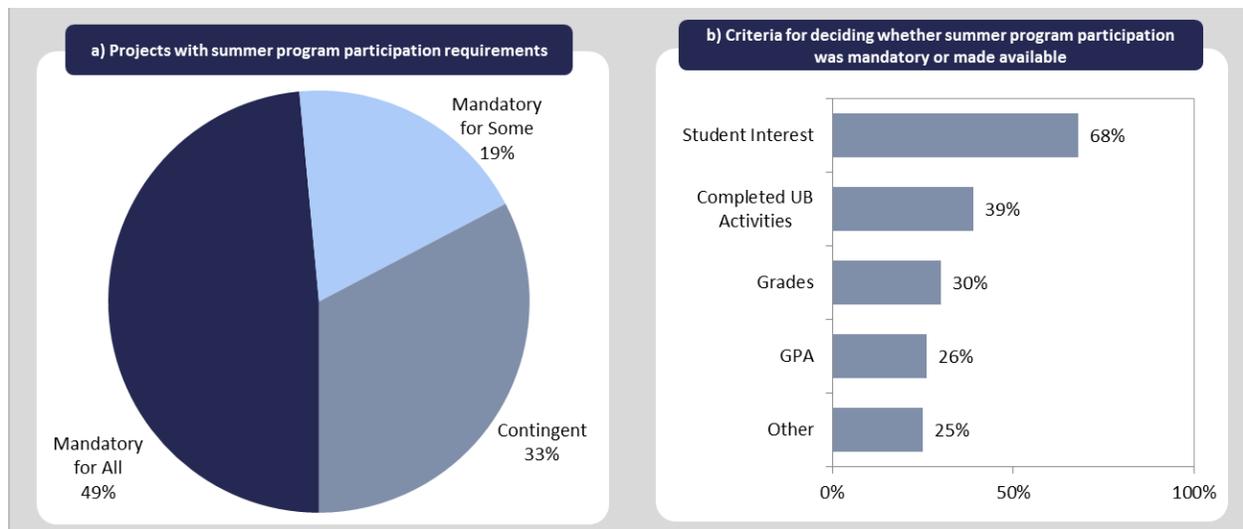
Notes: For chart a, all of the 773 projects that responded to the survey provided information about summer program participation requirements. For chart b, 394 projects provided information about summer program participation criteria; 379 projects were omitted because participation in the summer program was mandatory for all.
The percentages for chart b will total more than 100% because projects may use multiple selection criteria.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Questions J2 and J3.

Upward Bound projects can choose a number of ways to deliver services to students. Project staff may believe that some services may be better suited for delivery in person to individual students, while others can be efficiently provided to groups of students or even possibly online. Students may also be more receptive or more engaged, depending on which methods are used for specific services. Employing a variety of methods for delivering services could help students to find the approach that best meets their preferred style and needs. Staffing is also a key component of service delivery.

Projects' use of group versus one-on-one delivery varied by the type of service and also whether the service was provided during the school year or summer.

Upward Bound project directors reported on the delivery methods offered for each service during the school year and summer, as well as on the method used by the largest group of students (see Figure 33 and Figure 34).

- A group session was the primary delivery method for tutoring during the school year (55 percent of projects) and summer (66 percent) and for college entrance exam prep (74 percent and 79 percent, respectively).

- One-on-one delivery, in contrast, was the primary delivery method for services during the school year only, specifically for advising and college application assistance (64 percent each) and for financial aid application assistance (51 percent). When responding to an open-ended question about their views of promising practices, at least one project director (among the 27 randomly sampled) volunteered a particular approach to providing assistance with college applications—namely, providing individualized support and walking students through each step of the application process to encourage college enrollment (see Appendix E).

- About 10 percent or fewer projects primarily used other methods for any of the core services (ranging from zero for advising to 11 percent for college entrance exam preparation during the summer). Using a binder and checklist as an organizational tool, which may support the delivery of academic advising services in any of the delivery methods, was also cited in at least one of the randomly sampled written responses to a question asking project directors for their opinions about promising practices (see Appendix E).

Figure 33. Percentage of projects reporting on the most common delivery methods for tutoring and advising
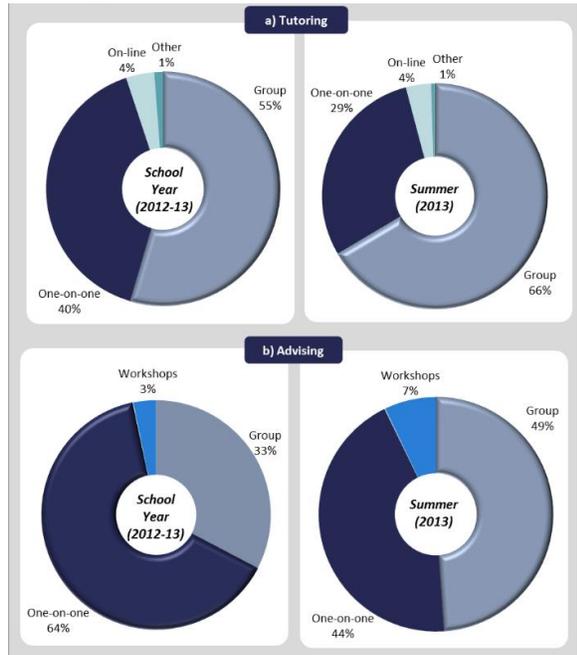
Notes: For chart a, all of the 773 projects that responded to the survey provided information about tutoring services during the school year. 745 provided information about tutoring services during the summer; 28 projects were omitted because they did not offer tutoring during the summer. For chart b, all of the 773 projects that responded to the survey provided information about advising services during the school year. 756 projects provided information about advising services during the summer; 17 projects were omitted because they did not offer advising during the summer.

Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Questions B2b and D2d.

Figure 34. Percentage of projects reporting on the most common delivery methods for college entry preparation services
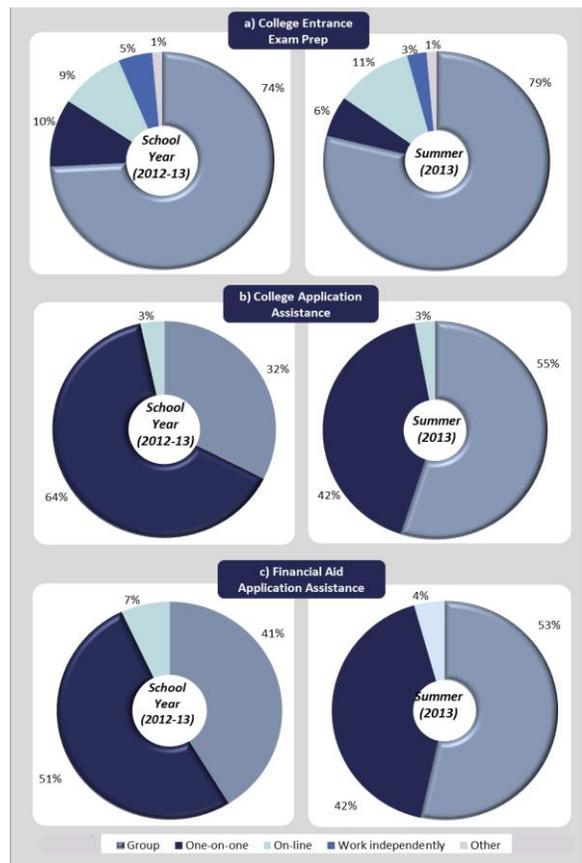
Notes: For chart a, of the 773 projects that responded to the survey, all 773 provided information about college entrance exam preparation during the school year. 637 provided information about college entrance exam preparation during the summer; 136 projects were omitted because they did not offer this service during the summer. For chart b, all 773 projects that responded to the survey provided information about college application assistance during the school year. 663 provided information about college application assistance during the summer; 110 projects were omitted because they did not offer this service during the summer. For chart c, all 773 projects that responded to the survey provided information about financial aid application assistance during the school year. 605 provided information about financial aid application assistance during the summer; and 168 projects were omitted because they did not offer this service during the summer.

Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Questions A2e, G8, and H3.

Projects use technology in different ways for different services.

Although Upward Bound projects may not use technology as a primary way of delivering services, approaches such as text messaging, email, social media, and specialized software can still play a major role. Upward Bound project directors reported on the technology used in each service area.

- Among the three academic preparation services, dominant technology strategies used by at least half of projects included electronic content (for example, learning management systems, e-books, curricula) for coursework (53 percent), email for tutoring and advising (54 percent and 69 percent), and social media and text messaging for advising (55 percent of projects) (see Figure 35, chart a).

- Among the college entry preparation services, at least half of projects used specialized software for college entrance exam preparation (50 percent), electronic content for all four of the core services (50 to 54 percent), and email for assisting with college applications and financial aid (59 percent and 58 percent, respectively) (see Figure 35, chart b).

Figure 35. Percentage of projects reporting on type of technology used to deliver academic preparation and college entry preparation services
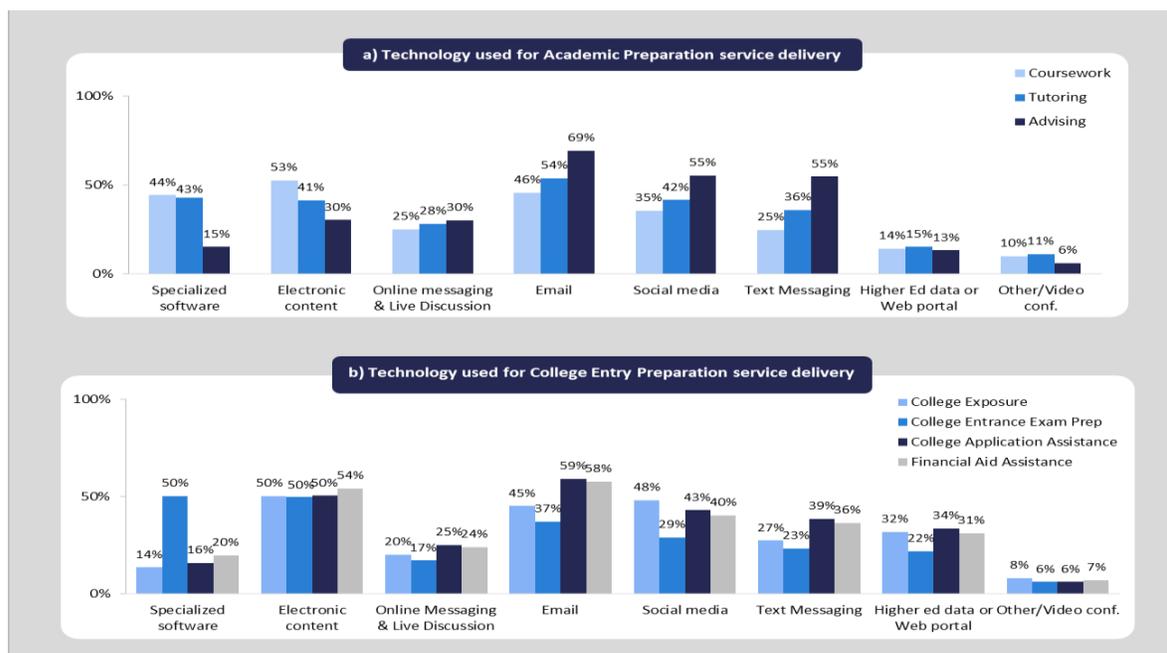
Notes: For chart a, of the 773 projects that responded to the survey, 545 projects provided information about coursework services; 228 projects had missing data. 614 provided information about tutoring services; 159 projects had missing data. 623 projects provided information about advising services; 150 projects had missing data. For chart b, of the 773 projects that responded to the survey, 608 projects responded for college exposure; 165 projects had missing data. 632 projects provided information about college entrance exam preparation; 141 had missing data. 681 projects provided information about college application assistance; 92 projects had missing data. 684 projects provided information about financial aid assistance; 89 projects had missing data. The percentages in charts a and b will total more than 100% because projects may use multiple types of technology.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question K1.

Projects employed a higher number of part-time than full-time staff and also relied on volunteers, but permanent full-time staff typically provided most of the services.

Project directors were asked to report on the number and type of staff providing services to students during the school year and summer, as well as on the type of staff that served the largest number of students—paid full-time staff, paid part-time staff, and unpaid volunteer staff.

- On average, Upward Bound projects had a staff of 20 in the summer and a smaller staff of 14 during the school year, with most of them being part-time (12 of 20 in the summer and 7 of 14 in the school year). Projects also used volunteers (4 of 20 in the summer and 4 of 14 in the school year) (see Figure 36).

Figure 36. Average number of staff providing services to students during the school year and summer
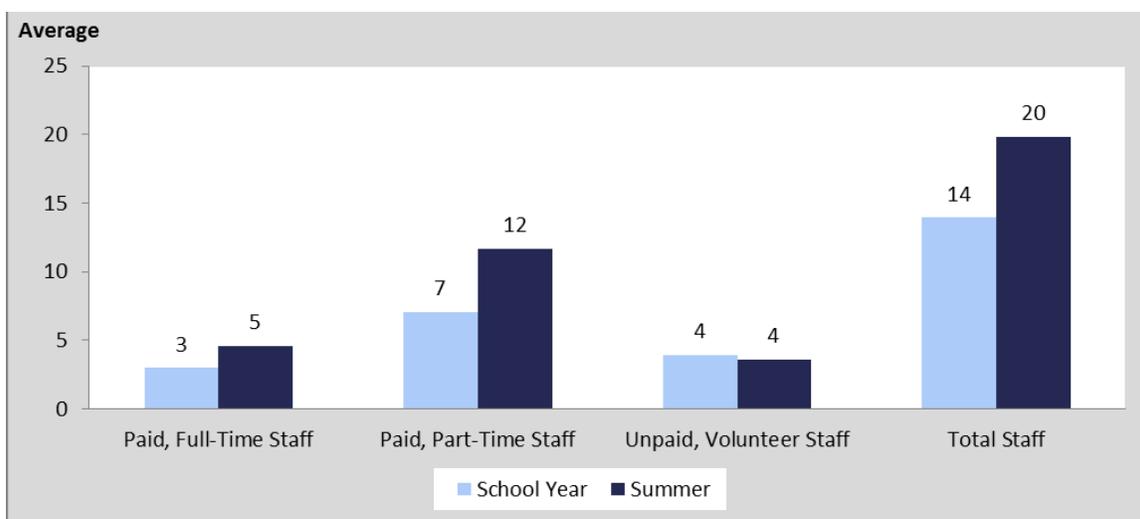
Notes: The figure is limited to project directors who provided information about each staff category. Of the 773 projects that responded to the survey, 588 projects provided information about project staff during the school year. 598 projects provided information about staff in the summer.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question A1a.

- For 4 of the 7 core services, paid full-time employees were the dominant type of staff working with students (see Figures 37 and 38). This was true for advising, college application assistance, financial aid assistance, and college exposure activities during both the school year and summer (in close to 90 percent of projects).

- In contrast, two-thirds or more of projects used paid part-time staff to provide coursework and tutoring during both the school year (65 percent and 78 percent, respectively) and summer (84 percent for both services). When directly responding to an open-ended question about their views of promising practices, at least one of the project directors from the small randomly selected sample cited using tutors with similar backgrounds to participants who have recently gone through the college application and enrollment process (often referred to as near-peers) as a way to encourage college enrollment (see Appendix E).

- For college entrance exam preparation activities, a similar share of projects relied primarily on paid full-time and on paid part-time staff to deliver services (about half of projects).

Figure 37. Percentage of projects reporting on the type of staff serving students in academic preparation services
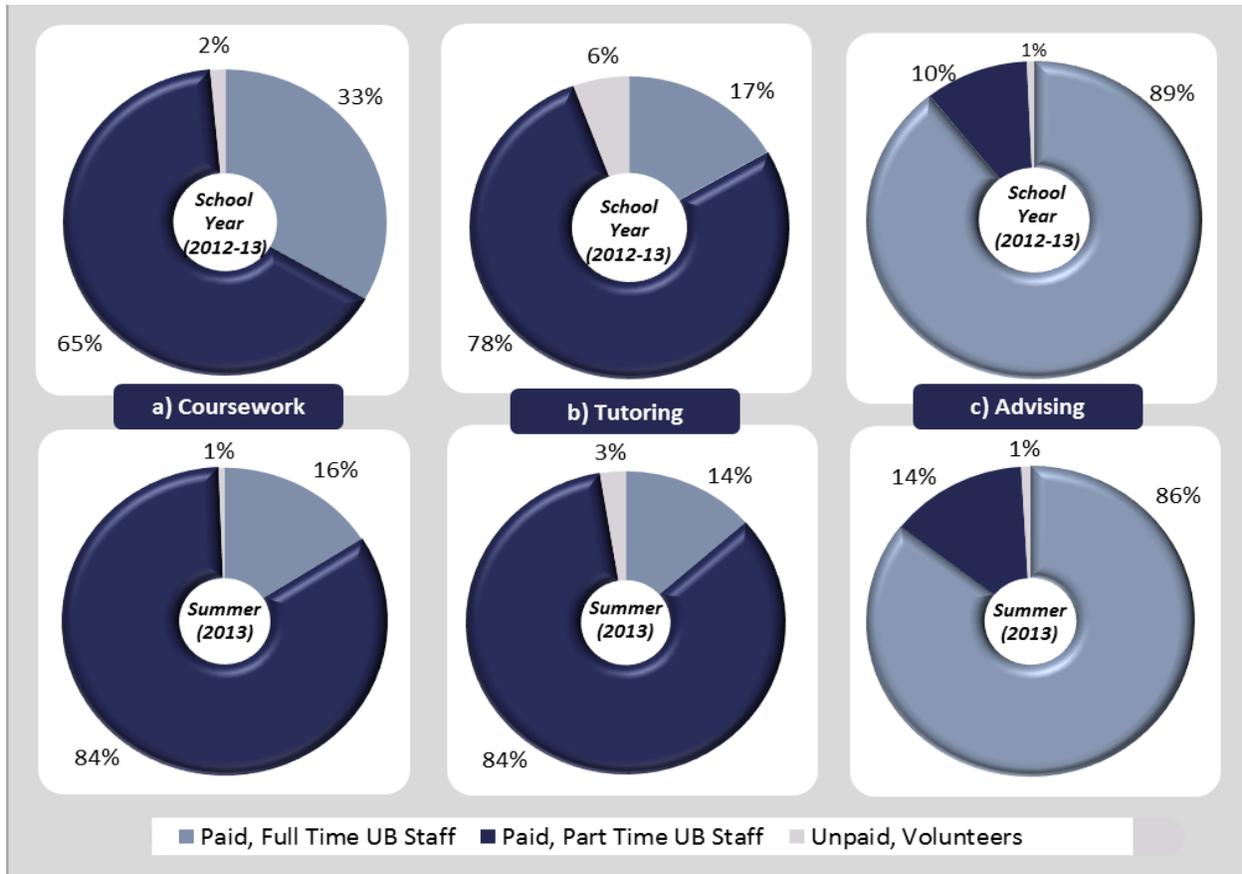
Notes: For chart a, of the 773 projects that responded to the survey, 689 provided information about coursework services during the school year; 84 projects had missing data. 702 projects provided information about coursework services in the summer; 71 had missing data. For chart b, of the 773 projects that responded to the survey, 707 provided information about tutoring services during the school year; 66 projects had missing data. 702 provided information about tutoring services in the summer; 71 projects had missing data. For chart c, of the 773 that responded to the survey, 714 provided information about advising services during the school year; 59 projects had missing data. 713 provided information about advising services in the summer; 60 projects had missing data.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question A2a.

Figure 38. Percentage of projects reporting on the type of staff serving students in college entry preparation services

a) College Entrance Exam Prep

School Year (2012-13): 50%, 2%, 49%

Summer (2013): 46%, 2%, 53%

b) College Application Assistance

School Year (2012-13): 89%, 1%, 10%

Summer (2013): 88%, 12%

c) Financial Aid Application Assistance

School Year (2012-13): 88%, 4%, 8%

Summer (2013): 87%, 3%, 10%

d) College Exposure

School Year (2012-13): 91%, 1%, 8%

Summer (2013): 87%, 1%, 12%

Legend: ■ Paid, Full Time UB Staff ■ Paid, Part Time UB Staff □ Unpaid, Volunteers
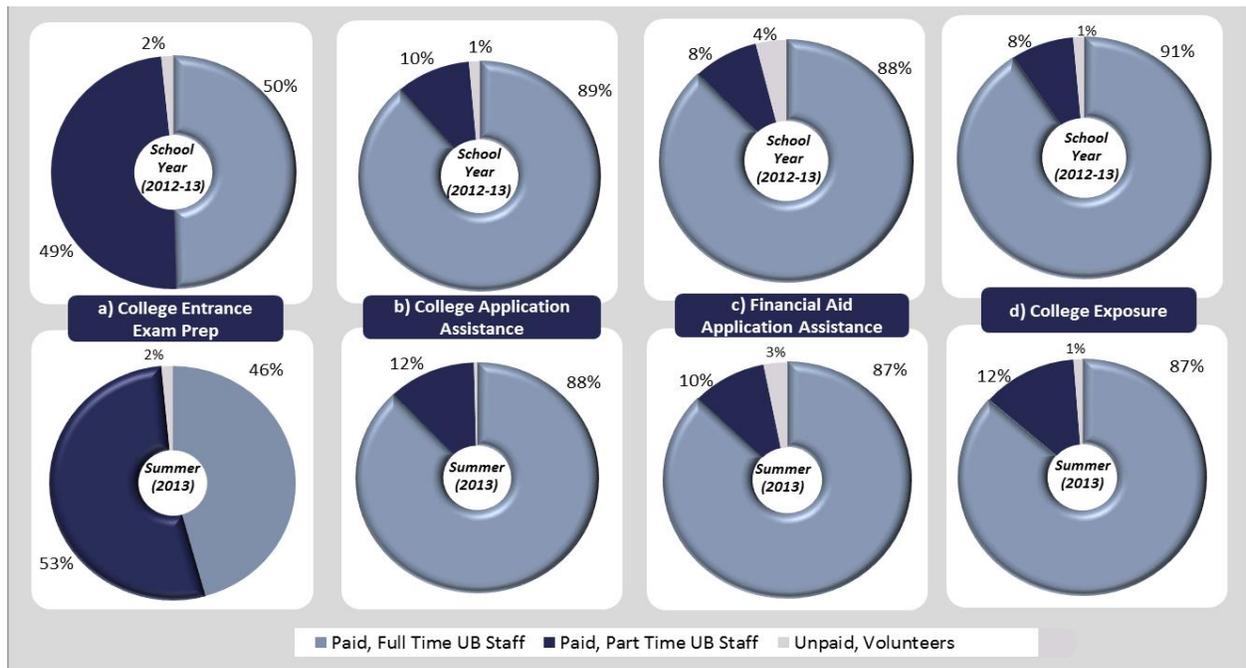
Notes: For chart a, of 773 projects that responded to the survey, 694 provided information about college entrance exam preparation; 79 projects had missing data. For chart b, of the 773 projects that responded to the survey, 697 provided information about college application assistance; 76 projects had missing data. For chart c, of the 773 projects that responded to the survey, 684 provided information about financial aid application assistance; 89 projects had missing data. For chart d, of the 773 projects that responded to the survey, 699 provided information about college exposure; 74 projects had missing data.
Source: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013. Question A2a.

Chapter 4. How Service Implementation Varies by Type of Project

Chapters 2 and 3 of this report described how Upward Bound projects typically focus and deliver their services. This chapter explores the extent to which implementation differs according to certain key types or characteristics of projects. Exploring differences in the focus and delivery features of Upward Bound services—reflecting choices made or constraints faced by projects of different types—may provide insights that could help shape future improvement efforts.

Because so many approaches to service focus and delivery were explored in previous chapters, not all of them could be explored here by project type, so the following subset was selected:

- How projects spent most of their time or served the most students during the school year for each of the core service areas (from Chapter 2);

- Delivery methods that are hypothesized to be most influential on student involvement in Upward Bound (from Chapter 3), such as the accessibility or intensity of services or requirements to participate.[17]

Approaches implemented by almost all projects (more than 90 percent) or by very few (less than 10 percent) were not considered, because they would not be expected to vary by project type. The findings discussed here focus on "substantive differences" (at least 10 percentage points) between projects of different types because differences of lesser magnitude are unlikely to affect policy or the emphasis of technical assistance. A full set of tables with results from the analysis of differences is provided in Appendix D.

Project Types Examined

The specific characteristics or types of projects analyzed were selected for their potential to help explain and potentially influence how projects devise and deliver their programs. The five project types analyzed are discussed in the following text, and further detail is provided in Table 4.

1. **Project size**. The size of Upward Bound projects varies in terms of the number of participants that they serve. Upward Bound projects received funding for an average of 75 participants in FY2012.[18] However, the number of funded slots varied across grants, with 90 percent of projects funded to serve between 50 and 125 students. Larger projects may benefit from economies of scale, while smaller ones may be able to provide more personalized services. For this analysis, projects were divided into three approximately equal-sized groups: small projects,

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[17] A small number of additional strategies were examined because they are particularly policy relevant, such as offering college credit to students for Upward Bound coursework (dual enrollment) and recommending students apply to 4+ colleges.

[18] Data on participants is derived from the number of funded program slots. The number of participants actually served in a year depends on the rate at which students enter and exit the program, which was not available from the survey data.

with fewer than 63 participants; medium-sized projects, with 63 to 77 participants; and large projects, with more than 77 participants.[19]

2. **Funding Level (per-student funding).** Upward Bound projects do not receive a fixed amount of funding for each student served. Instead, projects request a certain level of funding in their grant application, subject to the constraints in the grant announcement. The level of funding awarded may depend at least in part on local costs (for example, how much a project pays its staff), the optional services the project proposes to offer, and how it plans to implement the services. In FY2012, Upward Bound projects were awarded an average of $4,351 per participant. Yet, across all projects, per-student funding ranged roughly from $2,500 to $5,000. This variation raises the question of whether projects with higher per-student funding provide different kinds of services, more intensive services, or greater access to services than projects with less funding. To explore the association between per-student funding and Upward Bound services, projects were divided into three approximately equal-sized groups—projects with high, moderate, and low per-student funding.[20,21]

3. **Urbanicity or Locale.** The urbanicity of the project (whether the project's host institution is located in an urban, suburban, or rural area) could influence implementation. This characteristic may be associated with travel distances and the availability of public transportation in the area, both of which could affect students' ability to access services. Geographic accessibility could also influence the focus of the services that projects choose to offer or the ways in which projects deliver their services.[22] Just under half of all current Upward Bound projects (48 percent) are located in urban areas, with the other half more commonly located in rural (32 percent) than suburban (20 percent) areas.

4. **Host Institution IHE status.** Whether a project is hosted by a four-year college, two-year college, or other institution may affect the orientation or resources that the host institution can bring to the delivery of Upward Bound services. Currently, more than half (56 percent) of Upward Bound projects are hosted by a four-year institution of higher education (IHE) and about one third (33 percent) by a two-year IHE (primarily a community or technical college).

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[19] The goal was to divide projects into three groups of equal size. However, some projects shared the same number of funded participants. Therefore, groups were made as equal in size as possible without assigning two projects of the same size to different groups.

[20] The goal was to divide projects into three groups of equal size. However, some projects shared the same per-student funding levels. Therefore, groups were designed to be as close in size as possible without assigning two projects with the same per-student funding level to different groups.

[21] Dividing projects into these subgroups required data from the Office of Postsecondary Education for each Upward Bound grant on (1) the total amount of grant funding issued for FY2012 and (2) the total number of funded "program slots" for students in that year. Per-student funding was constructed by dividing the total grant amount by the number of funded program slots.

[22] As noted in Chapter 1, data on urbanicity were obtained from the Integrated Postsecondary Data System (IPEDS). Eighty-seven of the 773 projects that responded to the survey have missing data for this analysis, primarily because the host institution was not a postsecondary institution.

The remaining project hosts are non-IHEs (11 percent), a mix of community-based organizations, municipal departments, secondary schools, and school districts.

5. **Minority-Serving Institution (MSI) host status.** MSIs include historically black and tribal colleges and universities, among others with high proportions of minority undergraduate enrollment. MSIs' experience in serving minority college students may inform their approach to serving disadvantaged students more generally—including the disadvantaged high school students who participate in their Upward Bound projects. About a third (31 percent) of the postsecondary institutions that host Upward Bound projects are Minority Serving Institutions (MSIs), according to the Upward Bound grant application database.[23]

Table 4. Upward Bound projects by project characteristics

Project characteristics	Percent of projects[1]
Project size (number of participants); N = 773	
Small—fewer than 63	31
Medium—63 to 77	35
Large—more than 77	34
Per-student funding; N = 773	
Low—less than $4,167	37
Moderate—$4,167 to $4,466	30
High—more than $4,466	33
Urbanicity; N = 686	
Urban	48
Suburban	20
Rural/town	32
Type of Institution; N = 773	
4-year IHEs[2]	56
2-year IHEs	33
Non-IHEs[3]	11
MSI Classification; N = 690	
MSI[4]	31
Other IHE	69

Note: This table excludes projects for which IPEDS data were unavailable (92 among all projects and 87 among the subset of projects responding to the survey).

[1]The percentage of projects reflects the distribution of those that responded to the survey in 2013, which is nearly identical to that of the distribution of all projects awarded grants in 2013.

[2]IHE = institution of higher education.

[3]Non-IHEs include private and public agencies, secondary schools or school districts, and other organizations that are not IHEs.

[4]This distribution excludes projects hosted by institutions other than IHEs (87 among all projects and 83 among the subset of projects that responded to the survey).

Sources: U.S. Department of Education, Office of Postsecondary Education; and Study of Upward Bound Implementation: Survey of Project Directors, 2013.

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[23] Institutions were classified by OPE as MSIs if they fell into any one of the following categories as defined by statute or ED regulations: (a) Historically Black Colleges and Universities, (b) Tribal Colleges and Universities, or (c) Other minority-serving institutions in which the percentage of minority undergraduate enrollment meets a legally defined threshold.

As hypothesized above, the project size, funding level, location, and type of host institution (including MSI status) of an Upward Bound project might be expected to influence the content focus of its core services and how time is most commonly spent with students. To explore these relationships, projects were divided into subgroups for each of these five project characteristics, and substantive differences of 10 percentage points or greater across the subgroups were identified. Twenty ways in which projects could focus their services ("focus areas") were examined: 7 for academic preparation services, such as coursework, tutoring, and advising, and 13 for college preparation services, such as exposure to institutions, entrance exam preparation, or help with college applications and obtaining financial aid. The checkmarks in Table 5 and in the text that follows it summarize areas of content focus for which substantive differences were found between two or more subgroups.

Table 5. Summary of differences in focus of core service, by project characteristics

Focus of core services	Project size	Funding level	Urbanicity	Type of institution	MSI
Academic courses—offerings					
Offered coursed for college credit			✓	✓	
Tutoring—most common use of time during school year					
Homework help				✓	
Subject-specific remediation					
Advising—most common use of time during school year					
Course requirements for high school graduation					
College entrance requirements					
Study skills			✓		
Academic goals		✓	✓		
College exposure services—services used by the largest number of students					
Assistance in researching colleges				✓	✓
Assistance in researching college majors					
Recruitment information sessions					
College entrance exam preparation—most common use of time during the school year					
Studying for subject-specific tests				✓	
Taking practice tests					
Learning test-taking skills			✓	✓	
College application assistance—most common use of time during the school year					
Guidance for completing applications					
Guidance for submitting applications on time				✓	
Assistance with accessing applications					
College application assistance—recommendations					
Most students apply to 4+ colleges			✓	✓	
Financial aid assistance—most common use of time during the school year					
Advising about aid requirements					
Determining the information needed for FAFSA				✓	
Tracking progress toward completing FAFSA					

Note: A checkmark means that at least one substantive difference was found between subgroup categories. No checkmark means that no substantive differences were found.

Virtually no substantive differences were found in the focus of key services by project size or funding level.

There was no apparent relationship between project size and the focus of core services: small, medium, and large projects were about equally likely to emphasize each of the 20 focus areas (see Table D-1 in Appendix D).

- Projects with low, moderate, and high per-student funding were also similar in how they focused the content or topics of core services, with one exception (see Figure 39). A larger share of projects with high per-student funding (45 percent) compared to those with moderate per-student funding (35 percent) focused their advising mostly on helping students with academic goals (in contrast to other focus areas, such as helping with course requirements for graduation, developing study skills, or other topics).

Figure 39. Percentage of projects most commonly (in time spent) focusing academic advising on academic goals, by funding level
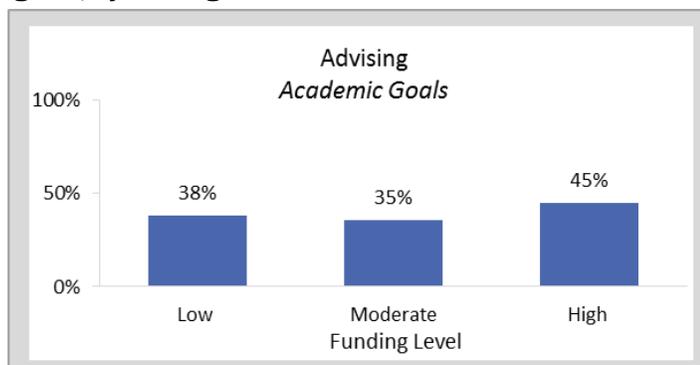
Notes: Per-student funding subgroups are defined as low: less than $4,167 per student (287 projects), moderate: between $4,167 and $4,466 per student (234 projects), and high: greater than $4,466 per student (252 projects).
Sources: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*, and U.S. Department of Education, Office of Postsecondary Education (IPEDS).

Urbanicity—especially the distinction between rural and urban projects—was related to the focus of some key services.

Urban, suburban, and rural projects differed substantively in the extent to which they addressed 5 of the 20 focus areas, including two types of strategies suggested as promising in the research literature.

- Projects in rural areas were *more* likely to offer college credit but *less* likely to recommend that students apply to four or more colleges—relative to suburban and urban projects (see Figure 40). These differences may be important to students, given recent research suggesting that college outcomes can be improved by (1) programs that allow students from a disadvantaged background to earn college credits while in high school (for example, An 2012; Giani, Alexander, & Reyes, 2014; Struhl & Vargas, 2012) and (2) applying to more colleges substantially increases the probability of enrolling (Smith, 2011).

Figure 40. Percentage of projects offering courses for college credit and recommending 4+ colleges, by urbanicity

- Urban, suburban, and rural projects varied in the focus of their college entrance exam preparation services (see Figure 41) and academic advising services (see Figure 42). For example, a smaller share of rural projects emphasized SAT or ACT test-taking skills (17 percent) than did urban (28 percent) projects. In terms of academic advising, suburban projects were *less* likely (9 percent) than rural projects (20 percent) to focus on developing students' study skills and *more* likely (48 percent) than urban and rural projects (38 percent of each) to focus on academic goal setting.

Figure 41. Percentage of projects most commonly (in time spent) focusing college entrance exam preparation on learning test-taking skills, by urbanicity
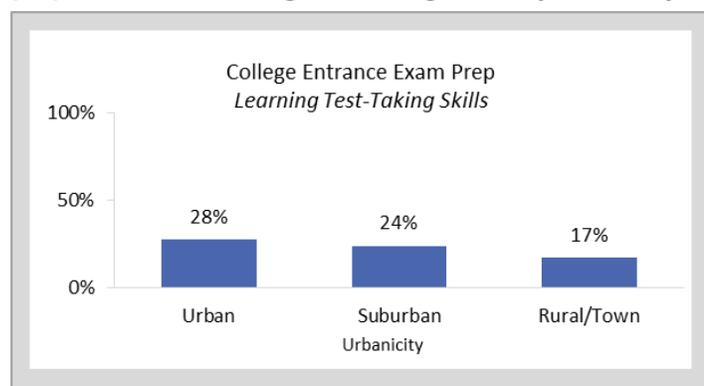
Figure 42. Percentage of projects most commonly (in time spent) focusing academic advising on study skills and academic goals, by urbanicity
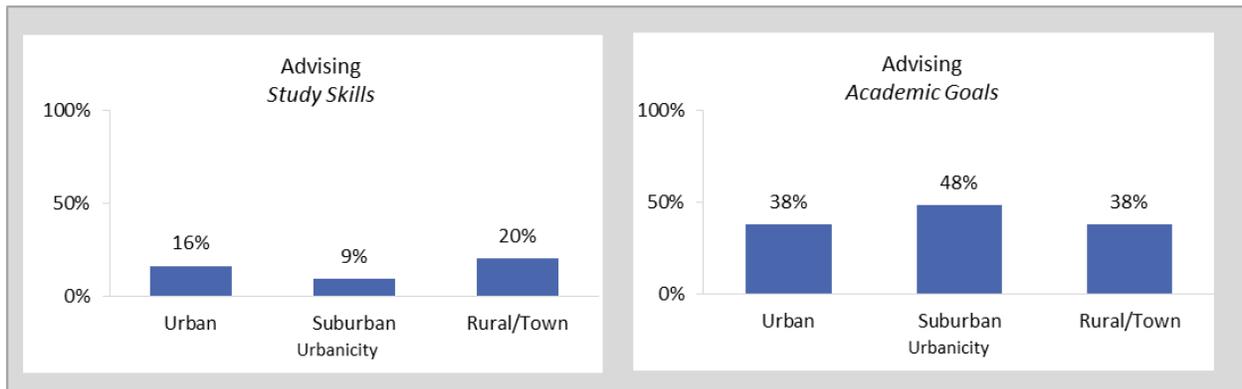
Notes: Of the 773 projects that responded to the survey, 686 projects had information on urbanicity; 87 Upward Bound projects were missing data. Urbanicity subgroups are defined as projects hosted in urban locales (328 projects), projects hosted in suburban locales (139 projects), and projects hosted in rural/town locales (219 projects).
Sources: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*, and U.S. Department of Education, Office of Postsecondary Education (IPEDS).

The variation in the focus of core services was greatest by the type of host institution—especially between two-year colleges and non-IHEs.

There were differences across projects hosted by four-year IHEs, two-year IHEs, and non-IHEs in 8 of the 20 ways that services could be focused. More differences in focus were found by type of institution than by any other project characteristics. These differences spanned two of the three required academic preparation services—academic coursework and tutoring (see Figure 43)—and all four college preparation services (see Figures 44 through 47).

Figure 43. Percentage of projects offering courses for college credit and most commonly (in time spent) focusing tutoring on homework help, by institution type
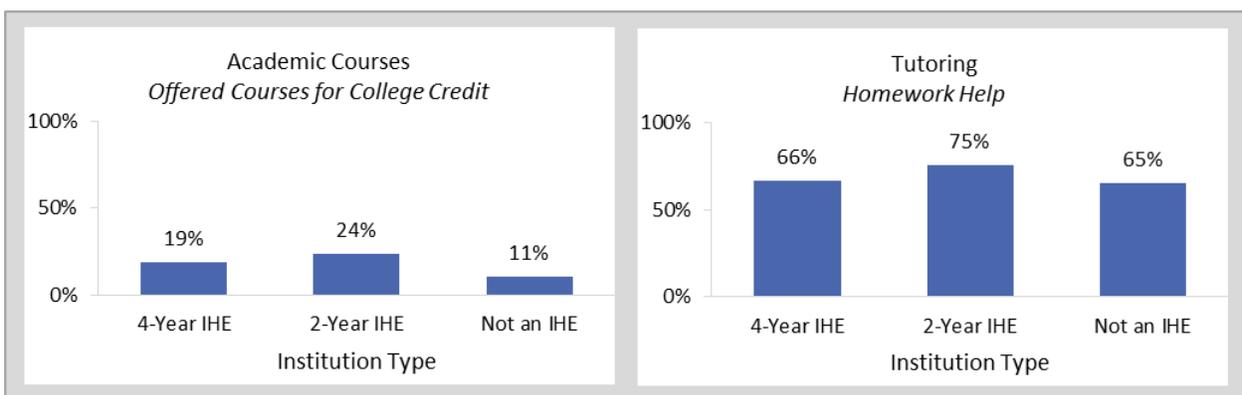
Notes: Of the 773 projects that responded to the survey, all projects had information on institution type. Institution type subgroups are defined as projects hosted by 4-year IHEs (433 projects), projects hosted by 2-year IHEs (255 projects), and projects hosted by other types of institutions, such as private and public agencies, as well as secondary schools (85 projects).
Sources: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*, and U.S. Department of Education, Office of Postsecondary Education (IPEDS).

- Projects hosted by non-IHEs were *less* likely to offer college credit (see Figure 43)—but *more* likely to recommend that students apply to four or more colleges (see Figure 45)—relative to projects hosted by two-year institutions. As indicated earlier, programs that offer college credits and recommend application to additional colleges are both associated with more favorable postsecondary outcomes. In comparison to 2-year IHEs, non-IHE hosted projects were also *more* likely to focus their college exam preparation activities on test-taking skills (26 percent for non-IHEs, 16 percent for 2-year IHEs, see Figure 44) but *less* likely to focus tutoring on homework help (75 percent for 2-year IHEs compared to 65 percent for non-IHEs, see Figure 43) and on helping students study for subject-specific tests (29 percent for non-IHEs versus 40 percent for 2-year IHEs, see Figure 44).

Figure 44. Percentage of projects most commonly (in time spent) focusing college entrance exam preparation on studying for subject-specific tests and learning test-taking skills, by institution type
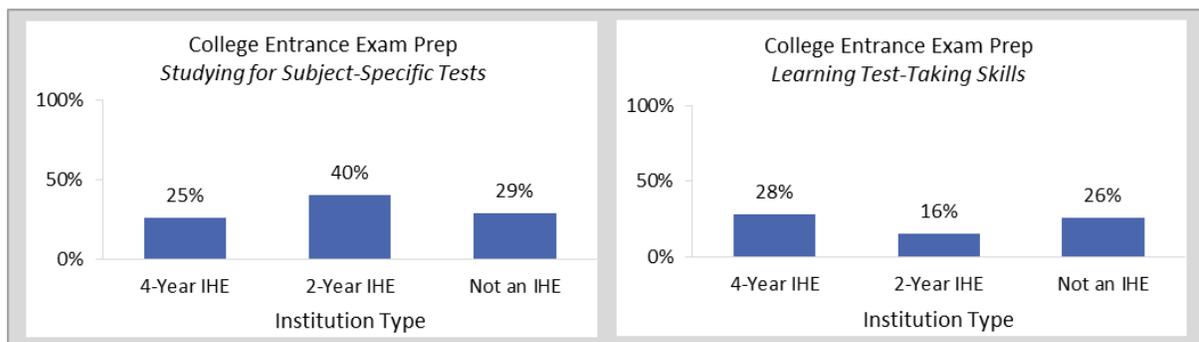
Notes: Of the 773 projects that responded to the survey, all projects had information on institution type. Institution type subgroups are defined as projects hosted by 4-year IHEs (433 projects), projects hosted by 2-year IHEs (255 projects), and projects hosted by other types of institutions, such as private and public agencies, as well as secondary schools (85 projects).
Sources: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*, and U.S. Department of Education, Office of Postsecondary Education (IPEDS).

Figure 45. Percentage of projects most commonly (in time spent) focusing college application assistance on time and recommending that most students apply to 4+ colleges, by institution type
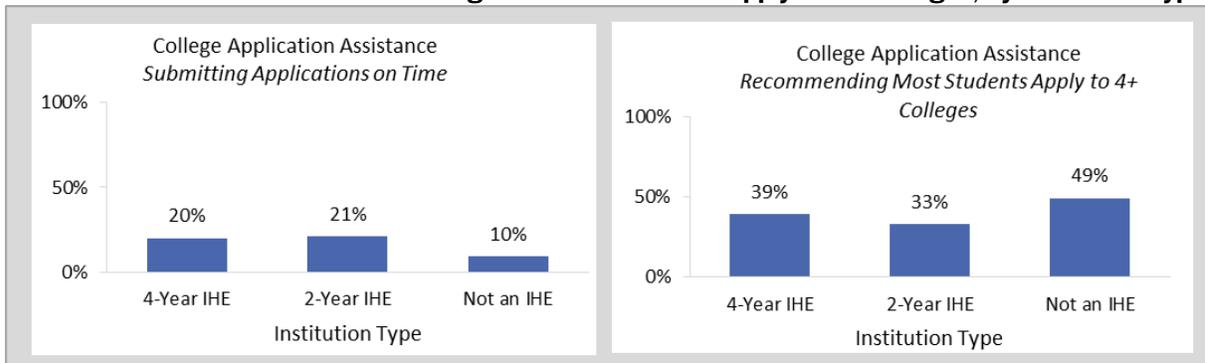
Notes: Of the 773 projects that responded to the survey, all projects had information on institution type. Institution type subgroups are defined as projects hosted by 4-year IHEs (433 projects), projects hosted by 2-year IHEs (255 projects), and projects hosted by other types of institutions, such as private and public agencies, as well as secondary schools (85 projects).
Sources: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*, and U.S. Department of Education, Office of Postsecondary Education (IPEDS).

Figure 46. Percentage of projects most commonly (in time spent) focusing financial aid application assistance on determining information needed for the FAFSA, by institution type
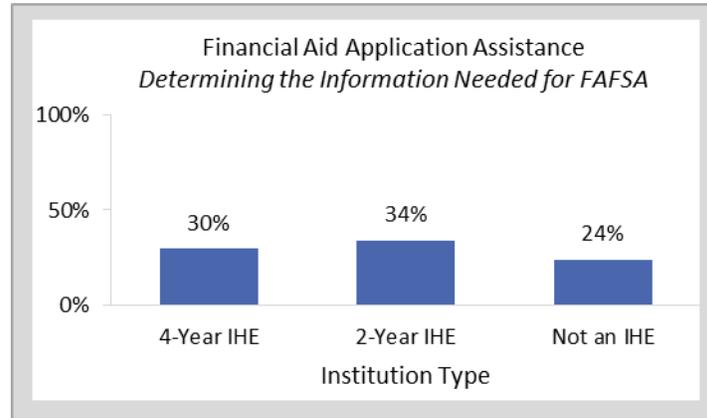
Financial Aid Application Assistance
Determining the Information Needed for FAFSA

- 4-Year IHE: 30%
- 2-Year IHE: 34%
- Not an IHE: 24%

Institution Type

Notes: Of the 773 projects that responded to the survey, all projects had information on institution type. Institution type subgroups are defined as projects hosted by 4-year IHEs (433 projects), projects hosted by 2-year IHEs (255 projects), and projects hosted by other types of institutions, such as private and public agencies, as well as secondary schools (85 projects).
Sources: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*; and U.S. Department of Education, Office of Postsecondary Education.

- An additional aspect of institution type examined was the status of the host institution as a minority-serving institution (MSI). MSIs were less likely than non-MSIs (49 percent compared to 59 percent) to focus college exposure time on researching colleges (see Figure 47).

Figure 47. Percentage of projects most commonly (in number of students served) focusing college exposure on researching colleges, by MSI classification
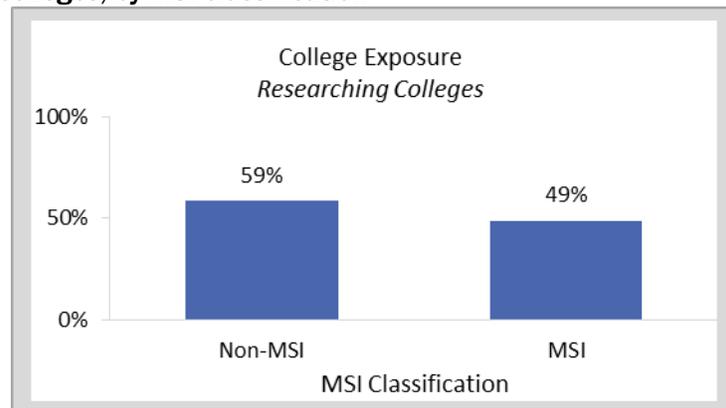
College Exposure
Researching Colleges

- Non-MSI: 59%
- MSI: 49%

MSI Classification

Notes: Of the 773 projects that responded to the survey, all projects had information on institution type. Institution type, and 83 projects hosted by non- IHE institutions were excluded from the analysis. Minority-serving institution (MSI) subgroups are defined as projects hosted at an institution (214 projects) and projects hosted at an institution not classifies as an MSI (476 projects).
Sources: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*; and U.S. Department of Education, Office of Postsecondary Education.

Delivery Features of Services: Variation by Project Type

How projects deliver their services could also be related to project characteristics examined in the previous section. Accessibility and intensity of services and whether students are required to participate could be a function of project size, funding resources, location, and type of host institution. Seven types of delivery approaches were examined, looking at different dimensions of delivery for each of the approaches. Altogether, this included 37 different delivery features. The service delivery features for which substantive differences were found between two or more subgroups are designated by the checkmarks in Table 6 and summarized in the text that follows.

Table 6. Summary of differences in service delivery features, by project characteristics

Service delivery	Project size	Funding level	Urbanicity	Type of institution	MSI
Accessibility					
Services offered year-round for					
Coursework			✓	✓	✓
Tutoring					
Advising					
College entrance exam preparation			✓		✓
College application assistance					
Financial aid assistance			✓		
Services offered at multiple times per week during school year					
Coursework					
Tutoring				✓	
Advising					
College entrance exam preparation					
College application assistance					
Financial aid assistance					
Services offered at multiple locations					
Coursework					
Tutoring				✓	
Advising				✓	
College entrance exam preparation			✓		
College application assistance				✓	
Financial aid assistance					
Other delivery features					
Transportation provided during school year				✓	
Offered a residential summer program	✓	✓	✓	✓	✓
Requirements					
Services required for					
Coursework			✓		
Tutoring					
Advising					
College entrance exam preparation					
College application assistance					
Financial aid assistance					
Services required monthly or weekly for					
Coursework, weekly		✓	✓		
Tutoring, weekly		✓		✓	
Advising, weekly					
College entrance exam preparation, weekly or monthly		✓		✓	✓
College application assistance, weekly or monthly				✓	
Financial aid assistance, weekly or monthly				✓	

| Service delivery	Project size	Funding level	Urbanicity	Type of institution	MSI
Intensity					
Service delivered 1:1 most commonly during school year					
Tutoring					
Advising					
College entrance exam preparation					
College application assistance					
Financial aid assistance				✓	

Note: A checkmark means that at least one substantive difference was found between subgroup categories. No checkmark means that no substantive differences were found.

Project size was unrelated to all but one service delivery feature—the availability of a residential summer program.

- Large projects were *more* likely to offer a residential summer program than small or medium-sized projects (see Figure 48). However, there were no substantive differences between larger and smaller projects in other measures of accessibility, student participation requirements, or intensity of service delivery.

Figure 48. Percentage of projects offering a residential summer program, by project size

Summer Program
Offered a Residential Summer Program

Small: 54%
Medium: 55%
Large: 80%
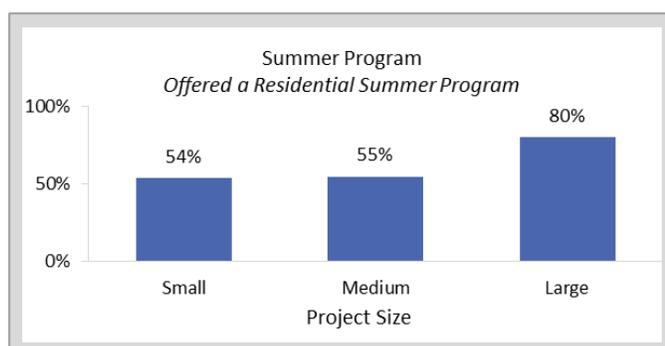
Project Size

Notes: Of the 773 projects that responded to the survey, all projects had information on project size. Project size subgroups are defined as small—fewer than 63 participants (240 projects); medium—63 to 77 participants (270 projects); and large—more than 77 participants (263 projects).
Sources: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013, and U.S. Department of Education, Office of Postsecondary Education.

Per-student funding was related to two service delivery features—the accessibility of a residential summer program and the frequency with which students were required to participate in core services.

- The availability of a residential summer program was the only substantive difference in the accessibility of services across projects with different funding levels (see Figure 49); projects with both moderate and high per-pupil funding were *more* likely to offer a summer program that included overnight stays on campus (about 70 percent each) than were projects with low per-pupil funding (51 percent).

Figure 49. Percentage of projects offering a residential summer program, by funding level
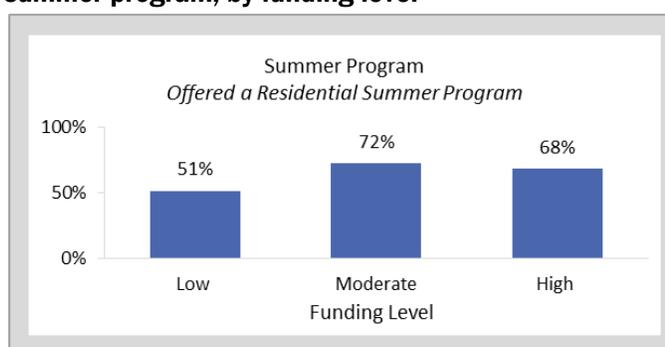
Summer Program
Offered a Residential Summer Program

Low: 51%
Moderate: 72%
High: 68%

Funding Level

Notes: Of the 773 projects that responded to the survey, all projects had information on per-student funding. Per-student funding subgroups are defined as low: less than $4,167 per student (287 projects), moderate: between $4,167 and $4,466 per student (234 projects), and high: greater than $4,466 per student (252 projects).
Sources: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013, and U.S. Department of Education, Office of Postsecondary Education.

- In addition, among projects that had requirements for student participation, high per-student funded projects were *less* likely than other projects to require weekly or monthly participation in several service areas (see Figure 50).

Figure 50. Percentage of projects requiring participation in tutoring, coursework, and college entrance exam preparation, by funding level
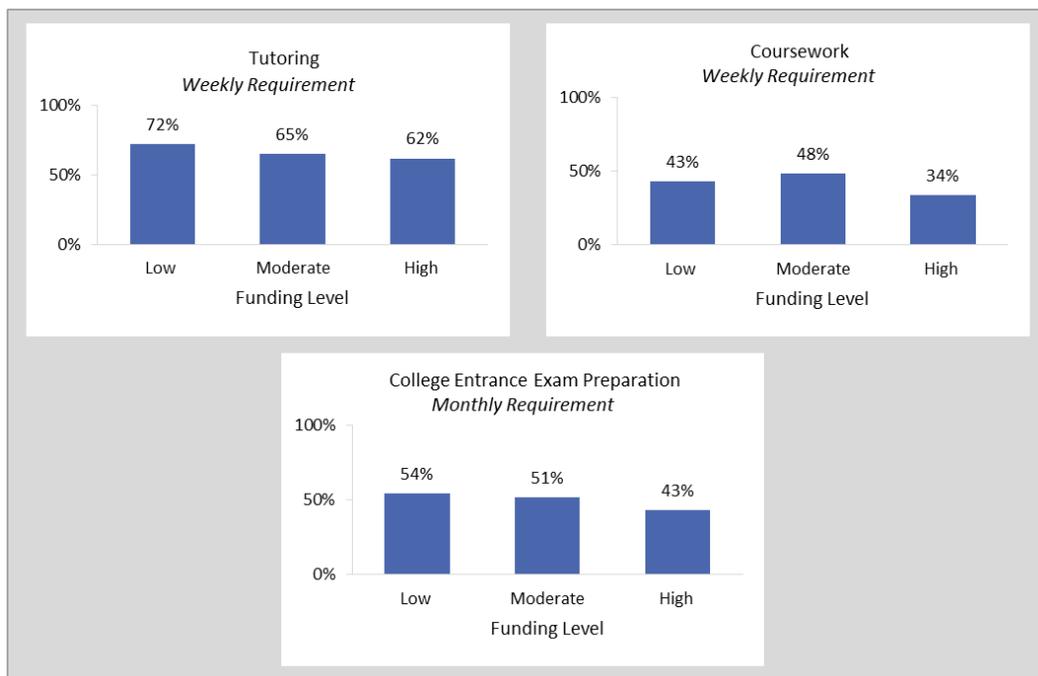
Notes: Of the 773 projects that responded to the survey, all projects had information on per-student funding. Per-student funding subgroups are defined as low—less than $4,167 per student (287 projects); moderate—between $4,167 and $4,466 per student (234 projects); and high—greater than $4,466 per student (252 projects).
**Sources:** *Study of Upward Bound Implementation: Survey of Project Directors*, 2013, and U.S. Department of Education, Office of Postsecondary Education.

Urbanicity was related to a few measures of accessibility—as well as requirements for academic coursework.

Projects differed on 7 of the 37 service delivery features examined, depending on where they were located. Urbanicity was second only to institution type as a factor in differentiating project service delivery.

- Rural, suburban, and urban projects varied on whether coursework, SAT/ACT prep, and assistance with financial aid were offered year-round. However, there was no clear pattern: for example, rural projects were *least* likely to offer coursework year-round but *most* likely to offer college entry exam preparation all year long (see Figure 51). By contrast, suburban projects were *least* likely than projects in other locales to offer college entrance exam preparation and financial aid assistance year-round.

- The availability of college entry exam prep at multiple locations and a residential summer program also varied by locale. In both cases, rural projects were *more* likely than suburban projects to implement these features (see Figure 51).

Figure 51. Percentage of projects offering services year-round, in multiple locations, and during the summer, by urbanicity
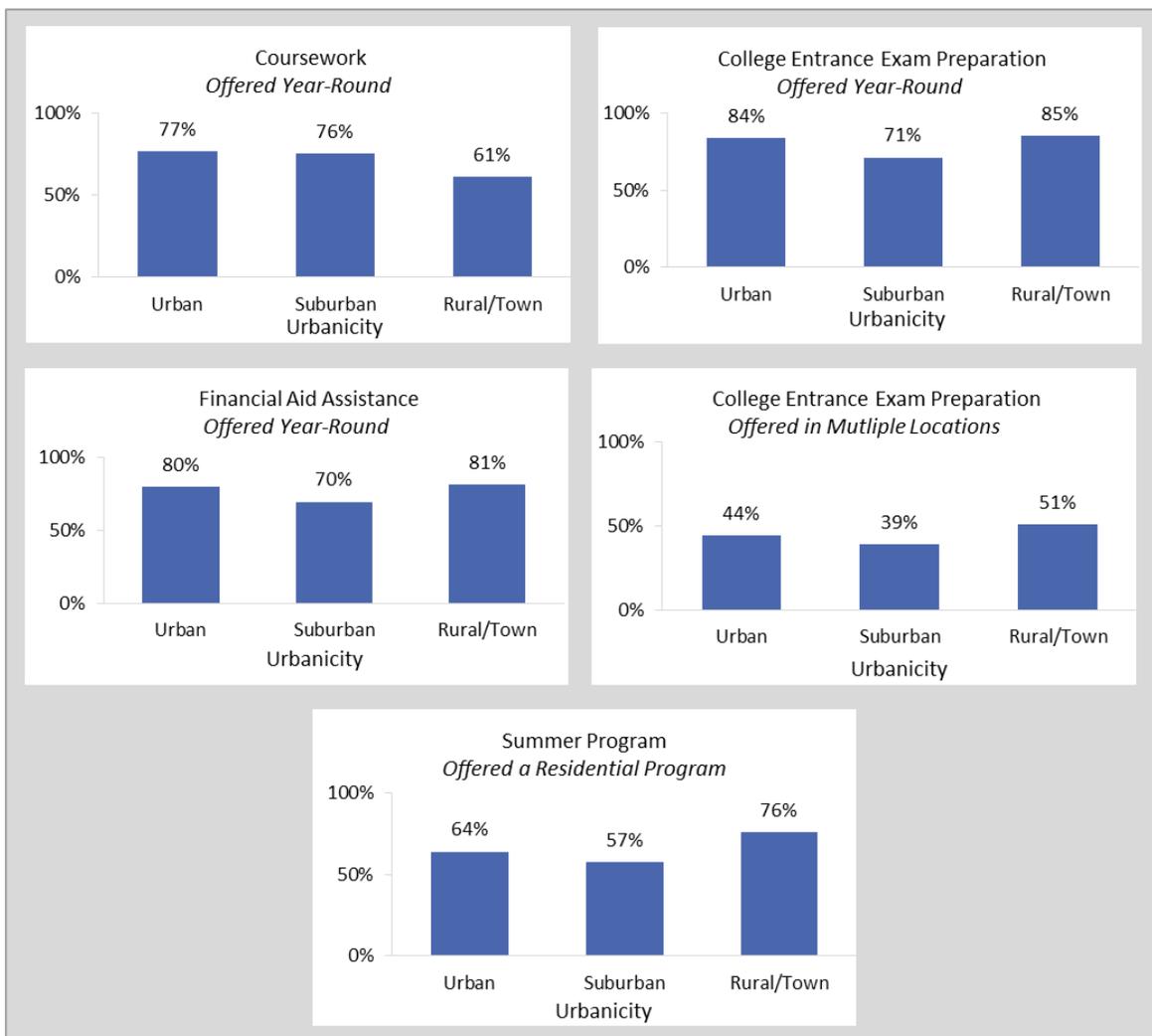
Notes: Of the 773 projects that responded to the survey, 686 projects had information on urbanicity; 87 projects had missing data. Urbanicity subgroups are defined as projects hosted in urban locales (328 projects), projects hosted in suburban locales (139 projects), and projects hosted in rural/town locales (219 projects).

Sources: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013 and the Integrated Postsecondary Data System (IPEDS).

- Urbanicity was also associated with participation requirements in academic coursework. Rural projects were *less* likely than urban projects to *require* academic coursework—and require that students participate on a weekly basis (see Figure 52).

- There were no substantive differences between urban, suburban, and rural projects across other service delivery features.

Figure 52. Percentage of projects requiring participation in coursework, by urbanicity
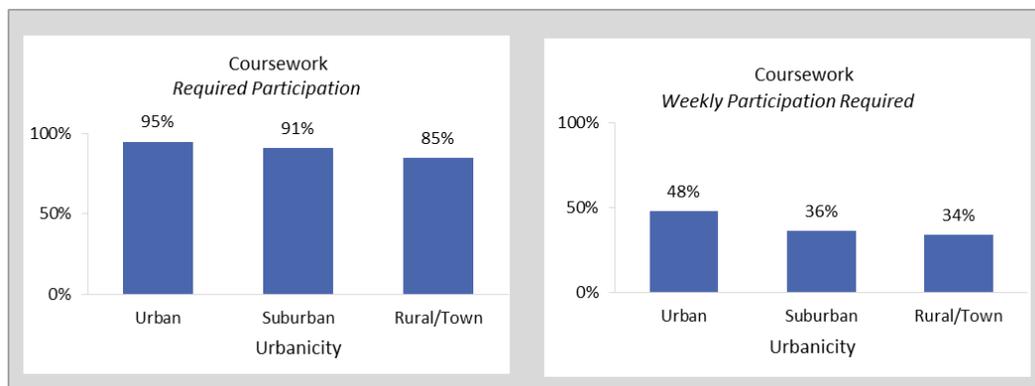
**Notes:** Of the 773 projects that responded to the survey, 686 projects had information on urbanicity; 87 projects had missing data. Urbanicity subgroups are defined as projects hosted in urban locales (328 projects), projects hosted in suburban locales (139 projects), and projects hosted in rural/town locales (219 projects).
Sources: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013 and the Integrated Postsecondary Data System (IPEDS).

The type of host institution—especially the distinction between 4-year institutions and non-IHEs—was related to the accessibility and intensity of services as well as requirements to participate.

There were substantive differences by institution type in whether projects used 12 of the 37 delivery features assessed. Institution type was the most common way that projects varied in how they delivered their core services.

- Projects hosted by 4-year IHEs were *most* likely to offer services at multiple times (tutoring) and in multiple locations (tutoring, advising, and college application assistance), to offer a residential summer program, and to provide transportation (see Figure 53).

Figure 53. Percentage of projects offering services at multiple times, multiple locations, during the summer, and providing transportation, by type of institution
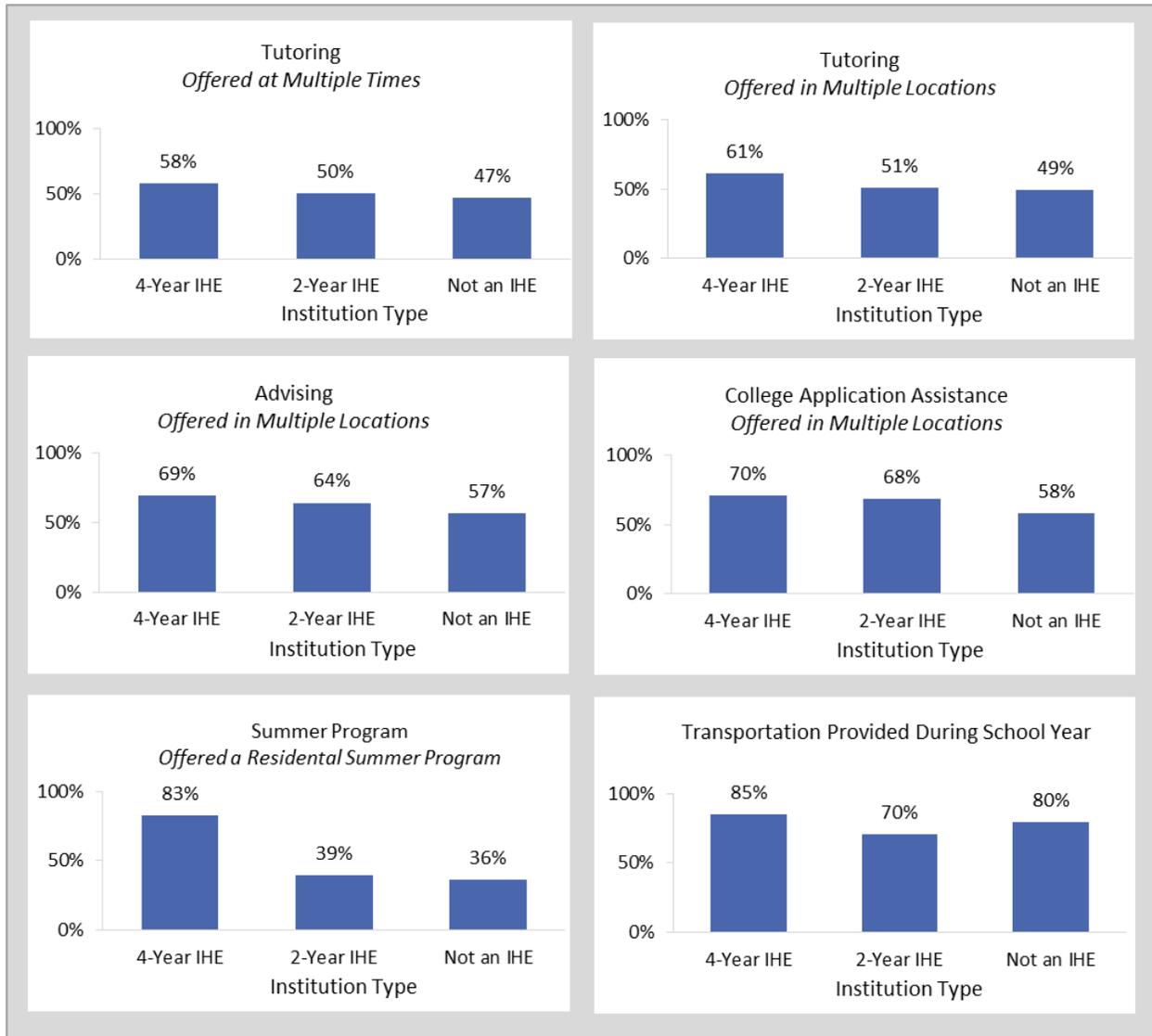
Notes: Of the 773 projects that responded to the survey, all projects had information on institution type. Institution type subgroups are defined as projects hosted by 4-year IHEs (433 projects), projects hosted by 2-year IHEs (255 projects), and projects hosted by other types of institutions, such as private and public agencies, as well as secondary schools (85 projects

Sources: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013 and the Integrated Postsecondary Data System (IPEDS).

- However, projects hosted by non-IHEs were *most* likely to require participation in multiple services (tutoring, college entrance exam preparation, college application assistance, and financial aid application assistance), offer coursework year-round, and to deliver financial aid application assistance one-on-one for most students (see Figure 54).

- There were no substantive differences among 4-year IHEs, 2-year IHEs, and non-IHEs in other delivery features, including the frequency with which services were offered.

Figure 54. Percentage of projects with participation requirements, offering coursework year-round and one-on-one financial aid application assistance, by type of institution
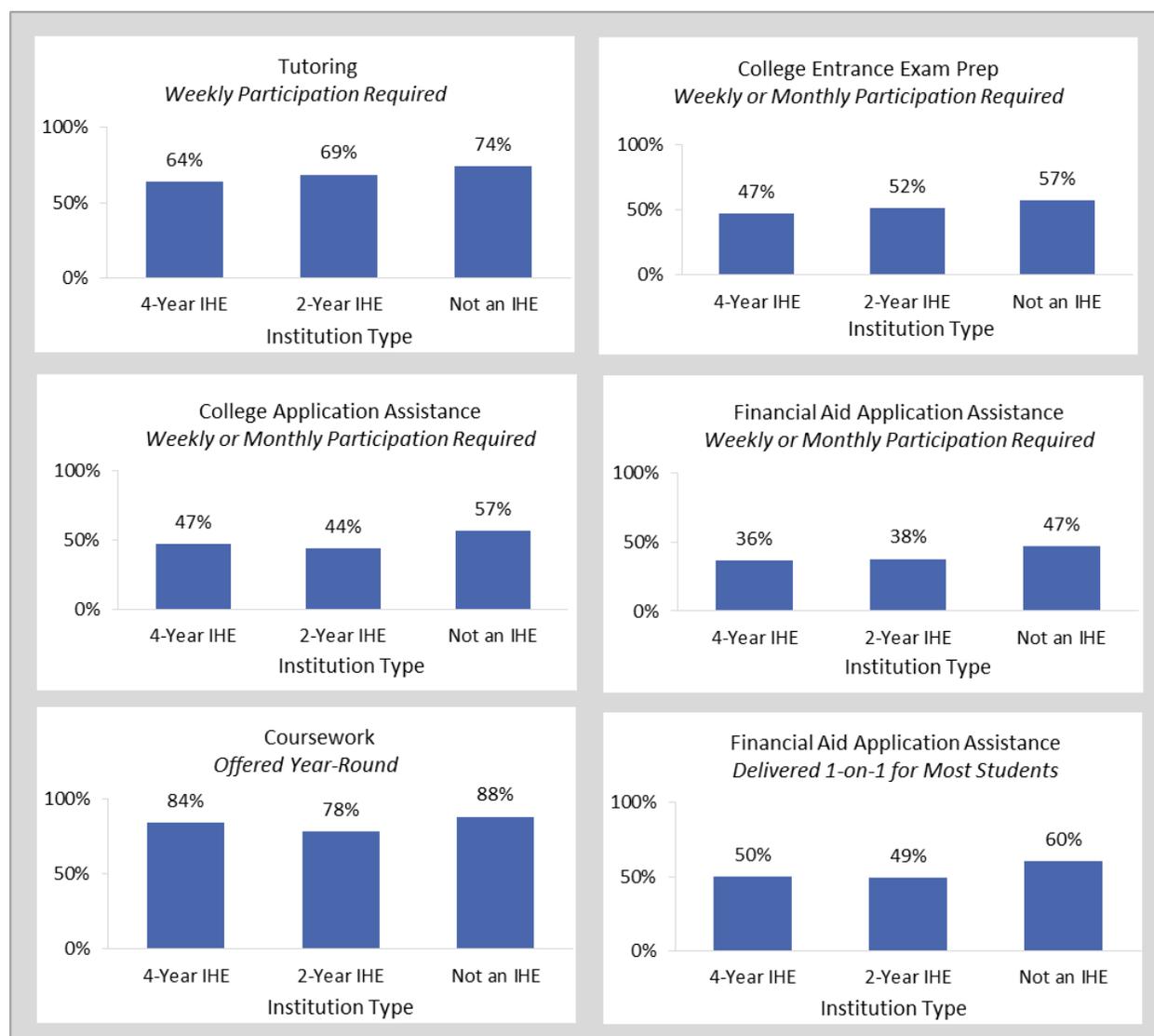

Notes: Of the 773 projects that responded to the survey, all projects had information on institution type. Institution type subgroups are defined as projects hosted by 4-year IHEs (433 projects), projects hosted by 2-year IHEs (255 projects), and projects hosted by other types of institutions, such as private and public agencies, as well as secondary schools (85 projects.
Sources: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013 and the Integrated Postsecondary Data System (IPEDS).

Projects hosted by Minority-Serving Institutions differed from projects hosted by other IHEs in a few ways—especially in ways that influence the accessibility of services.

MSI status, another way of classifying institution type, was related to service delivery on 4 of the 37 service delivery features.

- On one hand, projects hosted by MSIs were *more* likely to offer coursework year-round (86 percent) and require weekly participation in college entrance exam preparation services (56 percent) than were non-MSIs (65 percent and 46 percent, respectively, see Figure 55).

- On the other hand, MSIs were *less* likely to offer a summer residential program (56 percent) and to offer college entrance exam preparation services year-round (74 percent) than were projects hosted by other IHEs (71 percent and 85 percent, respectively, see Figure 55).

- There were no substantive differences between projects hosted by MSIs and projects hosted by other IHEs on the frequency with which services were offered, whether these services were delivered one-on-one during the school year, or other service delivery features.

Figure 55. Percentage of projects offering a residential summer program, services year-round, and requiring participation for college entrance exam participation, by MSI classification
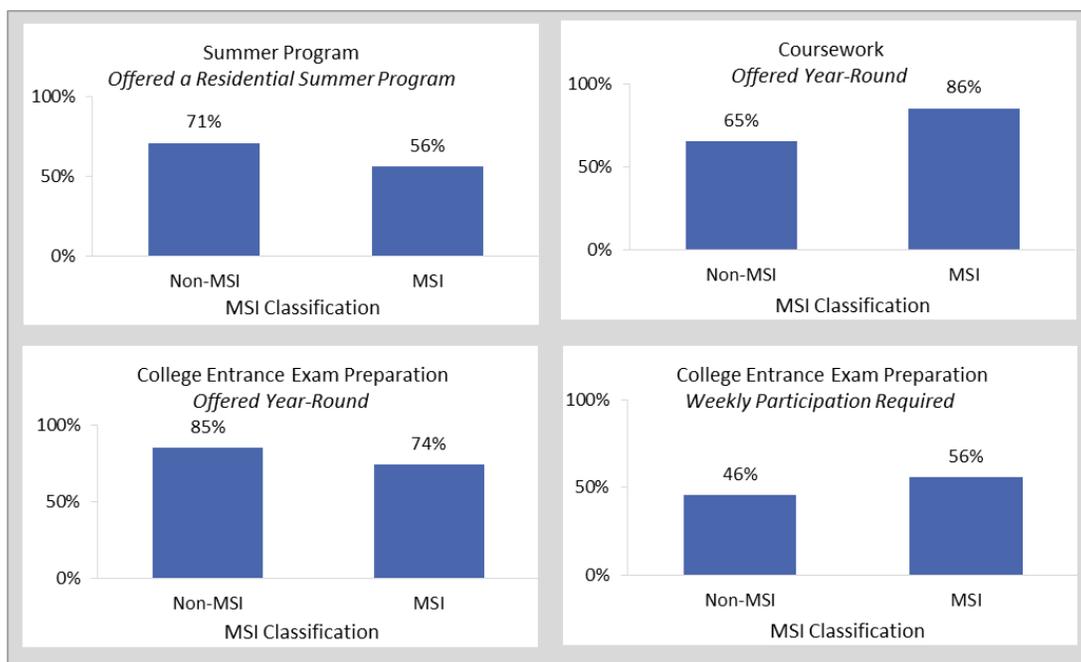
Notes: Of the 773 projects that responded to the survey, all projects had information on institution type; 83 projects hosted by non-IHE institutions were excluded from the analysis.
Minority serving institution (MSI) subgroups are defined as projects hosted at an institution classified as an MSI (214 projects), and projects hosted at an institution not classified as an MSI (476 projects).
Sources: *Study of Upward Bound Implementation: Survey of Project Directors*, 2013 and the Integrated Postsecondary Data System (IPEDS).

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Appendix A. Rubric

Table A-1. Characterization of magnitudes for percentages reported

Characterization of magnitude	Magnitude of percentage
For relatively few projects	
No	0 (literally none of the projects)
Less than a quarter	1–20
For roughly one-quarter of projects	
Almost a quarter	21
About a quarter	22–28
For roughly one-third of projects	
Almost a third	29
About a third	30–36
More than a third	37–43
For roughly half of projects	
Almost half	44–46
About half	47–53
More than half	54–59
For roughly two-thirds of projects	
Almost two-thirds	60–63
About two-thirds	64–70
For roughly three-quarters of projects	
Almost three-quarters	71
About three-quarters	72–78
More than three-quarters	79
Almost three-quarters	
The vast majority	80–96
Virtually all	97–99 (and even 99.x)
All	100 (literally all projects)

Note: We excluded "more than a quarter" because one-quarter and one-third are close together. We also excluded "More than two-thirds" because two-thirds and three-quarters are close together.

A-1

Table B-1. Percentage of projects reporting how time was most commonly spent during academic tutoring, by activity

Services	School year, 2012/13	Summer, 2013[a]
Homework help	69.26%	48.12%
Study skills development	6.23%	15.73%
Subject-specific remediation	14.53%	25.67%
No defined structure	5.32%	4.84%
Other	4.67%	5.65%
Base N	771	744
Missing	2	1
Omitted	0	28
Sample size (number of projects)	773	773

[a] This item only includes by projects that reported offering academic tutoring during the 2013 summer program. Twenty-eight projects that did not offer this service during the summer were omitted.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question B2.

Table B-2. Percentage of projects reporting sources used most commonly to assess students' need for academic tutoring

Information sources	School year, 2012/13		Summer, 2013[a]	
	Source used for any student[b]	Primary source	Source used for any student[b]	Primary source
Grades	98.71%	86.36%	72.48%	30.23%
Teacher feedback	67.66%	3.77%	72.08%	37.89%
Formative assessment	42.04%	6.88%	58.12%	25.58%
Other	9.70%	2.99%	9.66%	6.29%
Student need is not assessed	0.39%	NA[c]	1.88%	NA[c]
Base N	773	770	745	731
Missing	0	0	0	0
Omitted	0	3	28	42
Sample size (number of projects)	773	773	773	773

[a] The percentages for Summer 2013 are based on the subset of projects that reported offering academic tutoring during the 2013 summer program. Twenty-eight projects that offered this service only during the school year were omitted.

[b] The percentages total more than 100 percent because projects could choose all sources that apply.

[c] Projects were also omitted because they reported student need for tutoring was not assessed.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question B3.

Table B-3. Percentage of projects offering and requiring coursework, by subject

Specific courses by subject	Course offerings and requirements	
	Percentage of projects that offered course	Percentage of projects that required course
English/language arts	98.70%	82.47%
Math	98.96%	80.52%
• Pre-algebra	64.03%	45.45%
• Algebra I	89.48%	72.21%
• Algebra II	94.94%	75.71%
• Geometry	92.21%	72.73%
• Statistics/probability	41.17%	24.42%
• Pre-calculus	85.84%	62.99%
• Calculus	62.86%	44.16%
Science	96.36%	75.97%
• Physics	72.08%	52.73%
• Biology	86.75%	68.05%
• Chemistry	83.12%	64.42%
• Earth science	53.38%	35.58%
Foreign language	95.45%	74.68%
Other Courses	65.45%	38.18%
Base N	770	770
Missing	3	3
Omitted	0	0
Sample size (number of projects)	773	773

Note: The percentages total more than 100 percent because projects could choose all sources that apply.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Questions C1a–C1o.

Table B-4. Percentage of projects offering courses for credit, by type

Type of credit-bearing courses	Percentage of projects offering one or more courses for credit (n)	Average number of courses offered for credit (min, max)
High school credit	35.19% (271)	8 (4, 11)
College credit	19.48% (87)	3 (1, 3)
Both high school and college credit (dual credit)	11.30% (150)	3 (1, 3)
Base N	770	770
Missing	3	3
Omitted	0	0
Sample size (number of projects)	773	773

Notes: The percentage of projects offering at least one course for high school credit includes projects that offered only high school credit as well as projects that offered both high school and college credit. Likewise, the percentage of projects offering at least one course for college credit includes projects that offered only college credit as well as projects that offered both college and high school credit. The average number of courses is calculated for projects that offered at least one course for credit. The number of projects that offer credit for one or more courses and therefore contribute to the average are 271, 87, and 150 for high school, dual, and college credit, respectively. The numbers in parentheses indicate, respectively, the 25th and 75th percentile of the distribution.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Questions C1a–C1m.

Academic Advising

Table B-5. Percentage of projects reporting how time was most commonly spent during academic advising

Services	School year, 2012/13	Summer, 2013[a]
Course requirements for graduation	15.91%	9.35%
College entrance requirements	12.55%	15.62%
Study skills	16.17%	33.11%
Academic goals	39.59%	17.22%
Use of other Upward Bound services	7.24%	12.55%
Non-academic issues	4.40%	7.21%
Other	4.14%	4.94%
Base N	773	749
Missing	0	7
Omitted	0	17
Sample size (number of projects)	773	773

[a] The percentages for the summer 2013 are based on the subset of projects that reported offering academic advising services during the 2013 summer program. Seventeen projects that offered this service only during the school year were omitted.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Questions D2a1 and D2b1.

Table B-6. Percentage of projects reporting how time was most commonly spent during college entrance exam preparation in the summer

Services	How time was most commonly spent in school year, 2012–13[a]	How time was most commonly spent in summer, 2013[a]
Practice tests	29.18%	27.85%
Guidance on test-taking skills	23.97%	21.04%
Guidance on stress management	1.89%	3.01%
Information on the structure of the tests	7.10%	3.80%
Information on how the tests are scored	0.00%	0.00%
Studying for subject specific tests	30.44%	38.13%
Other	7.41%	6.17%
Base N	634	632
Missing	139	5
Omitted	0	136
Sample size (number of projects)	773	773

Notes: One hundred and thirty-six projects that offered college entrance exam preparation services only during the school year, were inadvertently omitted. As a result, the findings represent only those projects that offered these services in both the school year and the summer and may not accurately characterize the services provided by the full set of projects that offered them during the school year.
[a] The percentages for summer 2013 are based on the subset of projects that reported offering college entrance exam preparation services during the 2013 summer program; 136 projects that offered college entrance exam preparation only during the school year were omitted.
Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question E2b1.

Table B-7. Percentage of projects reporting information sources used to assess student preparation for college entrance exams

Information sources	School year, 2012/13		Summer, 2013[a]	
	Source used for any student[b]	Primary source	Source used for any student[b]	Primary source
Practice tests	75.55%	57.65%	70.17%	46.90%
Student self-reports	44.63%	15.74%	35.01%	12.56%
Formative assessments	39.20%	21.03%	47.88%	34.84%
Other	9.70%	5.58%	8.95%	5.70%
Preparation is not assessed	5.56%	NA[c]	5.02%	NA[c]
Base N	773	699	637	597
Missing	0	31	0	8
Omitted	0	43	136	168
Sample size (number of projects)	773	773	773	773

[a] The percentages for Summer 2013 are based on the subset of projects that reported offering college entrance exam preparation during the 2013 summer program; 136 projects that offered this service only during the school year were omitted.

[b] The percentages total more than 100 percent because projects could choose all sources that apply.

[c] Projects were also omitted because they reported student need was not assessed.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question E3.

Table B-8. Percentage of projects offering college entrance exam resources

Types of resources	When resources are offered	
	School year 2012/13*	Summer 2013ᵃ
Exam prep books	83.79%	80.03%
Sample tests	86.93%	83.04%
Scoring sheets	49.02%	49.92%
Online accounts for practice tests	52.94%	49.45%
Calculators	74.12%	74.64%
Vouchers/reimbursement for test fees	85.36%	52.61%
Other	6.41%	6.34%
Base N	765	631
Missing	8	6
Omitted	0	136
Sample size (number of projects)	773	773

Notes: Percentages total more than 100 percent because projects could offer multiple resources.

ᵃ Projects that offered this service only during the school year were omitted.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. QuestionE4.

College Exposure

Table B-9. Percentage of projects reporting on college exposure services offered

Services	Percentage of projects offering service to any student	Percentage of projects reporting service as primary service
Researching college	98.84%	55.71%
Researching college majors	98.19%	14.68%
Recruitment information sessions	87.97%	14.16%
Assessing college outcomes	61.97%	8.96%
Exposure to working professionals	77.62%	5.97%
Other	8.93%	0.52%
Base N	773	770
Missing	0	3
Omitted	0	0
Sample size (number of projects)	773	773

Notes: Respondents were asked to identify (a) which college exposure services were offered to any student and (b) which of these was the primary service (that is, the service used by the largest number of students). The percentages for item (a) total more than 100 percent because projects were able to report offering more than one service. However, projects could report only one *primary* service.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question F5.

Table B-10. Average number of colleges visited, by project period

Project period	Average number of college trips offered[a]	Average number of colleges visited[a]
School year 2012/13	3 (1, 4)	5 (2, 6)
Summer 2013	2 (1, 3)	4 (2, 5)
Base N	767	767
Missing	6	6
Omitted	0	0
Sample size (number of projects)	773	773

[a] The numbers in parentheses respectively indicate the 25th and 75th percentiles of the distribution.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question F1.

Table B-11. Percentage of projects reporting student participation in college exposure activities during college visits

Activities	Percentage of projects in which students participated in an activity
Campus tours	99.74%
Dormitory tours	91.33%
Class attendance/observation	41.66%
Information sessions	90.56%
Q&A with current students	86.42%
Overnight stay	35.06%
Other	11.25%
Base N	773
Missing	0
Omitted	0
Sample size (number of projects)	773

Note: The percentages total more than 100 percent because students could participate in multiple activities.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question F4.

Table B-12. Percentage of projects offering guidance on recommended number of college applications to submit

Guidance provided	Percentage of projects providing guidance
Standard guidance to all students	54.81%
Different guidance to different students	40.39%
No guidance on number of college applications	4.81%
Base N	770
Missing	3
Omitted	0
Sample size (number of projects)	773

Note: The percentage is the proportion of projects who report providing specific guidance. Each project selected no more than one option.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question G3.

Table B-13. Number of college applications recommended, by college type

College type	Average number of college applications recommended (min, max)
Match colleges	3 (2, 3)
Safety colleges	2 (1, 2)
Stretch colleges	1 (1, 2)
Total	6 (4, 7)
Base N	356
Missing	69
Omitted	348
Sample size (number of projects)	773

Note: Projects that did not indicate providing standard guidance to all students on the number of college applications to submit were not asked for information on the number of recommended college applications and thus were omitted; therefore, such projects do not contribute to the average number of recommended college applications.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Questions G3, G3a–G3d.

Table B-14. Percentage of projects reporting primary college application assistance service

Services	Percentage of projects reporting service as primary service	
	School year 2012/13	Summer 2013
Narrowing college choices based on net cost	5.19%	8.93%
Narrowing college choices based on college outcomes	2.33%	8.32%
Accessing applications	11.28%	13.01%
Completing applications	49.94%	23.15%
Writing application essays	5.58%	23.15%
Assistance with requesting recommendations	0.13%	0.45%
Submitting applications	19.33%	15.13%
Other	6.23%	7.87%
Base N	771	661
Missing	2	2
Omitted	0	110
Sample size (number of projects)	773	773

Note: The figures for the summer programs are based on the subset of projects that reported offering college application assistance during the 2013 summer program.

Of the 773 projects that responded to the survey, 771 projects provided information about this service during the school year; 2 projects had missing data. 661 projects provided information about this service during the summer; 2 projects had missing data, and 110 projects offered college application assistance only during the school year were omitted.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Questions G8a1 and G8b1.

Table B-15. Percentage or projects reporting most important characteristics to consider when choosing which colleges to apply to

College characteristics	Percentage of projects reporting characteristic most important
Cost	83.77%
Ranking/selectivity	9.74%
Likelihood of acceptance	53.64%
Strength of specific program/department	68.70%
Availability of student support services	62.73%
Relationship with UB host institution	5.32%
Other	7.53%
Base N	770
Missing	3
Omitted	0
Sample size (number of projects)	773

Note: The percentages total more than 100 percent because respondents could select up to 3 characteristics.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question G6.

Table B-16. Percentage of projects reporting how time was most commonly spent during financial aid assistance

Services	Most common service	
	School year 2012/13	Summer 2013
Advising on financial aid requirements	17.62%	41.39%
Assistance with determining the information needed for FAFSA	30.70%	18.71%
Assistance with tracking progress toward completing FAFSA	31.35%	21.03%
Assistance with obtaining application fee waivers	0.78%	1.32%
Assistance with using host institution's net price calculator to estimate net cost of attending	0.91%	4.80%
Information to parents about financial aid	7.51%	4.80%
Other	11.14%	7.95%
Base N	772	604
Missing	1	1
Omitted	0	168
Sample size (number of projects)	773	773

Note: Projects that indicated that they did not offer financial aid assistance in the summer were omitted.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Questions H4a1 and H4b1.

Appendix C. Supplemental Tables for Chapter 3

Accessibility

Table C-1. Percentage of projects reporting time of year when academic preparation services were offered

Time of year offered	Coursework	Tutoring	Advising	Any academic preparation services[a]
School year and summer	71.5	96.4%	97.8%	99.5%
School year only	0.8%	3.6%	2.2%	5.7%
Summer only	27.7%	0.0%	0.0%	27.6%
Base N	768	773	773	773
Missing	5	0	0	0
Omitted	0	0	0	0
Sample size (number of projects)	773	773	773	773

Note. [a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013.* Questions B2, C1, and D2.

Table C-2. Percentage of projects reporting time of year when college entry preparation services were offered

Time of year offered	College exposure	College entrance exam preparation	College application assistance	Financial aid application assistance	Any college entry preparation services[a]
School year and summer	NA	82.4%	85.8%	78.3%	95.6%
School year only	NA	17.6%	14.2%	21.7%	35.6%
Summer only	NA	0.0%	0.0%	0.0%	0.0%
Base N		773	773	773	773
Missing		0	0	0	0
Omitted		0	0	0	0
Sample size (number of projects)		773	773	773	773

Notes. [a] The percentages total more than 100% because this is a composite total across any college entry preparation service offered.

NA = Data were not available for these categories.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013.* Questions E2, G8, and H3.

Table C-3. Percentage of projects reporting type of summer program offered

Type of program	Percentage of projects offering indicated type of summer program
Residential	63.1%
Nonresidential	36.9%
Base N	764
Missing	9
Omitted	0
Sample size (number of projects)	773

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question J1a.

Table C-4. Percentage of projects reporting time of day, week, or month when academic preparation services were offered

Time of year offered	Coursework	Tutoring	Advising	Any academic preparation services[a]
Before school	4.1%	10.2%	10.8%	15.8%
During school	27.3%	27.2%	63.4%	66.4%
After school	41.9%	86.3%	66.8%	88.3%
Every weekend	35.1%	29.5%	34.5%	45.3%
Every other weekend	21.1%	19.5%	19.7%	24.8%
Monthly	9.8%	4.1%	5.9%	11.9%
Other	7.6%	3.7%	3.8%	11.2%
Offered multiple times per week	22.6%	42.9%	53.7%	63.2%
Base N	733	765	760	766
Missing	40	8	13	7
Omitted	0	0	0	0
Sample size (number of projects)	773	773	773	773

Note: The percentages under each type of service total more than 100% because projects can offer services at multiple times.
[a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I5b.

Table C-5a. Percentage of projects reporting time of day, week, or month when academic preparation services were offered

Day or time	Coursework	Tutoring	Advising	Any academic preparation services[a]
Before school	0.6%	0.9%	0.7%	1.7%
During school	20.9%	13.3%	42.9%	48.0%
After school	28.2%	67.9%	35.0%	70.7%
Every weekend	22.1%	8.4%	10.7%	23.5%
Every other weekend	17.1%	7.3%	8.0%	18.2%
Monthly	5.6%	0.8%	1.2%	6.3%
Other	5.6%	1.3%	1.5%	7.2%
Before school	0.6%	0.9%	0.7%	1.7%
Base N	733	765	760	766
Missing	40	8	13	7
Omitted	0	0	0	0
Sample size (number of projects)	773	773	773	773

Note. [a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I5b.

Table C-5b. Percentage of projects reporting the number of time periods offered in academic preparation services

Number of time periods offered	Coursework	Tutoring	Advising	Any academic preparation services[a]
1	61.1%	43.1%	34.6%	14.2%
2	23.7%	39.6%	37.6%	37.7%
3	7.8%	12.8%	19.5%	31.7%
4	1.6%	3.7%	6.7%	14.1%
5	NA	0.3%	1.1%	2.1%
6	0.1%	NA	0.1%	0.1%
Multiple times per week	22.6%	42.9%	53.7%	63.2%
Base N	733	765	760	766
Missing	40	8	13	7
Omitted	0	0	0	0
Sample size (number of projects)	773	773	773	773

Notes: The 'Monthly' category was excluded if it was the only option selected.

[a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I5b.

Table C-6. Percentage of projects reporting day or time when college entry preparation services were offered

Day or time	College exposure	College entrance exam preparation	College application assistance	Financial aid application assistance	Any college entry preparation services[a]
Before school	4.8%	5.7%	9.1%	7.8%	10.1%
During school	33.7%	26.3%	50.9%	48.2%	59.0%
After school	36.2%	56.2%	70.8%	71.8%	77.9%
Every weekend	52.6%	46.8%	44.9%	47.0%	64.0%
Every other weekend	16.0%	20.4%	19.7%	19.6%	24.5%
Monthly	10.4%	9.5%	7.2%	8.7%	16.5%
Other	14.6%	6.4%	5.4%	6.9%	20.0%
Offered multiple times per week	34.2%	37.1%	57.0%	59.2%	65.8%
Base N	751	761	761	759	764
Missing	22	12	12	14	9
Omitted	0	0	0	0	0
Sample size (number of projects)	773	773	773	773	773

Notes: The percentages under each type of service may total more than 100% because projects can offer services at multiple times.

[a] The percentages total more than 100% because this is a composite total across any college entry preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I5b.

Table C-7a. Percentage of projects reporting when students most commonly participated in college entry preparation services

Day or time	College exposure	College entrance exam preparation	College application assistance	Financial aid application assistance	Any college entry preparation services[a]
Before school	0.3%	0.0%	0.1%	0.1%	0.5%
During school	20.6%	12.1%	25.6%	20.2%	36.4%
After school	15.8%	30.6%	36.0%	39.1%	50.3%
Every weekend	34.4%	30.8%	19.8%	20.1%	48.5%
Every other weekend	10.6%	16.8%	11.6%	11.7%	19.8%
Monthly	6.8%	5.6%	2.8%	4.1%	11.0%
Other	11.5%	4.2%	4.1%	4.7%	16.0%
Base N	733	746	739	737	748
Missing	40	27	34	36	25
Omitted	0	0	0	0	0
Sample size (number of projects)	773	773	773	773	773

Note. [a] The percentages total more than 100% because this is a composite total across any college entry preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I5b.

Table C-7b. Percentage of projects reporting the number of time periods offered for college entry preparation services

Number of time periods offered	College exposure	College entrance exam preparation	College application assistance	Financial aid application assistance	Any college entry preparation services[a]
1	51.1%	50.1%	29.2%	28.6%	12.3%
2	27.6%	33.2%	41.4%	41.0%	39.1%
3	10.4%	11.2%	21.0%	22.9%	33.9%
4	3.9%	3.2%	6.0%	5.1%	12.0%
5	NA	0.3%	0.5%	0.7%	1.8%
6	0.1%	0.1%	0.1%	NA	0.4%
Offered multiple times per week	34.2%	37.1%	57.0%	59.2%	65.8%
Base N	751	761	761	759	764
Missing	22	12	12	14	9
Omitted	0	0	0	0	0
Sample size (number of projects)	773	773	773	773	773

Notes: NA = Not applicable because the data were not available for this category.

[a] The percentages total more than 100% because this is a composite total across any college entry preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013.* Question I5b.

Table C-8. Percentage of projects reporting where academic preparation services were offered

Location	Coursework	Tutoring	Advising	Any academic preparation services[a]
Host institution	79.0%	72.0%	80.5%	69.8%
High school	43.8%	74.1%	78.9%	85.5%
Local college	7.4%	4.4%	5.5%	10.0%
Local community center	3.3%	9.4%	5.3%	11.1%
Online	11.3%	21.9%	11.9%	27.0%
Other	1.6%	1.2%	1.3%	2.9%
Multiple physical locations	35.7%	56.3%	66.2%	74.2%
At multiple physical locations plus virtual	7.6%	16.9%	11.1%	21.6%
Base N	733	765	760	766
Missing	40	8	13	7
Omitted	0	0	0	0
Sample size (number of projects)	773	773	773	773

Note: The percentages under each type of service may total more than 100% because projects can offer services at multiple times.

[a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013.* Question I4.

Table C-9a. Percentage of projects reporting where students most commonly received academic preparation services

Location	Coursework	Tutoring	Advising	Any academic preparation services[a]
Host institution	65.1%	41.3%	43.5%	61.1%
High school	30.2%	54.1%	55.9%	70.0%
Local college	2.6%	0.5%	0.3%	2.9%
Local community center	0.9%	1.8%	0.1%	2.1%
Online	0.7%	2.1%	0.1%	2.7%
Other	0.5%	0.1%	0.0%	0.5%
Base N	767	767	767	767
Missing	6	6	6	6
Omitted	0	0	0	0
Sample size (number of projects)	773	773	773	773

Note. [a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013.* Question I4.

Table C-9b. Percentage of projects reporting number of physical locations where students most commonly received academic preparation services

Number of physical locations	Coursework	Tutoring	Advising	Any academic preparation services[a]
1	62.6%	43.3%	33.4%	16.3%
2	25.4%	36.0%	38.3%	35.6%
3	8.5%	15.9%	23.3%	35.6%
4	1.4%	3.8%	3.5%	10.2%
5	0.4%	0.7%	1.0%	2.0%
Multiple physical locations	35.7%	56.3%	66.2%	74.2%
Base N	767	767	767	767
Missing	6	6	6	6
Omitted	0	0	0	0
Sample size (number of projects)	773	773	773	773

Note. [a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013.* Question I4.

Table C-10. Percentage of projects reporting where college entry preparation services were offered

Location	College exposure	College entrance exam preparation	College application assistance	Financial aid application assistance	Any college entry preparation services[a]
Host institution	69.6%	83.6%	87.1%	89.0%	77.4%
High school	29.2%	45.9%	66.1%	62.7%	73.4%
Online	20.9%	20.1%	16.4%	17.7%	34.3%
Local college	60.5%	6.5%	12.0%	12.0%	61.5%
Local community center	3.8%	4.4%	6.5%	7.3%	10.3%
Other	13.7%	1.7%	1.6%	1.7%	15.3%
Multiple physical locations	55.1%	45.9%	68.4%	67.9%	79.0%
At multiple physical locations plus virtual	16.9%	12.4%	14.6%	16.0%	27.8%
Base N	767	767	767	767	767
Missing	6	6	6	6	6
Omitted	0	0	0	0	0
Sample size (number of projects)	773	773	773	773	773

Notes: The percentages under each type of service may total more than 100% because projects can offer services at multiple locations.

[a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I4.

Table C-11a. Percentage of projects reporting where students most commonly received college entry preparation services

Location	College exposure	College entrance exam preparation	College application assistance	Financial aid application assistance	Any college entry preparation services[a]
Host institution	1.2%	68.6%	62.7%	69.1%	66.6%
High school	9.8%	24.4%	34.6%	28.4%	42.2%
Local college	38.1%	2.2%	1.0%	0.9%	39.9%
Local community center	0.4%	0.9%	0.5%	0.9%	1.8%
Online	1.2%	2.9%	0.7%	0.3%	4.3%
Other	9.4%	1.0%	0.5%	0.4%	10.7%
Base N	767	767	767	767	767
Missing	6	6	6	6	6
Omitted	0	0	0	0	0
Sample size (number of projects)	773	773	773	773	773

Notes: The percentages under each type of service may total more than 100% because projects can offer services at multiple locations.

[a] The percentages total more than 100% because this is a composite total across any college entry preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I4.

Table C-11b. Percentage of projects reporting number of physical locations where students most commonly received college entry preparation services

Number of physical locations	College exposure	College entrance exam preparation	College application assistance	Financial aid application assistance	Any college entry preparation services[a]
1	40.3%	52.8%	30.9%	31.6%	9.8%
2	32.5%	33.2%	37.0%	35.5%	24.6%
3	16.0%	10.3%	22.7%	23.7%	32.7%
4	5.5%	2.1%	7.3%	6.6%	27.1%
5	1.2%	0.3%	1.4%	2.1%	5.5%
Multiple physical locations	55.1%	45.9%	68.4%	67.9%	79.0%
Base N	767	767	767	767	767
Missing	6	6	6	6	6
Omitted	0	0	0	0	0
Sample size (number of projects)	773	773	773	773	773

Note. [a] The percentages total more than 100% because this is a composite total across any college entry preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I4.

Table C-12. Percentage of projects reporting transportation being offered, by project period

Project period	Percentage of project offering transportation
School year	79.6%
Summer	79.6%
School year and summer	65.0%
None	4.2%
Base N	766
Missing	7
Omitted	0
Sample size (number of projects)	773

Note: The percentages for providing transportation may total more than 100% because projects can offer transportation at multiple times.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I6.

Table C-13. Percentage of projects reporting student participation requirements in academic preparation services

Participation requirement	Coursework	Tutoring	Advising	Any academic preparation services[a]
Required for all	71.9%	39.6%	84.7%	92.7%
Required for some	18.3%	57.2%	11.9%	65.3%
No requirement	9.8%	3.2%	3.4%	12.5%
Base N	666	687	678	689
Missing	43	22	31	20
Omitted	64	64	64	64
Sample size (number of projects)	773	773	773	773

Notes: This table includes only projects with participation requirements for all or some students (QI1c = 1); 64 project directors were omitted because they did not have any participation requirements.

[a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I1c.

Table C-14. Percentage of projects reporting student participation requirements in college entry preparation services

Participation requirement	College exposure	College entrance exam preparation	College application assistance	Financial aid application assistance	Any college entry preparation services[a]
Required for all	NA	37.4%	24.7%	31.3%	49.6%
Required for some	NA	53.6%	68.1%	63.4%	76.8%
No requirement	NA	9.0%	7.2%	5.3%	12.1%
Base N	—	677	681	681	684
Missing	—	32	28	28	25
Omitted	—	64	64	64	64
Sample size (number of projects)	—	773	773	773	773

Notes: This table includes only projects with participation requirements for all or some students (QI1c = 1); 64 project directors were omitted because they did not have any participation requirements.

NA = Not applicable because the data were not available for this category.

[a] The percentages total more than 100% because this is a composite total across any college entry preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I1c.

Table C-15. Percentage of projects reporting participation selection criteria for academic preparation services

Criteria	Coursework	Tutoring	Advising	Any academic preparation services[a]
GPA	59.5%	88.7%	53.6%	90.7%
Grade level	67.3%	32.8%	65.9%	77.1%
State/district scores	41.6%	47.7%	34.5%	57.7%
Upward bound assessment scores	35.3%	37.0%	30.0%	47.0%
School recommendation	42.8%	63.0%	38.6%	69.0%
Other	15.5%	12.4%	20.5%	26.1%
Base N	587	662	634	681
Missing	57	25	52	92
Omitted	129	86	87	0
Sample size (number of projects)	773	773	773	773

Notes: This table includes only projects with participation requirements for all or some students (QI1c = 1); 129 project directors for coursework, 86 for tutoring, and 87 for advising were omitted because participation was not required. The percentages under each type of service may total more than 100% because projects can have multiple selection criteria for services.

[a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I1d.

Table C-16. Percentage of projects reporting participation selection criteria for college entry preparation services

Criteria	College exposure	College entrance exam preparation	College application assistance	Financial aid application assistance	Any college entry preparation services[a]
GPA	24.9%	25.4%	14.8%	11.9%	35.8%
Grade level	71.8%	84.1%	91.2%	88.6%	92.8%
State/district scores	12.7%	26.8%	9.4%	6.8%	28.8%
Upward bound assessment scores	14.0%	25.6%	10.7%	7.6%	28.3%
School recommendation	20.4%	17.2%	15.9%	13.2%	27.3%
Other	26.7%	11.2%	9.8%	13.2%	29.9%
Base N	671	598	615	630	692
Missing	38	50	45	43	81
Omitted	64	125	113	100	0
Sample size (number of projects)	773	773	773	773	773

Notes: This table includes only projects with participation requirements for all or some students (qi1c = 1); 64 project directors for college exposure, 125 for college entrance exam prep, 113 for college application assistance, and 100 for financial aid application assistance were omitted because participation was not required.

The percentages under each type of service may total more than 100% because projects can have multiple selection criteria for services.

[a] The percentages total more than 100% because this is a composite total across any college entry preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I1d.

Table C-17. Percentage of projects reporting frequency of student participation requirements in academic preparation services

Frequency	Coursework	Tutoring	Advising	Any academic preparation services[a]
Weekly	42.9%	67.8%	27.8%	69.6%
Monthly	28.9%	13.6%	37.6%	48.7%
Quarterly	4.2%	2.5%	14.4%	16.4%
Yearly	24.0%	16.1%	20.2%	28.7%
Base N	592	653	647	682
Missing	52	34	39	27
Omitted	129	86	87	64
Sample size (number of projects)	773	773	773	773

Notes: This table includes only projects with participation requirements for all or some students (QI1c = 1); 129 project directors for coursework, 86 for tutoring, and 87 for advising were omitted because participation was not required.

[a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I5b.

Table C-18. Percentage of projects reporting frequency of student participation requirements in college entry preparation services

Frequency	College exposure	College entrance exam preparation	College application assistance	Financial aid application assistance	Any college entry preparation services[a]
Weekly	NA	19.5%	19.2%	11.8%	26.3%
Monthly	NA	31.6%	29.5%	26.8%	44.2%
Quarterly	NA	17.7%	14.4%	17.2%	28.2%
Yearly	NA	31.2%	36.9%	44.2%	48.9%
Base N	—	605	624	634	659
Missing	—	43	36	39	50
Omitted	—	125	113	100	64
Sample size (number of projects)	—	773	773	773	773

Notes: This table includes only projects with participation requirements for all or some students (QI1c = 1); 125 project directors for college entrance exam prep, 113 for college application assistance, and 100 for financial aid application assistance were omitted because participation was not required.

[a] The percentages total more than 100% because this is a composite total across any college entry preparation service offered.

NA = Not applicable because the data were not available for this category.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I5b.

Table C-19. Percentage of projects reporting outreach activities for students not meeting participation requirements

Outreach activities	Upward Bound projects using outreach
Contact students	95.5%
Contact parents	89.9%
Contact school staff	72.2%
Other	13.9%
Base N	741
Missing	9
Omitted	23
Sample size (number of projects)	773

Notes: The percentages total more than 100% because projects may employ more than one outreach activity. Twenty-three project directors were omitted because they indicated that they do not track students' participation levels.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I2a.

Table C-20. Percentage of projects reporting consequences enforced for not meeting participation requirements

Consequences	Upward Bound projects enforcing consequences
Loss of opportunities for optional services	86.9%
Termination from Upward Bound program	81.9%
Probation	79.1%
Stipend reduction	75.2%
Other	4.7%
Multiple consequences	95.0%
Base N	741
Missing	9
Omitted	23
Sample size (number of projects)	773

Notes: The percentages total more than 100% because projects may implement more than one type of consequence. "Multiple consequences" includes projects that implement two or more of the five listed consequences. Twenty-three project directors were omitted because they indicated that they do not track students' participation levels.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question I2b.

Table C-21. Percentage of projects reporting student participation requirements for summer program

Participation requirement	Percentage of projects with summer program participation requirements
Mandatory for all	47.9%
Mandatory for some	18.7%
Contingent	32.5%
Base N	766
Missing	7
Omitted	0
Sample size (number of projects)	773

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question J3.

Table C-22. Percentage of projects reporting student selection criteria for summer program participation

Criteria	Percentage of projects using indicated student selection criteria
Student interest	67.5%
Completed upward bound activities	38.6%
Grades	29.9%
GPA	26.1%
Other	24.9%
Base N	394
Missing	0
Omitted	379
Sample size (number of projects)	773

Note: The percentages total more than 100% because projects may have more than one selection criteria. Three hundred and seventy nine project directors were omitted because they indicated that participation in the summer program was mandatory for all UB participants.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question J3.

Table C-23. Percentage of projects reporting on the most common delivery methods for tutoring and advising during the 2012/13 school year and summer 2013

Method	Tutoring		Advising	
	2012/13 school year	Summer 2013	2012/13 school year	Summer 2013
Group	54.6%	66.4%	32.6%	48.8%
One-on-one	40.4%	29.4%	63.8%	43.8%
On-line	3.9%	3.6%	0.1%	0.1%
Work independently	NA	NA	NA	NA
Workshops	NA	NA	3.2%	7.1%
Other	1.2%	0.5%	0.3%	0.1%
Base N	773	745	773	756
Missing	0	0	0	0
Omitted	0	28	0	17
Sample size (number of projects)	773	773	773	773

Notes: Twenty-eight projects that did not offer summer tutoring services, and 17 that did not offer summer advising were omitted.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013.* Questions B2b and D2b.

Table C-24. Percentage of projects reporting on the most common delivery methods for academic college entry preparation services during the 2012/13 school year and summer 2013

Information sources	College entrance exam preparation		College application assistance		Financial aid application assistance	
	School year 2012/13	Summer 2013	School year 2012/13	Summer 2013	School year 2012/13	Summer 2013
Group	74.1%	78.8%	32.2%	54.6%	40.6%	52.6%
One-on-one	10.1%	6.0%	63.5%	41.8%	51.0%	41.5%
On-line	9.4%	11.0%	3.4%	2.9%	6.9%	4.3%
Work independently	4.9%	2.8%	NA	NA	NA	NA
Workshops	NA	NA	NA	NA	NA	NA
Other	1.4%	1.4%	0.9%	0.8%	1.6%	1.7%
Base N	773	637	773	663	773	605
Missing	0	0	0	0	0	0
Omitted	0	136	0	110	0	168
Sample size (number of projects)	773	773	773	773	773	773

Notes: College exposure services are excluded from this table. One hundred thirty-six projects that did not offer college entrance exam prep services, 110 that did not offer college application assistance services, and 168 that did not offer financial aid application assistance services were omitted.

NA = not applicable because data were not available.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013.* Questions A2e, G8, and H3.

Table C-25. Percentage of projects reporting type of technology used to deliver academic preparation services

Type of technology	Coursework	Tutoring	Advising	Any academic preparation services[a]
Specialized software	44.2%	42.7%	15.1%	50.1%
Electronic content	52.5%	41.4%	30.3%	52.5%
Online messaging	15.8%	17.3%	24.2%	25.8%
Live online discussion	9.0%	10.7%	5.5%	13.5%
Email	45.5%	53.7%	69.2%	71.9%
Social media	35.4%	41.5%	55.1%	60.0%
Text messaging	24.6%	35.8%	54.6%	54.0%
Higher educ. data or Web portal	14.1%	15.1%	13.2%	21.1%
Video conference	4.2%	4.7%	2.1%	6.1%
Other	5.7%	5.9%	3.7%	7.9%
Base N	545	614	623	705
Missing	228	159	150	68
Omitted	0	0	0	0
Sample size (number of projects)	773	773	773	773

Note: The percentages total more than 100% because some projects may use more than one type of technology.

[a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question K1.

Table C-26. Percentage of projects reporting type of technology used to deliver college entry preparation services

Type of technology	College exposure	College entrance exam preparation	College application assistance	Financial aid application assistance	Any college entry preparation services[a]
Specialized software	13.5%	50.3%	15.9%	19.7%	48.7%
Electronic content	50.2%	49.8%	50.4%	54.1%	61.0%
Online messaging	13.5%	12.8%	18.8%	17.7%	21.5%
Live online discussion	5.6%	4.3%	5.7%	6.1%	8.6%
Email	45.1%	37.2%	59.0%	57.6%	63.7%
Social media	48.0%	29.0%	42.9%	40.4%	53.7%
Text messaging	27.3%	23.3%	38.5%	36.4%	43.6%
Higher educ. data or Web portal	31.7%	21.8%	33.5%	31.0%	39.9%
Video conference	3.9%	2.8%	2.5%	3.5%	5.8%
Other	4.1%	3.3%	2.5%	2.5%	5.7%
Base N	608	632	681	684	721
Missing	165	141	92	89	52
Omitted	0	0	0	0	0
Sample size (number of projects)	773	773	773	773	773

Note: The percentages total more than 100% because some projects may use more than one type of technology.

[a] The percentages total more than 100% because this is a composite total across any college entry preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question K1.

Table C-27. Average number of staff providing services to students during the school year and summer

Time of year	Paid, full-time staff		Paid, part-time staff		Unpaid, volunteer staff		Total staff	
School year	Mean = 2.99 (0 low, 9 high)		Mean = 6.93 (0 low, 36 high)		Mean = 3.93 (0 low, 100 high)		Mean = 12.83 (2 low, 102 high)	
Summer	Mean = 4.69 (0 low, 110 high)		Mean = 11.75 (0 low, 52 high)		Mean = 3.6 (0 low, 34 high)		Mean = 19.09 (2 low, 115 high)	
	SY	Sum	SY	Sum	SY	Sum	SY	Sum
Base N	748	741	732	741	595	608	752	753
Missing	25	32	41	32	178	165	21	20
Omitted	0	0	0	0	0	0	0	0
Sample size (number of projects)	773	773	773	773	773	173	773	773

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question A1a.

Table C-28. Percent of projects reporting the type of staff serving students in academic preparation services

Type of staff	Coursework		Tutoring		Advising		Any academic preparation services[a]	
Paid, full-time UB staff								
• School year 2012/13	33.4%		16.7%		89.2%		88.8%	
• Summer 2013	16.0%		13.5%		85.5%		84.6%	
Paid, part-time UB staff								
• School year 2012/13	65.2%		77.7%		10.0%		85.3%	
• Summer 2013	83.5%		83.9%		13.6%		92.3%	
Unpaid volunteers								
• School year 2012/13	1.5%		5.7%		0.7%		6.6%	
• Summer 2013	0.6%		2.6%		0.9%		3.4%	
	SY	Sum	SY	Sum	SY	Sum	SY	Sum
Base N	689	702	707	702	714	713	714	713
Missing	84	71	66	71	59	60	59	60
Omitted	0	0	0	0	0	0	0	0
Sample size (number of projects)	773	773	773	773	773	773	773	773

Note. [a] The percentages total more than 100% because this is a composite total across any academic preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013.* Question A2a.

Table C-29. Percentage of projects reporting the type of staff serving students in college entry preparation services

Type of staff	College entrance exam preparation	College application assistance	Financial aid application assistance	College exposure	Any college entry preparation services[a]	All college entry preparation services[a]
Paid, full-time UB staff						
• School year 2012/13	49.6%	88.7%	87.8%	90.6%	93.4%	45.8%
• Summer 2013	45.8%	87.9%	87.1%	86.5%	94.7%	40.6%
Paid, part-time UB staff						
• School year 2012/13	48.8%	9.9%	8.3%	8.0%	51.4%	3.8%
• Summer 2013	52.8%	11.7%	9.7%	12.4%	56.4%	3.8%
Unpaid volunteers						
• School year 2012/13	1.6%	1.4%	3.9%	1.4%	6.5%	0.1%
• Summer 2013	1.5%	0.4%	3.1%	1.2%	4.4%	0.2%
Base N	694	697	684	699	697	710
Missing	79	76	89	74	76	63
Omitted	0	0	0	0	0	0
Sample size (number of projects)	773	773	773	773	773	773

Note. [a] The percentages total more than 100% because this is a composite total across any or all college entry preparation service offered.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question A2a.

Appendix D. Supplemental Tables for Chapter 4

Table D-1. Percentages of Upward Bound projects reporting service content, by size of project

Service content	Project size and number of projects		
	Small (fewer than 63 participants) N = 240 projects	Medium (63–77 participants) N = 271 projects	Large (more than 77 participants) N = 262 projects
Academic courses—offered any courses for college credit	23.3%	18.2%	17.2%
Tutoring—most common use of time during school year			
• Homework help	68.7%	71.1%	67.8%
• Subject-specific remediation	13.3%	15.2%	14.9%
Advising—most common use of time during school year			
• Course requirements for high school graduation	15.4%	16.6%	15.7%
• College entrance requirements	12.5%	12.2%	13.0%
• Study skills	15.8%	16.2%	16.4%
• Academic goals	44.6%	38.0%	36.6%
College exposure services—services used by the largest number of students	44.4%	45.4%	38.2%
• Assistance in researching colleges	55.7%	53.3%	58.2%
• Assistance in researching college majors	13.0%	17.4%	13.4%
• Recruitment information sessions	18.0%	13.3%	11.5%
College entrance exam preparation—most common use of time during the school year			
• Studying for subject-specific tests	31.1%	29.0%	30.8%
• Taking practice tests	30.0%	31.3%	26.1%
• Learning test-taking skills	23.0%	21.6%	27.5%
College application assistance—most common use of time during the school year			
• Guidance in completing applications	51.9%	49.8%	48.3%
• Guidance in submitting application on time	17.2%	22.9%	17.6%
• Assistance with accessing applications	12.6%	9.6%	11.9%
• Any of the three services above	81.6%	82.3%	77.8%
College application assistance—recommending most students apply to 4+ colleges	37.0%	34.8%	42.8%
Financial aid application assistance—most common use of time during school year			
• Advising about aid requirements	21.3%	19.6%	12.2%
• Determining information needed for FAFSA	30.1%	29.2%	32.8%
• Tracking progress toward completing FAFSA	30.1%	31.0%	32.8%

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. U.S. Department of Education, Office of Postsecondary Education.

Table D-2. Percentages of Upward Bound projects reporting delivery features, by size of project

Delivery method	Project size and number of projects		
	Small (fewer than 63 participants) N = 240 projects	Medium (63–77 participants) N = 271 projects	Large (more than 77 participants) N = 262 projects
Accessibility			
Services offered year-round			
Academic preparation services			
• Coursework	69.6%	71.3%	73.5%
• Tutoring	95.0%	97.1%	97.0%
• Advising	99.6%	97.8%	96.2%
College entry preparation services			
• College entrance exam preparation	82.1%	83.8%	81.3%
• College application assistance	81.3%	89.3%	86.3%
• Financial aid assistance	74.2%	80.4%	79.8%
Services offered multiple times per week during school year			
Academic preparation services			
• Coursework	28.4%	29.9%	26.4%
• Tutoring	58.2%	48.9%	56.2%
• Advising	67.8%	61.3%	59.7%
College entry preparation services			
• College entrance exam preparation	45.3%	46.3%	40.0%
• College application assistance	70.0%	68.0%	62.4%
• Financial aid assistance	71.2%	67.3%	62.6%
Services offered at multiple locations			
Academic preparation services			
• Coursework	31.5%	38.2%	37.1%
• Tutoring	57.6%	51.9%	59.9%
• Advising	70.2%	63.7%	65.3%
College entry preparation services			
• College entrance exam preparation	46.2%	44.4%	47.1%
• College application assistance	66.4%	68.9%	69.9%
• Financial aid assistance	68.5%	68.5%	66.8%
Transportation provided during the school year	76.1%	80.0%	82.6%
Residential program in the summer	53.8%	54.8%	80.3%
Requirements			
Services required			
Academic preparation services			
• Coursework	88.1%	90.8%	91.6%
• Tutoring	97.1%	97.1%	96.2%
• Advising	96.1%	96.7%	96.9%
College entry preparation services			
• College entrance exam preparation	90.3%	91.8%	90.8%
• College application assistance	91.7%	94.7%	91.8%
• Financial aid assistance	93.7%	96.7%	93.5%

Delivery method	Project size and number of projects		
	Small (fewer than 63 participants) N = 240 projects	Medium (63–77 participants) N = 271 projects	Large (more than 77 participants) N = 262 projects
Services required weekly			
Academic preparation services			
• Coursework	37.8%	42.7%	44.4%
• Tutoring	70.2%	69.4%	61.2%
• Advising	30.1%	27.1%	25.6%
Services required weekly or monthly			
College entry preparation services			
• College entrance exam preparation	48.7%	51.6%	48.8%
• College application assistance	41.4%	49.6%	49.8%
• Financial aid assistance	35.2%	39.3%	38.6%
Intensity			
Services delivered one-on-one to most students during the school year			
• Tutoring	34.6%	43.2%	42.8%
• Advising	63.3%	66.1%	61.8%
• College entrance exam preparation	9.6%	11.1%	9.5%
• College application assistance	61.7%	66.8%	61.8%
• Financial aid assistance	50.0%	51.3%	51.5%

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. U.S. Department of Education, Office of Postsecondary Education.

Table D-3. Percentages of Upward Bound projects reporting service content, by per-student funding subgroups

Service content	Per-student funding		
	Low (less than $4,167 per student) 287 projects	Moderate ($4,167–$4,466 per student) 234 projects	High (more than $4,466 per student) 252 projects
Academic courses—offered any courses for college credit	19.3%	18.9%	20.2%
Tutoring—most common use of time during school year			
• Homework help	73.1%	67.5%	66.5%
• Subject-specific remediation	14.0%	15.8%	13.9%
Advising—most common use of time during school year			
• Course requirements for high school graduation	14.6%	17.1%	16.3%
• College entrance requirements	14.6%	12.4%	10.3%
• Study skills	17.1%	16.7%	14.7%
• Academic goals	38.3%	35.5%	44.8%
College exposure services—services used by the largest number of students	43.5%	42.5%	41.8%
• Assistance in researching colleges	51.2%	59.1%	57.8%
• Assistance in researching college majors	17.4%	15.1%	11.2%
• Recruitment information sessions	16.7%	11.6%	13.6%
College entrance exam preparation—most common use of time during the school year			
• Studying for subject-specific tests	32.2%	28.4%	30.5%
• Taking practice tests	29.1%	29.4%	29.1%
• Learning test-taking skills	22.9%	22.8%	26.2%
College application assistance—most common use of time during the school year			
• Guidance in completing applications	49.0%	50.6%	50.4%
• Guidance in submitting application on time	18.2%	20.2%	19.8%
• Assistance with accessing applications	9.4%	12.0%	12.7%
• Any of the three services above	76.6%	82.8%	82.9%
College application assistance—recommending most students apply to 4+ colleges	38.4%	36.8%	39.3%
Financial aid application assistance—most common use of time during school year			
• Advising about aid requirements	19.5%	13.7%	19.1%
• Determining information needed for FAFSA	28.9%	33.1%	30.6%
• Tracking progress toward completing FAFSA	31.7%	31.3%	31.0%

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. U.S. Department of Education, Office of Postsecondary Education.

Table D-4. Percentages of Upward Bound projects reporting delivery features, by per-student funding subgroups

Delivery method	Per-student funding		
	Low (less than $4,167 per student) 287 projects	Moderate ($4,167–$4,466 per student) 234 projects	High (more than $4,466 per student) 252 projects
Accessibility			
Services offered year-round			
Academic preparation services			
• Coursework	73.2%	72.8%	68.3%
• Tutoring	96.5%	97.4%	95.2%
• Advising	96.9%	97.9%	98.8%
College entry preparation services			
• College entrance exam preparation	79.4%	84.2%	84.1%
• College application assistance	82.2%	88.9%	86.9%
• Financial aid assistance	77.0%	79.9%	78.2%
Services offered multiple times per week during school year			
Academic preparation services			
• Coursework	27.9%	28.8%	28.1%
• Tutoring	50.2%	56.5%	56.9%
• Advising	66.4%	60.3%	60.8%
College entry preparation services			
• College entrance exam preparation	44.4%	41.5%	45.5%
• College application assistance	69.6%	67.1%	63.2%
• Financial aid assistance	70.6%	67.1%	62.5%
Services offered at multiple locations			
Academic preparation services			
• Coursework	36.6%	37.7%	32.9%
• Tutoring	54.4%	58.0%	57.0%
• Advising	64.5%	67.5%	67.1%
College entry preparation services			
• College entrance exam preparation	47.4%	48.5%	41.8%
• College application assistance	66.2%	66.7%	72.7%
• Financial aid assistance	68.6%	65.4%	69.5%
Transportation provided during the school year	76.0%	82.2%	81.5%
Residential program in the summer	51.2%	72.3%	68.3%
Requirements			
Services required			
Academic preparation services			
• Coursework	89.5%	91.7%	89.8%
• Tutoring	97.7%	96.2%	96.3%
• Advising	97.0%	96.1%	96.7%
College entry preparation services			
• College entrance exam preparation	90.4%	91.7%	91.0%
• College application assistance	91.2%	93.3%	94.3%

Delivery method	Per-student funding		
	Low (less than $4,167 per student) 287 projects	Moderate ($4,167–$4,466 per student) 234 projects	High (more than $4,466 per student) 252 projects
● Financial aid assistance	93.5%	95.7%	95.3%
Services required weekly			
Academic preparation services			
● Coursework	42.9%	48.4%	33.9%
● Tutoring	72.2%	65.2%	61.8%
● Advising	30.5%	27.4%	23.8%
Services required weekly or monthly			
College entry preparation services			
● College entrance exam preparation	54.2%	51.3%	42.9%
● College application assistance	50.4%	48.7%	41.8%
● Financial aid assistance	39.9%	37.7%	35.5%
Intensity			
Services delivered one-on-one to most students during the school year			
● Tutoring	42.9%	39.7%	38.1%
● Advising	65.5%	60.3%	65.1%
● College entrance exam preparation	10.1%	9.0%	11.1%
● College application assistance	66.6%	62.0%	61.5%
● Financial aid assistance	51.6%	46.6%	54.4%

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. U.S. Department of Education, Office of Postsecondary Education.

Table D-5. Percentages of Upward Bound projects reporting service content, by urbanicity

Service content	Urbanicity		
	Urban (328 projects)	Suburban (139 projects)	Rural/town (219 projects)
Academic courses—offered any courses for college credit	16.8%	17.3%	28.7%
Tutoring—most common use of time during school year			
• Homework help	72.2%	72.7%	64.2%
• Subject-specific remediation	11.6%	13.0%	17.4%
Advising—most common use of time during school year			
• Course requirements for high school graduation	15.6%	15.8%	15.5%
• College entrance requirements	12.5%	12.2%	11.9%
• Study skills	16.2%	9.4%	20.1%
• Academic goals	37.8%	48.2%	37.9%
College exposure services—services used by the largest number of students	37.4%	44.6%	42.2%
• Assistance in researching colleges	56.4%	56.8%	54.1%
• Assistance in researching college majors	12.0%	16.6%	17.4%
• Recruitment information sessions	15.6%	12.2%	13.8%
College entrance exam preparation—most common use of time during the school year			
• Studying for subject-specific tests	29.3%	33.3%	31.2%
• Taking practice tests	26.7%	25.3%	33.9%
• Learning test-taking skills	27.8%	24.2%	17.2%
College application assistance—most common use of time during the school year			
• Guidance in completing applications	50.9%	45.3%	51.1%
• Guidance in submitting application on time	21.5%	17.3%	21.0%
• Assistance with accessing applications	11.4%	11.5%	11.0%
• Any of the three services above	83.7%	74.1%	83.1%
College application assistance—recommending most students apply to 4+ colleges	42.2%	38.9%	27.9%
Financial aid application assistance—most common use of time during school year			
• Advising about aid requirements	18.0%	12.2%	19.6%
• Determining information needed for FAFSA	33.0%	33.1%	28.3%
• Tracking progress toward completing FAFSA	32.4%	34.5%	29.7%

Note: 686 Upward Bound projects had information on urbanicity; 87 projects did not have this information. Information for urbanicity categories was reported from a subset of projects offering standard guidance to most students.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. U.S. Department of Education, Office of Postsecondary Education.

Table D-6. Percentages of Upward Bound projects reporting delivery features, by urbanicity

Delivery method	Urbanicity		
	Urban (328 projects)	Suburban (139 projects)	Rural/town (219 projects)
Accessibility			
Services offered year-round			
Academic preparation services			
• Coursework	77.1%	74.5%	61.1%
• Tutoring	97.0%	95.0%	97.7%
• Advising	98.2%	95.0%	98.6%
College entry preparation services			
• College entrance exam preparation	83.8%	71.2%	85.4%
• College application assistance	87.2%	80.6%	87.7%
• Financial aid assistance	80.2%	69.8%	81.3%
Services offered multiple times per week during school year			
Academic preparation services			
• Coursework	28.7%	26.4%	27.4%
• Tutoring	58.6%	53.7%	51.8%
• Advising	64.5%	65.2%	57.9%
College entry preparation services			
• College entrance exam preparation	41.4%	44.4%	48.6%
• College application assistance	66.7%	70.9%	64.4%
• Financial aid assistance	64.9%	70.7%	67.0%
Services offered at multiple locations			
Academic preparation services			
• Coursework	35.9%	30.9%	37.6%
• Tutoring	58.6%	53.7%	56.9%
• Advising	66.0%	66.9%	69.7%
College entry preparation services			
• College entrance exam preparation	44.5%	39.0%	50.9%
• College application assistance	71.5%	66.9%	69.3%
• Financial aid assistance	69.0%	67.7%	68.8%
Transportation provided during the school year	79.8%	78.7%	79.7%
Residential program in the summer	64.1%	57.4%	75.7%
Requirements			
Services required			
Academic preparation services			
• Coursework	95.0%	91.0%	84.7%
• Tutoring	96.8%	96.8%	95.8%
• Advising	96.8%	98.4%	96.3%
College entry preparation services			
• College entrance exam preparation	92.5%	91.1%	89.5%
• College application assistance	94.3%	93.6%	91.6%
• Financial aid assistance	95.0%	96.0%	94.2%

Delivery method	Urbanicity		
	Urban (328 projects)	Suburban (139 projects)	Rural/town (219 projects)
Services required weekly			
Academic preparation services			
• Coursework	47.5%	36.2%	33.6%
• Tutoring	68.4%	63.4%	64.1%
• Advising	29.3%	23.0%	26.5%
Services required weekly or monthly			
College entry preparation services			
• College entrance exam preparation	51.9%	47.4%	45.0%
• College application assistance	47.8%	46.6%	42.1%
• Financial aid assistance	37.6%	36.1%	35.6%
Intensity			
Services delivered one-on-one to most students during the school year			
• Tutoring	41.8%	37.4%	41.1%
• Advising	64.6%	64.8%	62.6%
• College entrance exam preparation	9.15%	11.51%	10.96%
• College application assistance	63.1%	61.9%	64.4%
• Financial aid assistance	49.7%	51.8%	49.3%

Note: 686 Upward Bound projects had information on urbanicity; 87 projects did not have this information. Information for urbanicity categories was reported from a subset of projects offering standard guidance to most students.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. U.S. Department of Education, Office of Postsecondary Education.

Table D-7. Percentages of Upward Bound projects reporting service content, by type of institution

Service content	Type of institution		
	4-year IHE (432 projects)	2-year IHE (258 projects)	Not an IHE (83 projects)
Academic courses—offered any courses for college credit	18.8%	23.5%	10.8%
Tutoring—most common use of time during school year			
• Homework help	66.4%	75.5%	64.2%
• Subject-specific remediation	14.9%	12.1%	20.5%
Advising—most common use of time during school year			
• Course requirements for high school graduation	15.5%	15.5%	19.3%
• College entrance requirements	12.0%	12.4%	15.7%
• Study skills	16.0%	16.3%	16.9%
• Academic goals	40.3%	39.2%	37.4%
College exposure services—services used by the largest number of students	35.6%	47.7%	63.4%
• Assistance in researching colleges	55.9%	55.0%	56.6%
• Assistance in researching college majors	14.7%	14.7%	14.5%
• Recruitment information sessions	13.5%	15.9%	12.1%
College entrance exam preparation—most common use of time during the school year			
• Studying for subject-specific tests	25.5%	40.0%	28.8%
• Taking practice tests	28.5%	29.5%	31.5%
• Learning test-taking skills	28.3%	15.5%	26.0%
College application assistance—most common use of time during the school year			
• Guidance in completing applications	49.9%	49.8%	50.6%
• Guidance in submitting application on time	20.2%	21.0%	9.6%
• Assistance with accessing applications	10.0%	13.6%	10.8%
• Any of the three services above	80.1%	84.4%	71.1%
College application assistance—recommending most students apply to 4+ colleges	39.2%	32.9%	49.4%
Financial aid application assistance—most common use of time during school year			
• Advising about aid requirements	14.6%	22.6%	18.1%
• Determining information needed for FAFSA	29.9%	34.2%	24.1%
• Tracking progress toward completing FAFSA	33.3%	29.6%	26.5%

Note. IHE = institution of higher education. An institution that is "not an IHE" could be a private or public agency or a secondary school.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013.* U.S. Department of Education, Office of Postsecondary Education.

Table D-8. Percentages of Upward Bound projects reporting delivery features, by type of institution

Delivery method	Type of institution		
	4-year IHE* (432 projects)	2-year IHE* (258 projects)	Not an IHE* (83 projects)
Accessibility			
Services offered year-round			
Academic preparation services			
• Coursework	74.1%	67.7%	69.5%
• Tutoring	98.4%	94.2%	92.8%
• Advising	98.2%	96.9%	98.8%
College entry preparation services			
• College entrance exam preparation	84.0%	77.9%	88.0%
• College application assistance	85.0%	88.0%	83.1%
• Financial aid assistance	78.5%	78.7%	75.9%
Services offered multiple times per week during school year			
Academic preparation services			
• Coursework	25.8%	31.7%	30.8%
• Tutoring	58.0%	50.4%	47.0%
• Advising	61.9%	63.0%	66.7%
College entry preparation services			
• College entrance exam preparation	43.3%	46.1%	40.2%
• College application assistance	66.8%	66.8%	66.3%
• Financial aid assistance	66.6%	67.1%	68.3%
Services offered at multiple locations			
Academic preparation services			
• Coursework	35.6%	35.8%	36.1%
• Tutoring	61.1%	50.6%	49.4%
• Advising	69.3%	64.2%	56.6%
College entry preparation services			
• College entrance exam preparation	46.6%	43.2%	50.6%
• College application assistance	70.5%	68.5%	57.8%
• Financial aid assistance	69.3%	67.7%	61.5%
Transportation provided during the school year	85.2%	70.4%	79.5%
Residential program in the summer	82.7%	39.3%	36.1%
Requirements			
Services required			
Academic preparation services			
• Coursework	93.8%	86.2%	84.8%
• Tutoring	96.6%	96.4%	98.8%
• Advising	98.4%	94.1%	95.1%
College entry preparation services			
• College entrance exam preparation	93.6%	87.3%	88.8%
• College application assistance	95.0%	90.6%	88.8%
• Financial aid assistance	95.5%	94.2%	92.5%

Delivery method	Type of institution		
	4-year IHE* (432 projects)	2-year IHE* (258 projects)	Not an IHE* (83 projects)
Services required weekly			
Academic preparation services			
• Coursework	40.1%	42.9%	47.9%
• Tutoring	64.1%	68.8%	74.0%
• Advising	26.2%	29.1%	29.5%
Services required weekly or monthly			
College entry preparation services			
• College entrance exam preparation	47.3%	51.5%	57.4%
• College application assistance	47.1%	44.0%	56.8%
• Financial aid assistance	36.2%	37.6%	46.7%
Intensity			
Services delivered one-on-one to most students during the school year			
• Tutoring	41.2%	39.5%	38.6%
• Advising	63.0%	65.5%	62.7%
• College entrance exam preparation	9.7%	10.9%	9.6%
• College application assistance	61.8%	65.9%	65.1%
• Financial aid assistance	50.2%	49.2%	60.2%

Note. IHE = institution of higher education. An institution that is "not an IHE" could be a private or public agency or a secondary school.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. U.S. Department of Education, Office of Postsecondary Education.

Table D-9. Percentages of Upward Bound projects reporting service content, by minority-serving institution classification

Service content	Minority-serving classification (MSI)	
	Non-MSI (475 projects)	MSI (215 projects)
Academic courses—offered any courses for college credit	20.1%	21.4%
Tutoring—most common use of time during school year		
• Homework help	69.8%	69.6%
• Subject-specific remediation	12.7%	16.4%
Advising—most common use of time during school year		
• Course requirements for high school graduation	14.3%	18.1%
• College entrance requirements	11.2%	14.4%
• Study skills	16.8%	14.4%
• Academic goals	39.4%	40.9%
College exposure services—services used by the largest number of students	41.6%	36.9%
• Assistance in researching colleges	58.7%	48.8%
• Assistance in researching college majors	13.5%	17.4%
• Recruitment information sessions	13.1%	17.4%
College entrance exam preparation—most common use of time during the school year		
• Studying for subject-specific tests	31.3%	29.1%
• Taking practice tests	27.8%	31.7%
• Learning test-taking skills	22.1%	27.9%
College application assistance—most common use of time during the school year		
• Guidance in completing applications	50.4%	48.6%
• Guidance in submitting application on time	21.5%	18.2%
• Assistance with accessing applications	9.3%	15.9%
• Any of the three services above	81.2%	82.7%
College application assistance—recommending most students apply to 4+ colleges	37.6%	35.4%
Financial aid application assistance—most common use of time during school year		
• Advising about aid requirements	15.0%	23.3%
• Determining information needed for FAFSA	31.4%	31.6%
• Tracking progress toward completing FAFSA	32.7%	30.2%

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. U.S. Department of Education, Office of Postsecondary Education.

Table D-10. Percentages of Upward Bound projects reporting delivery features, by minority-serving institution classification

Delivery method	Minority-serving classification (MSI)	
	Non-MSI (475 projects)	Non-MSI (475 projects)
Accessibility		
Services offered year-round		
Academic preparation services		
• Coursework	74.1%	67.7%
• Tutoring	98.4%	94.2%
• Advising	98.2%	96.9%
College entry preparation services		
• College entrance exam preparation	84.0%	77.9%
• College application assistance	85.0%	88.0%
• Financial aid assistance	78.5%	78.7%
Services offered multiple times per week during school year		
Academic preparation services		
• Coursework	25.8%	31.7%
• Tutoring	58.0%	50.4%
• Advising	61.9%	63.0%
College entry preparation services		
• College entrance exam preparation	43.3%	46.1%
• College application assistance	66.8%	66.8%
• Financial aid assistance	66.6%	67.1%
Services offered at multiple locations		
Academic preparation services		
• Coursework	35.6%	35.8%
• Tutoring	61.1%	50.6%
• Advising	69.3%	64.2%
College entry preparation services		
• College entrance exam preparation	46.6%	43.2%
• College application assistance	70.5%	68.5%
• Financial aid assistance	69.3%	67.7%
Transportation provided during the school year	85.2%	70.4%
Residential program in the summer	82.7%	39.3%
Requirements		
Services required		
Academic preparation services		
• Coursework	93.8%	86.2%
• Tutoring	96.6%	96.4%
• Advising	98.4%	94.1%
College entry preparation services		
• College entrance exam preparation	93.6%	87.3%
• College application assistance	95.0%	90.6%
• Financial aid assistance	95.5%	94.2%

Delivery method	Minority-serving classification (MSI)	
	Non-MSI (475 projects)	Non-MSI (475 projects)
Services required weekly		
Academic preparation services		
• Coursework	40.1%	42.9%
• Tutoring	64.1%	68.8%
• Advising	26.2%	29.1%
Services required weekly or monthly		
College entry preparation services		
• College entrance exam preparation	47.3%	51.5%
• College application assistance	47.1%	44.0%
• Financial aid assistance	36.2%	37.6%
Intensity		
Services delivered one-on-one to most students during the school year		
• Tutoring	41.2%	39.5%
• Advising	63.0%	65.5%
• College entrance exam preparation	9.7%	10.9%
• College application assistance	61.8%	65.9%
• Financial aid assistance	50.2%	49.2%

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. U.S. Department of Education, Office of Postsecondary Education.

Appendix E. Supplemental Analyses of Promising Practices and Challenges

Table E-1. Random sample of project director self-reports of promising strategies for delivering required and optional Upward Bound services

Service area	Response 1	Response 2	Response 3
Academic tutoring	**Hiring Upward Bound tutors who have similar backgrounds as the participants.**	UB students receive tutoring and mentoring from upper class students. This is a free service provided by ...	Our tutors who are also college students mentor participants. They are trained by full time Upward Bound staff and the Upward Bound counselor before they work with the UB students.
Academic coursework	**Offering for credit college courses**	Having certificated **teachers teach an elective class for credit** at the local high schools. In particular, a senior class is essential	
Academic advising	This summer we implemented a Senior Seminar class for our upcoming seniors. We worked with students on why college is important, what their college degree can mean for their future, the college application process, and completing five college applications. Our students really responded well to this class, and we will be carrying it forward through the academic year during monthly and bi-monthly visits. In addition, we are available to our students 24/7. I know other programs have done this and been successful. I am glad we implemented this class this summer. The excitement from the students gave them the boost needed to make this final year in high school really count.	By **bringing in speakers in various careers this exposure further motivates the students to excel in their academics and strive to enroll in college.**	We have **implemented a task driven check list and binder** that includes College Prep and Research, College Scholarships, Career Planning, Financial Literacy, Personal Enhancement. Students work on these activities by grade and using various resources.
College entrance exam preparation	Spending more time with Bridge participants has yielded better results during the summer. **Focusing on ACT (Kaplan) test preparation improved ACT scores.**	We use the Cambridge ACT prep program and do an annual pre and post test	
College exposure	**We met with colleges and departments on campus to**	We have been so fortunate to partner with a variety of faculty and	Colleges and universities are identified who offered

Service area	Response 1	Response 2	Response 3
	provide comprehensive career overviews and experiences to juniors and seniors. This includes field trips, anatomy labs, simulation labs, research, poster presentations, case studies, assessments, professional etiquette, STEM mentoring, and scholarships. Specific partnerships include Business, Mental Health, Pharmacy, Medicine, Engineering/robotics, Global Sustainability,	**staff here at…**and for the last two years our students have participated in a networking Ice-Cream Social (which they practice during the first couple days of summer). The students approach faculty and staff during the social to introduce themselves, ask a variety of questions and it is always a success! The students instantly get a boost of confidence and feel engaged with the campus. I've received so many emails stating how mature and smart our students are. There are many other mentoring opportunities that go on during the summer by our amazing faculty and staff and it all starts with the Ice Cream Social!	**high school day activities. Colleges and/or universities are contacted and provided demographic information of program participants and prospective career interests.** The colleges and universities cater presentations centered around participants' needs. The Upward Bound staff conducts follow up with participants and colleges/universities.
College application assistance	**Student are walked through the application and enrollment process step by step.** Mentors are available to students 24/7 for questions.	Having worked in college admissions for more than 8 years, I have **tried to expose any college admission tricks of the trade to our senior students.** We have worked closely to seek scholarships, and work on getting admitted to their number one school.	We have a very specific way of **guiding their college selection to it matches both their ability to be accepted and the school's ability to fund and retain them.** Every service is mandatory and students and parents are held to high standards if they want to stay in the program.
Financial aid assistance	**Teaching students about the financial resources that are available for college** and how to manage student debt.	Upward Bound projects **implement programming and services that increase student scholarship eligibility** (community service, employment with specific scholarship giving companies, banking with specific scholarship giving institutions, paper/essay writing, contest entries, etc.) and then work with students to research, and apply for as many scholarships as possible.	During summer component, **underclassmen spent two hours each Friday receiving financial literacy training** and assisting as a community volunteer at local financial institutions. They were mentored by the financial institution employees while learning about financial strategies useful for high school and college students.
Summer program	That reaching the **Bridge Program** attains the first major step towards their post-secondary educational goals.	**We require all participants to enroll in one or more Summer College classes.** They are College Planning, Career Development, and Financial Planning. They all embody the journey to get to college and to be successful in college.	**The residential component of the summer program** provides the students with an opportunity to just focus on their education and study habits.
Cultural activities	**Cultural activities** are extremely important because they give our participants experiences	Exposure to theater and **cultural events** provides students with a sense of cultural capital.	**Pairing a college visit with a cultural experience** (i.e. a museum, art gallery, touring a local hotspot,

Service area	Response 1	Response 2	Response 3
	that are outside their current circle of knowledge.		etc.)
Mentoring	No excuses no options. We believe that our students should been given high standards and held accountable for meeting them. We also believe that **students must be constantly reminded on how to overcome obstacles and change their circumstances and this is done through mentoring** and intrusive counseling.	**Americorps mentors** assist with college admissions and preparation	**Mentoring** and encouragement.
Work study & exposure	**Linking students to community members who are in the field** of the student's desired field.	Collaboration with the city's **Summer Youth Employment Program**; up to $500 per student	**We incorporate community service in our work-study program** which requires each student to complete so many hours of community service which in turn helps with applications.
Noncognitive skills	1. **Team building** with incentives 2. Parental involvement	We provide access to **leadership development program** in conjunction with youth from other high schools and college/university students	**Building student's confidence to step out of their comfort zone.**
Parental involvement	**Encouraging parents to be advocates for their students in the schools**, helping them to understand the cost of college, the process of financial aid and empowering them	We have to go in and **involve the parents** to see that it is possible for their children to do well and get out of poverty. It is important to send in staff that have overcome poverty from that area. Otherwise, they may not listen. Some don't like outsiders. We go in with a positive attitude and expect their kids to do well and advocate for their kids to get good teachers in the public schools, and advocate for a better life for their parents and the kids. TRIO is a family and we don't give up on anyone. When a student becomes a member of the TRIO family and quits school or gets in trouble, they know they can call us for us to get them back on the right path. UB works. Our students go on to do great things. They change the trajectory for themselves and for the future generations. TRIO works and is worth saving. TRIO is family and is important to all of the students. Some are foster children, homeless, have parents in prison, but TRIO is family and we are there	**In-home parent interview**

Service area	Response 1	Response 2	Response 3
		to encourage their success from their enrollment throughout their lives.	
Other	**Administering pre- and post-assessment during the summer program.**	**Technology infusion**	**Employing, training and retaining quality advisors** who develop a productive relationship with individual students and their parents.

Note: Project directors were asked to describe a promising strategy on several lines and to classify which service area the strategy applied to. 572 project directors responded to this series of questions. However, due to a programming error that limited which types of services were included in the list project directors could use to classify the strategy, the reported classifications were not used. Instead, all open-ended responses were re-coded into UB service areas based on key words used, adhering closely to the terms used in the program statutes in the Higher Education Act of 1965. The portion of each response coded is in bold. If multiple strategies were written in a response, only the first was coded. Written responses with unclear or ambiguous content (e.g., "Senior Seminar" or "training advisors") that could not be categorized as pertaining to a service area were coded as "Not Applicable". Up to 3 responses describing a promising practice were randomly selected for each service area. No judgments were made to determine if a written response was actually a strategy or was promising; the verbatim responses were taken as is. Responses were reviewed to ensure terms and strategies cited are not so specific that they can be used to identify individual projects and/or project directors.

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question L2b.

Table E-2. Percentage of projects reporting most common challenges faced during the school year

Services	Challenges								
	Hiring and retaining capable staff (%)	Getting UB participants to show up (%)	Identifying struggling UB participants who need the service (%)	Obtaining space or facilities to provide service (%)	Having sufficient time with UB participants (%)	Providing transportation for students who need it (%)	Lack of resources (%)	Other, specify (%)	Number of projects (N)
Academic tutoring	16	38	2	3	13	14	12	3	696
Academic coursework	16	25	3	5	23	10	14	4	598
Academic advising	7	25	5	5	37	7	10	4	569
College entrance exam preparation	7	29	3	2	25	10	19	4	584
College exposure	2	20	2	2	19	22	29	5	543
College application assistance	4	25	5	3	38	8	11	6	522
Financial aid assistance	4	29	5	3	31	9	12	8	532

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question K2.

Table E-3. Percentage of projects reporting most common challenges faced during the summer

Services	Hiring and retaining capable staff (%)	Getting UB participants to show up (%)	Identifying struggling UB participants who need the service (%)	Obtaining space or facilities to provide service (%)	Having sufficient time with UB participants (%)	Providing transportation for students who need it (%)	Lack of resources (%)	Other, specify (%)	Number of projects (N)
Academic tutoring	18	19	5	7	22	8	17	4	516
Academic coursework	18	18	5	9	19	7	19	5	513
Academic advising	6	17	5	3	41	7	17	5	451
College entrance exam preparation	8	18	4	5	27	6	25	6	453
College exposure	2	13	2	3	21	20	34	6	460
College application assistance	3	18	5	5	37	7	16	8	425
Financial aid assistance	4	17	4	6	37	8	17	8	420

Source: *Study of Upward Bound Implementation: Survey of Project Directors, 2013*. Question K4.