

UCA Upward Bound Data Collection Instrument

Upward Bound (UB) at the University of Central Arkansas, which is 100% federally funded, provides fundamental support to high school participants in their preparation for college entrance. The program engages students in opportunities to succeed in their pre-college performance and ultimately in their higher education pursuits. For more information about our program, you can visit <https://uca.edu/upwardbound/>.

To continue UB at UCA, **we must provide evidence** that this support is needed. The information we're asking for also provides a baseline for us to establish our objectives for the next five years. Information from the UCA Upward Bound Data Collection Instrument will be included solely to re-apply for the program through the U.S. Department of Education, and it will not be released to any other agency or individual. This survey has no bearing on your school's performance rating. Individual responses will remain confidential.

Please supply data and information for the grades in your school: we need only one instrument per school. If actual data are not yet available, please provide your best estimate and submit the actual data when it becomes available.

If you have any questions, please contact Jennifer Deering at jenniferdeering@grantfullyyours.com or Upward Bound Director Michelle Hardin at mhardin@uca.edu.

Please note: you must save this PDF to your computer, open it as a file, complete it, and save it again. You can then attach it and send it to us in an e-mail to jenniferdeering@grantfullyyours.com or mhardin@uca.edu. You cannot save your answers if you fill out the document while it is open in your browser (Chrome, Firefox, Safari, etc.). You will lose your answers and need to start again.

We will continue accepting responses as long as this form is open; however, we would appreciate responses by June 5, 2021.

Thank you very much for your help!

SCHOOL: _____

Information provided by (name and title): _____

COHORT ENROLLMENT / RETENTION / GRADUATION

1. Please **track cohorts** from entry in the 9th grade through graduation in the blanks below. Do not include students that transfer in after the 9th grade in the cohorts. This may require that you track and count individual students as they progress through your school. This is required if we are to demonstrate an ongoing need for Upward Bound. Please use the number enrolled at the beginning of the year, if possible.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9th	_____	_____	_____	_____	_____
10th	_____	_____	_____	_____	_____
11th	_____	_____	_____	_____	_____
12th	_____	_____	_____	_____	_____
Graduates	_____	_____	_____	_____	_____

2. Please track cohorts of **minority students** through graduation in the blanks below. Use the number enrolled at the beginning of the year (If possible, please provide data by each ethnicity separately).

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9th	_____	_____	_____	_____	_____
10th	_____	_____	_____	_____	_____
11th	_____	_____	_____	_____	_____
12th	_____	_____	_____	_____	_____
Graduates	_____	_____	_____	_____	_____

3. Please track cohorts of **economically disadvantaged students** through graduation in the blanks below. Use the number enrolled at the beginning of the year.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9th	_____	_____	_____	_____	_____
10th	_____	_____	_____	_____	_____
11th	_____	_____	_____	_____	_____
12th	_____	_____	_____	_____	_____
Graduates	_____	_____	_____	_____	_____

FREE AND REDUCED-PRICE LUNCH

4. What percent of students are eligible for free and reduced-price lunch for 2020-2021?
9th ____; 10th ____; 11th ____; 12th ____; Overall ____

POSTSECONDARY ENROLLMENT

5. What percent of the 2020 graduating class enrolled in postsecondary education immediately after graduation? _____
6. What percent of **minority** graduates enrolled in postsecondary education immediately after graduation in 2020? _____
7. What percent of **economically disadvantaged (free/reduced lunch eligible)** graduates enrolled in postsecondary education immediately after graduation in 2020?

8. What number and percent of the 2014 high school graduating class completed a two- or four-year degree by May 2020?

GPA/HIGH RISK

9. What percent of 2019-2020 students had GPAs lower than 2.5?
9th ____; 10th ____; 11th ____; 12th ____; Overall ____
10. What percent of 2019-2020 students had GPAs lower than 2.0?
9th ____; 10th ____; 11th ____; 12th ____; Overall ____
11. What percent of seniors in 2019-2020 met the proficient level on state standardized tests in the following subjects? English/Reading _____ Math: _____
12. What percent of 2019-2020 9th graders passed Algebra I by the end of the 9th grade? _____
13. What percent of 2019-2020 10th and 11th graders took the PSAT? _____
14. What percent of 2019-2020 seniors took the ACT or SAT? _____

15. What was the average composite score on each test for 2019-2020?

ACT: ____ ACT English: ____ ACT Math: ____ ACT Reading: ____ ACT Science: ____
SAT: ____ SAT Verbal/Critical Reading: ____ SAT Math: ____ SAT Writing: ____

16. What percent of graduating seniors in 2020 had an average high school GPA of 3.25 or above? ____

ABSENTEEISM/ TRUANCY/ PROBATION

17. What percent of students had problems with the following in 2019-2020?

Absenteeism	Truancy	Probation
9 th _____	9 th _____	9 th _____
10 th _____	10 th _____	10 th _____
11 th _____	11 th _____	11 th _____
12 th _____	12 th _____	12 th _____

18. What is the average daily attendance reported for 2019-2020? _____

HOME SUPPORT AND LANGUAGE ISSUES

- 19. What percent of students belongs to single-parent families? _____
- 20. What percent of parents participates in Parent/Teacher conferences? _____
- 21. What percent of students has access to a computer at home? _____
- 22. What percent of students has access to the Internet at home? _____
- 23. What percent of students speaks a language other than English at home? _____
- 24. What percent of students speaks a language other than English at school? _____

Comments Regarding Home Support and Language Issues: _____

COURSE OFFERINGS / ACADEMIC SUPPORT

25. Does your state have a standardized “rigorous,” “core,” or “college-prep” curriculum beyond a basic curriculum required for graduation (Smart Core)? _____

If yes, please define this “rigorous,” “core,” or “college-prep” curriculum (i.e., what courses and/or units of certain subjects make up this curriculum?):

26. What percent of graduates completed a rigorous course of study in 2019-2020? _____

Please list IB courses and Advanced Placement courses you provide along with the number of students who enrolled, completed the course, and passed the test with a score of 3 or higher for 2019-2020:

Course	Enrolled	Completed	Passed Test (3+)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Number of students that completed two AP courses and passed the test with a 3 or higher: _____

COUNSELORS (2020-21 or most recent data)

Please list duties assigned to counseling staff (examples: testing, monitoring classes, coaching sports, sponsoring clubs, etc.): _____

Number of full-time counselors: _____ Number of part-time counselors: _____

Estimated percent of counselor's time spent on non-counseling responsibilities: _____

Percent of counselor's time spent on actual student contact: _____

Percent of counselor's time spent on following duties:

- _____ academic counseling
- _____ career counseling
- _____ financial counseling
- _____ personal counseling
- _____ postsecondary counseling
- _____ testing services
- _____ assessment services
- _____ administrative duties
- _____ other duties: _____

27. Are students provided opportunities for, or encouraged to take, the prep ACT or PSAT? If so, how?

28. Do students taking the prep ACT or PSAT receive any help in preparing for the tests? If so, please describe.

Comments: What challenges do counselors face in providing career advisement and assistance with the college selection and admission process?

General Comments: Please discuss problems confronting students, parents, teachers, counselors, and school administrators in your area that prevent students from successfully completing high school and enrolling in postsecondary education.

Thank you for your assistance!