

Spring 5-19-2014

The Effectiveness of Select Upward Bound Programs in Meeting the Needs of 21st Century Learners in Preparation for College Readiness

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ABSTRACT

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THE EFFECTIVENESS OF SELECT UPWARD BOUND PROGRAMS IN MEETING
THE NEEDS OF 21ST CENTURY LEARNERS IN PREPARATION FOR
COLLEGE READINESS

Committee Chair: Dr. Barbara Hill

Dissertation Dated May 2014

This mixed-methods study examined the effectiveness of the Upward Bound TRIO program in preparing a low-income and first-generation population for the successful completion of high school and acceptance into postsecondary institutions of higher learning. Data collection methods for this study were comprised of teacher and student surveys and program director interviews. A comparison of two Upward Bound programs was conducted in the southern regions of Virginia and Georgia. The results were analyzed and queried as to whether the current program objectives were effective in meeting the needs of low-income, first-generation students and whether the program provided the necessary academic and technological skillsets and support needed to gain employment in knowledge capital economy.

The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in institutions of higher learning. The significance of this study is that it offers insight on the necessary support structures needed to assist low-income and first-generation students. The study was an in depth analysis of the Upward Bound TRIO program's current objectives in meeting the needs of the 21st century learner. Information gathered from the literary sources as well as other sources provides additional insight for the researcher on program practice, evaluation, efficiency, and low-income first-generation students' success.

THE EFFECTIVENESS OF SELECT UPWARD BOUND PROGRAMS IN MEETING
THE NEEDS OF 21ST CENTURY LEARNERS IN PREPARATION FOR
COLLEGE READINESS

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

BY

KAEMANJE S. THOMAS

DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA

MAY 2014

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ACKNOWLEDGMENTS

I would like to acknowledge my family, friends, and acquaintances for supporting the realization of a dream manifested.

To the highest source of all existence, God, who gave me the tenacity, stamina, and confidence to complete this endeavor, thank you.

My deep appreciation and love are extended to my father and mentor, Dr. Edison O. Jackson, my sister, Cheona Wright, Dr. Rebecca Dashiell-Mitchell, Dr. Hadley Cadot, John T. Browne, and my colleagues, Stephanie Hunte, Walter G, Leah P, Adrienne Simmons, and Robyn Medlock. Thanks go to my editors, Pamela Murrell and Yvonne Baskin for their assistance with proofreading and the formatting this research project.

I would also like to recognize the immeasurable support, assistance, and guidance of my chair and academic advisor, Dr. Barbara Hill, my dissertation committee members, Dr. Trevor Turner and Dr. Sheila Gregory, and Ms. Sherita Edmonds in the Financial Aid Office, whose spirit of servitude goes beyond exemplary standards.

I honor the memory of my mother Carmen, my brother David, and Whitney Elizabeth Houston who, through silent whispers and music, gave me the push to continue during those moments when I felt I could not complete the Doctoral Educational Leadership Program at Clark Atlanta University.

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CHAPTER I

INTRODUCTION

During the latter portion of the 19th century, educational reform became a battle of power and dominance for the United States, and more so when Russia became the first country to launch a satellite into space. Following the launch of the *Sputnik I* satellite in 1957 by the Soviet Union, the structure of education changed rapidly, heralding a new political, military, and technological race toward educational competition and dominance. Fearing its power slipping away in global circles, the United States aggressively debated and proposed changes to its educational system and academic curriculum. The National Committee on Excellence in Education (1983) argued that “the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and as a people” (pp. 1-7). Something was seriously amiss in the nation’s educational system. In fact, these fears triggered an overhaul in the assessment structure, the quality of teaching, and the learning in the nation’s public and private schools. The Committee on Excellence in Education further compared American schools and colleges with those of advanced nations and purported the belief that subsequent generations could maintain and leave intact the once unchallenged preeminence of the United States in commerce, industry, science, and technological innovation (*A Nation at Risk*, 1983).

In 1983, the *Nation at Risk* report under the Reagan Administration bolstered the committee's argument that policymakers at the national, state, and local levels were not effectively preparing our population academically. The Committee on Excellence contended that "if an unfriendly foreign power had attempted to impose on America the mediocre educational performance that existed today, we might well have viewed it as an act of war" (p. 9). The committee further argued that our "...educational institutions seem to have lost sight of the basic purpose of schooling, and the high expectations and disciplined effort needed to attain them" (p. 9). This led policymakers and politicians to debate whether the academic preparation offered by the school system was of quality comparable to that of other developed countries. Tyack and Cuban (1995) argued in favor of raising academic rigor and demanded college and career readiness for all students but ignored the gaps between academic preparation and resources. This also affirmed that education policymaking did not always lead to sustainable progress.

Similarly, Swain (2006) stated that perhaps the easiest problem to address is the situation in which middle-class black students are not achieving as much as they should, given their accessible resources. Education within the emerging knowledge economy requires mainstream teachers to ignore the economic realities of their students and focus on teaching to the test rather than using creative or metacognitive methods to solve problems.

Upward Bound has been around for nearly 50 years. It was launched under President Lyndon B. Johnson's administration via the Higher Education Act of 1965 as part of the war on poverty (U.S. Department of Education, 2007). The program's goal is

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to increase the rates at which the targeted students enroll in and graduate from postsecondary institutions by providing fundamental support such as help with the college admissions process and assistance in preparing for college entrance examinations (U.S. Department of Education, 2013).

Since its inception in 1967, the program has been evaluated several times, and it remains a controversial hot-button issue in relation to its effectiveness for the community. In 2004, to prove its effectiveness, Cahalan, M. W and Curtin, T. R. (2004), report compared the Upward Bound participants to a control group approximately three years after each group graduated from high school. His findings data indicated, males increasingly have somewhat higher high school dropout rates than females, and there is a growing gap between the college participation rates of males and females. Female and male 18–24-year-olds had about the same percentage of dropouts in 1967 (20 percent for both). By 2000, dropout rates had decreased for both groups, but somewhat more for females—the rate being 11 percent for females and 14 percent for males (p.30). Field (2007) found that most students who participated in Upward Bound were no more likely to attend college than students who did not. Zulli and Frierson (2004) asserted that approximately 33,000 students were served by the more than 400 Upward Bound programs each year. Studies have documented the program's success as it relates to student achievement, high school graduation rates, and college entrance rates. Yet dissidents continue to claim that the program has had little effect on the population for which it is designed. Although the success of Upward Bound is well documented, less is known about the specific factors that are responsible for this success.

The most comprehensive evaluation of the program was conducted between 1973 and 1979 by the Research Triangle Institute (RTI). This study followed a sample of approximately 3,700 Upward Bound participants from 54 sampled projects and 2,300 nonparticipating Upward Bound students, who were compared against participating students. The study found that the Upward Bound program had no effect on high school graduation rates; however, the program did have a significant and positive impact on the rates of college enrollment and the types of institutions participants chose to attend (U.S. Department of Education, 1997).

This same RTI study also found that significantly more Upward Bound participants entered postsecondary educational institutions than non-participants and those who enrolled in college were more likely to attend a 4-year institution than nonparticipants. Furthermore, the study also found, “Minorities labeled as ‘economically disadvantaged students’ and those classified as an ‘academic risk’ were particularly more likely to enter college from among Upward Bound program participants than from the comparison group” (Myers & Schirm, 1999, p. 4). The average high school dropout cost the American taxpayer approximately \$240,000 over his or her lifetime due to lower tax contributions, higher reliance on Medicaid and Medicare, higher rates of criminal activity, and higher reliance on welfare (Chapman, Laird, & Kewal Ramani, 2010). Therefore, placing the Upward Bound program in perspective, the program was designed to have an impact on students who would probably not attend college or pursue postsecondary education. The U.S Department of Education’s 1997 report found that the once high levels of program performance evaluation among grantees who were once

satisfied with the completing their performance reports, dropped below the 84% mark. The accountability yardstick used to evaluate the Upward Bound program has severe penalties for programs that have not met the Annual Performance Review objective (APR) requirements during the funding year. Consequently, programs that do not meet APR will not have their program re-funded for the following fiscal year.

President Johnson's (1960) ambitious goal for Upward Bound was to pave the way for

[a] high school student anywhere who had the aptitude to apply to any college or any university and not be admitted because his/her family's income status was a fundamental drive in United States' quest to be one of the dominant forces in the fields of science and technology. (p. 20)

His vision was a representation of the government's plan to raise the bar in terms of curricular standards but also offered low-income students and their families a chance at fulfilling their visions of the American dream. Although the war on poverty is ongoing, the debate surrounding the program's effectiveness requires tangible research to bolster support and assess whether the Upward Bound program is successful in meeting the needs of 21st-century learners as they prepare for college success and the knowledge capital economy.

Upward Bound seeks to assist low-income and first-generation urban high school students in becoming the first members of their families to earn college degrees due to their participation in the program's activities and subsequent pursuit of higher education. Grounded in eight programmatic objectives, the program provides fundamental support

to participants in their preparation for college entrance and offers opportunities for low-income, first-generation participants to succeed in their precollege performance, ultimately aiding in the motivation to pursue postsecondary education. Though Upward Bound serves mainly high school students from low-income families and families in which neither parent possesses a bachelor's degree, the program aims to increase the rate at which participants complete secondary education and enroll in and graduate from institutions that offer postsecondary education. However, these goals often ignore many salient factors that program participants encounter beyond the programmatic structure and objectives. It may unintentionally leave the 21st-century learner and program participant ill prepared for the harsh realities within the knowledge capital and global economy.

Spring (2011) asserted, “The dominant educational ideology is human capital economics, which defines the primary goal of education as economic growth, in contrast to other ideologies that might emphasize the passing on of culture or the education of students for social justice” (p. 6). Spring further contended,

Human capital economics contains a vision of school as a business preparing workers for businesses. Consequently, human capital economics values knowledge or curriculum according to how it meets the needs of the economic system. The conceptualization of education as a business includes the use of accounting methods that relies on standardized high-stakes testing to measure productivity. (p. 6)

Moreover, within the knowledge economy, corporate entities and public entities require that the people within their hiring pools meet the demands of their enterprises by exhibiting, with confidence, the skillset needed within a global economy. Friedman (2006) postulated that

[o]utsourcing is just one dimension of a much more fundamental thing happening today in the world. What happened over the last [few] years is that there was a massive investment in technology . . . when hundreds of millions of dollars were invested in putting broadband connectivity around the world, undersea cables and proprietary software that can chop up any piece of work and send one part to Boston, one part to Bangalore . . . the playing field is flattened. (pp. 6-7)

This flattening of the world economies and job skillsets requires that American students compete with students from other countries, such as India and Japan, for jobs where technology has leveled the playing field, allowing people from all over the world to work on equal footing.

The stark reality is that the educational pipeline loses far too many young people before they even begin postsecondary education. Approximately 7,200 students drop out of U.S. schools each day, adding up to 1.3 million students annually who fail to graduate from high school in 4 years (Hooker & Brand, 2010). Living in today's ideological knowledge economy requires the 21st-century learner to know how to master and operate technology. According to the Advisory Committee on Student Financial Assistance (2010), between 1992 and 2004, initial enrollment rates of academically qualified low- and moderate-income high school graduates in 4-year colleges shifted downward from

54% to 40% and from 59% to 53%, respectively (p. IV). The U.S. Department of Education (1997) affirmed that low-income students face greater financial barriers to college attendance, hindering their chances of succeeding in the knowledge economy.

Furthermore, research supported the view that education is a public good, through which individual participation accrues benefits for the larger society (Institute for Higher Education Policy, 1998; Kezar, Chambers, & Burkhardt, 2005; Lewis & Hearn, 2003).

Harper, Patton, and Wooden (2009) affirm that

[i]ssues of racial disparity contribute to the low representation of African American students [and low-income/first-generation students] in higher education institutions and [the] methods [that surround] race, white supremacy, supposed meritocracy, and racist ideologies have shaped and undermined policy efforts for African American students' participation in higher education. (p. 390)

Studies further indicated that students, whether from high or low-income backgrounds, could succeed if given the technology and educational resources to compete on a level playing field. Data gathered from the 1990s indicated that students from low-income families were less likely to attend a 4-year college or university in comparison to students from high-income families. Out of those who were able to attend college, almost half of the students who began college at a 2- or 4-year institution failed to earn a degree within 6 years (U.S. Department of Education, 2009). Bedsworth, Colby, and Doctor (2006) contended that “academic preparation is the most effective means of increasing the odds that students will graduate from high school ready for college, matriculate, and eventually receive their degrees” (p. 4). The researchers also stated that “academic preparation is

necessary but not sufficient in helping low-income students enroll in and graduate from college [and] Even when such students graduate from high school [and are] sufficiently prepared, they complete college at significantly lower rates than their wealthier peers” (pp. 6-7). Furthermore, Bedsworth et al. (2006) and Stitt-Gohdes (1997) found that low-income students needed more information about academic requirements and that parental involvement and encouragement, though essential, were not as significant as having a peer-group member who was planning to attend college.

Conversely, the traditional vision of college readiness, which typically means an exclusive focus on improved academic performance for in-school youth, often fails to develop the technological skills needed to prepare the 21st-century learner for the demands of the global economy. Increasingly, researchers and policy analysts are recognizing that the necessary qualities for completion of postsecondary education encompass more than just academic components.

Although the Upward Bound program is designed to serve high school students from low-income and first-generation college-graduate families in which neither parent holds a bachelor’s degree, the program serves as a bridge in providing academic and cultural experiences common to economically privileged and elite student households. Program participants are enrolled in their ninth-grade year until they graduate from high school and are offered a 6-week intensive summer experience on a college campus. The U.S. Department of Education requires the program to deliver assistance in mathematics, laboratory sciences, composition, literature, and foreign languages. Other activities included mentoring, work-study programs, tutoring, counseling, cultural enrichment,

education or counseling services—all designed to improve the financial and economic realities of program enrollees.

Currently, enrolled participants do not receive high school credits for the classes, which was once an asset to the program. Rather, the program functions as a conduit for resources and experiences from which it appears participants benefit. Upward Bound program directors collect participants' report cards on a semester-to-semester basis at program entry and complete Annual Performance Reports to submit to the Department of Education, along with other activities that are used to measure the program's effectiveness in meeting its performance objectives. In addition, the program and the Department of Education use grade point averages, program-designed pre/post assessment tests, and audits as tools. These measures function together as a guide to hold the Upward Bound program accountable based on participant performance. Federal programs such as Upward Bound are designed to assist low-income populations and are not exempt from funding cuts. Cahalan and Goodwin (as cited in Carr, 2013) noted that

[o]ne reason for this funding dilemma is that the evaluation of federal college preparation programs, Upward Bound in particular, has been contested and controversial for many years, especially as it relates to evaluation methodology and conflicting program outcomes from research studies conducted over the years. (p. 4)

Carr further cited in her study that the cut of \$49 million from the 2010 budget caused a drop of 18%, or 171 programs, from the previous round of funding (Council for Opportunity in Education, 2012). Without secured funding or an increase in that funding,

many low-income, first-generation students who would normally benefit from the Upward Bound program are plunged into a survival-of-the-fittest scenario. Choosing to attend college, work, or prison are the viable alternatives, and programs, which were once guaranteed funding and provided hope, are not immune from budget reductions.

The Upward Bound program has assisted many of its participants who desired to apply to college in hopes of overcoming the stereotypes of failure. Many of these students would often fall through the cracks or watch helplessly as some of their peers fall prey to the “Prison Industry Complex,” a term coined by Angela Davis (2001). Many low-income, first-generation students’ ability to thrive and excel is overshadowed by violence, poverty, and a high incidence of crime. This lifestyle often becomes the focal feature for mainstream media, and although it is widely known that education is good for the public, steps for increasing college attendance lag behind those in other developed countries, such as Russia, China, and India. These countries recognize the importance of educating even their economically disenfranchised populations, and they recognize that in the global economy, education and technical skills are key not just to upward mobility but to dominance in the knowledge capital era.

Purpose of the Study

The purpose of this research study was to investigate whether the Upward Bound program had any significant impact on preparing low-income, first-generation students for college readiness and whether it has increased the graduation rate of its target population such that these 21st-century learners are equipped to meet the demands of the knowledge capital economy. The 21st-century learner needs communication skills that

transcend writing essays and technical skills that go beyond setting up margins for printing (Loertscher & Koechlin, 2012).

The Upward Bound program provides fundamental support to participants in their preparation for college entrance and offers opportunities for enrolled students to succeed in their precollege performance and ultimately in their higher education pursuits (U.S. Department of Education, 2013). The program attempts to meet the needs of low-income learners, a group whose 21st-century skillset often falls behind that of children from affluent families. Moreover, the educational landscape, due to the influence of technological advancement, continues to change at a rapid pace, often leaving low-income students at a disadvantage.

Achieving the goal of college and career readiness for all youth requires innovative programs and policies that address the multiple factors influencing the educational pathways of young people (Hooker & Brand, 2010). If low-income students are to be competitive and successful in tomorrow's workplace, participants in the Upward Bound program need to hone abilities that reach beyond the skill of solving routine problems, thus creating a niche where they can thrive within the global economy. For the purpose of this study, the research was conducted in the Southern states of Virginia and rural Georgia with 35 Upward Bound students, nine teachers, and two program directors.

Statement of the Problem

Upward Bound projects are primarily charged with assisting low-income and first-generation college-bound students. Due to their economic status, more low-income communities are in need of the program's services to become self-actualized. Moreover,

low-income families often do not have an academic pipeline extending from p-12 through secondary education to support their academic journeys. The percentage of individuals with a bachelor's degree in the target areas served is below the average of the state and national data (27.9% and 33.8%, respectively, over the period from 2006–2010).

Surrounding neighborhood high schools in rural and urban areas which participate in the Upward Bound program, are identified as Title I schools, and are ranked as low performing discovered that only 33% of their low-income student population met the requirements for graduation due to a high incidence of poverty. In these rural regions, Hispanics and blacks are half as likely as non-Hispanic whites to complete college and are twice as unlikely to graduate from high school or have high school diplomas. The South encompasses a third of the nation's rural population and is home to half of all rural adults who fail to complete high school. Statistically, the average number of people with a bachelor's degree for the state of Georgia is 16%, and less than 10% of adults served in the rural areas have completed a baccalaureate program (Georgia Department of Labor, 2010).

Although educational programs have been introduced to address the achievement gap in low-income and rural communities, the educational outputs of these areas remain below the national average. Still, the Upward Bound program continues to boast that it is successful in raising the academic performance of many low-income, first-generation students and bridging the gap between academic equity and poverty. The Upward Bound program postulated that it continues to improve:

- Academic performance—grade point average;

- Academic performance on standardized tests;
- Secondary school retention and graduation;
- Secondary school graduation (rigorous secondary school program of study);
- Postsecondary enrollment; and
- Postsecondary completion

However gallant the efforts of the Upward Bound program and its staff appear to be, research indicates that more needs to be done to address the high incidence of low-income students who are not graduating. They continue to lag behind their higher-income peers at the college level in all subject areas, and fewer are adequately prepared. Carnoy and Rothstein (2013) cited the 2009 Programme for International Student Assessment (PISA) data findings and contended that a 2009 PISA international test of reading and math showed that American 15-year-olds performed more poorly, on average, than 15-year-olds in many other countries. The findings also revealed that American students' achievement gaps lagged woefully behind that of many comparable industrialized nations and that this shortcoming threatened the nation's economic future. Unsuccessful educational achievement in basic reading, English language arts, and mathematics creates a problem for the emerging knowledge capital economy, where these skills are essential for gainful employment and educational success at the secondary and postsecondary levels.

This research, therefore, investigated two select Upward Bound programs by focusing on the effectiveness of the Upward Bound program in preparing low-income,

first-generation high school students and analyzed the impact of the following dependent and independent variables.

Dependent variables

- Effectiveness of the Upward Bound program
- Upward Bound's effect on students' motivation to attend college
- Upward Bound's improvement of students' academic performance
- Efficacy in the use of technology within the Upward Bound program

Independent variables

- Upward Bound program activities
- Staff support
- Upward Bound participants' motivation
- Curriculum structure
- Teacher expectations of the value of the Upward Bound program
- Students' time management skills

Research Questions

It is theorized that low-income and first-generation high school students in grades 10–12 who participated in the Upward Bound programs are more likely to attend college and pursue postsecondary education, more prepared for the rigor of college, and more likely to possess the skillsets necessary to compete with other 21st-century learners.

The following seven research questions were used to investigate the effectiveness of the Upward Bound program:

- RQ1: Is there a significant relationship between Upward Bound program activities and students' motivation to attend college?
- RQ2: Is there a significant relationship between staff support and the improvement of academic performance?
- RQ3: Is there a significant relationship between Upward Bound participant motivation and efficacy in the use of technology?
- RQ4: Is there a significant relationship between curriculum structure and Upward Bound students' motivation to attend college?
- RQ5: Is there a significant relationship between teacher expectations of the value of the Upward Bound program and the improvement of academic performance?
- RQ6: Is there a significant relationship between time management skills and students' motivation to attend college?
- RQ7: What independent variables influence the overall academic performance of Upward Bound participants?

Significance of the Study

The mixed methods study provides research data to policymakers and gives insights into providing support to low-income students enrolled in the Upward Bound program. In addition, the study highlights unforeseen factors that increase the benefits to students from participating and ultimately gaining a bachelor's degree. It is the researcher's hope that the insights gained will provide additional strategies for the federal government in preparing the 21st-century learner.

Research studies indicated that the educational levels of low-income families lagged behind their higher-income counterparts. This is significant because without school or work, low-income students are more likely to become involved in crime and to rely on public assistance and government healthcare (Ayers, 2013).

Funding programs such as Upward Bound will assist in reducing the number of young people on a path to prison, leaving taxpayers to foot the bill. This loss of revenue requires government intervention and demands more social and welfare services to sustain the rising number of unemployed youths who are unable to afford college and who don't have the necessary skills to compete with their counterparts in other developed countries. High unemployment plagues American youth.

The primary goal of the researcher was to add to the body of existing research emphasizing the necessity for additional financial assistance for the Upward Bound program.

Summary

Children who live in poor urban neighborhoods are disproportionately likely to be members of racial and ethnic minority groups and are at greater risk for school failure (Ludwig, Ladd, & Duncan, 2001). Across the United States, as high school students' dropout rates continue to increase, it is necessary for more students to graduate from high school and pursue secondary education in order to bridge the socioeconomic disparities which plague urban communities. As such, federal programs, including Upward Bound require continued funding and are a necessary good, because these programs assist low-income families and first-generation populations to become the first members in their

families not only to earn bachelor's degrees but also to become gainfully employed and recognized as productive members of their communities. The purpose of this study was to examine the impact of the Upward Bound program and to gauge whether monies invested are meeting the 21st-century learner's needs in preparation for postsecondary education and the skillsets for competing in the global economy. The study explores whether there is an increase in the number of low-income, first-generation college students correlated to enrollment in the Upward Bound program and whether such students are prepared successfully to pursue postsecondary education opportunities. Guided by six research questions, it is the hope of the researcher that evidence gathered will contribute clearly to the debate about whether supporting the economically deprived population is important for the public good.

It is the researcher's assertion that students from urban communities if given similar and adequate support and resources like their affluent counterparts, programs such as Upward Bound, will not determine only measure the students' ability to excel academically, but also have the confidence to compete. The literature review in Chapter 2 argues that low-income students, when given the proper support and resources, have the potential to be successful and achieve educational success; they can be motivated to pursue postsecondary education studies whether they are from high-income or low-income homes. Although almost half of low-income urban students who begin college fail to complete it, the overwhelming majority, once given support, do graduate from high school. It is evident that the current job market does not favor high school or college dropouts, but studies demonstrate that with the right incentives, nothing is out of reach

for these students. If students are given opportunities and support such as what the Upward Bound program offers, the American dream will no longer remain a dream but become a reality; where support meets opportunity, students can become the self-actualized beings.

CHAPTER II

LITERATURE REVIEW

For the purpose of this study, the literature review explored how the dependent and independent variables impact the preparation of low-income/first-generation students for college, as well as how the Upward Bound program affects the achievement level of the population served. The literature also addresses how the realities facing individuals in the 21st century in the knowledge economy affect the United States in its effort to compete effectively with other developed countries.

The issues of poverty and education are intricately linked, and they challenge the assumptions that an individual's intelligence, education, or social status are of any significance as they relate to ameliorating the person's current position in a democratic society. Instead, this link promotes capitalism and segregation in a global economy. Low-income/first-generation students are in dire need of programs like Upward Bound. This program offers the necessary support mechanisms for those who would become statistics. However, through interacting with the program's resources, participants are empowered to pursue postsecondary education and, more importantly, to change their status quo. The Upward Bound program objectives postulated that the following dependent variables have an impact on student preparation for college readiness.

Dependent variables

- Effectiveness of the Upward Bound program
- Upward Bound's effect on students' motivation to attend college
- Upward Bound's improvement of students' academic performance
- Efficacy in the use of technology within the Upward Bound program

Independent variables

- Upward Bound program activities
- Staff support
- Upward Bound participants' motivation
- Curriculum structure
- Teacher expectations of the value of the Upward Bound program
- Students' time management skills

The literature presented for this study on the dependent and independent variables was obtained from journals, dissertations, program documents, and books and was used in determining the Upward Bound program's effectiveness due to its long history of financial support from the federal government. Moreover, support for its program structure and its effectiveness in preparing low-income students is often questioned, and the debate often centers on whether low-income students have the ability to overcome the obstacles they face. The debate also questions whether the Upward Bound program is fully equipped to assist low-income students in their desire to take on the challenges of higher education. This feat is rarely accomplished by low-income youths, who often have to choose instead to take a low-paying job. It is no secret that for affluent and mid-

income families, successful college preparation begins before high school. In order for low-income students to cultivate the skills needed to compete effectively and competently in the global capital economy, they need other avenues of support beyond the financial to become educated, civic-minded citizens.

For almost 50 years, the Upward Bound program functioned on the premise of seeking to bridge the vast chasm of educational disparities faced and lived daily by marginalized communities. In its bout to make amends for widespread poverty and offset the educational deficiencies low-income/first-generation students face in America's public schools, the program seeks to supplement and enrich the educational experience for impoverished populations, for many of whom college is a dream deferred. These students, as well as the program's mission, are apt to fail, because local and rural school districts often fall short of providing a quality education. Whether legislators or politicians chose to scapegoat educators for their pedagogical practices or blame the ill preparation of low-income students on a lack of motivation to succeed, the issue of resources is null if at-risk students continue to drop out of school or to fail in their regular classrooms.

The Upward Bound program was founded under President Johnson's administration and signed via the Economic Opportunity Act (EOA) in August 1964. The Economic Opportunity Act was a measure the Johnson administration used to declare its war on poverty. This initiative sought to offer some redress for economic chasms between low-income/first-generation students and those labeled as economically privileged. This legislation gave birth to the Office of Economic Opportunity and Special Programs for Students from Disadvantaged Backgrounds and has since become more

commonly known as the nation's TRIO programs (McElroy & Armesto, 1998). As part of this statute, the first TRIO initiative, Upward Bound, came into existence, followed soon thereafter by Talent Search, which was created by the Higher Education Act (HEA) of 1965. Following the birth of Talent Search, in 1990, the U.S. Department of Education created the Upward Bound Math/Science Program, which was administered under the same federal regulations as other Upward Bound programs.

Hunt (1967) asserted that the first Upward Bound pilot program included 18 colleges and universities across the United States and served approximately 6,000 students, all of whom were seniors. He further stated,

The program lasted for six to eight weeks during the summer and then included a follow-up academic component during the school year. During the school year, approximately 4,500 Upward Bound participants enrolled in some form of postsecondary educational experience, with 90% of the students entering a 4-year college or university program. (p. 12)

McElroy and Armesto (1991, cited in Wolanin, 1996) stated that the reauthorization of the HEA in 1980 was particularly important, politically and philosophically, for the adoption of two key concepts regarding eligibility for participation in TRIO programs. The first of these was consideration of students' status as the first in their families to pursue higher education (first-generation college students or candidates). The second was consideration of students' prior performance. The first-generation-college criterion was important as a determinant of the educationally disadvantaged. Over the years, the Upward Bound program has had its share of controversy, as questions have arisen as to

whether or not the program has made any progress toward meeting its lofty objectives or the needs of the target population.

McElroy and Armesto (1998) asserted that the first group to evaluate Upward Bound, the Research Triangle Institute (RTI), was able to circumvent this controversy by selecting a definition that describes Upward Bound students as members of groups that historically have been underrepresented in higher education and that are below national averages on educational indices. According to Levin (1986), pupils who are defined as "educationally disadvantaged" lack home and community resources that enable them to succeed in conventional educational settings. Notwithstanding the current financial climate, historically, issues of poverty, race/ethnicity, cultural distinctions, linguistic assimilation into mainstream society and lack of resources are constant factors that the educationally disadvantaged continue to battle. These issues translate into low academic achievement and high dropout rates at secondary levels for low-income communities.

The Upward Bound program targets youth between 13 and 19 years of age (grades 9 through 12) who have low academic averages and poor academic performance in school. High school students from low-income families whose parents have not earned a bachelor's degree or military veterans with only a high school degree are eligible to participate. The program's goal is to increase the rates at which the targeted students enroll in and graduate from postsecondary institutions by providing fundamental support, such as help with the college admissions process and assistance in preparing for college entrance examinations. The program also provides participants with a college experience through a 5- to 8-week, full-time residential summer program at a postsecondary

institution, reinforced with a weekly tutorial and mentoring service during the academic school year (McElroy & Armesto, 1998).

Though the success of Upward Bound is controversial, little is known about what specific variables are responsible for the individual programs' and students' successes. In two retrospective analyses, McElroy and Armesto (1998) asserted that the RTI studies, conducted by Mathematica Policy Research, Inc. [MPR] (1997a, 1997b) arrived at mixed conclusions about the Upward Bound program's effectiveness. Although MPR's investigations found Upward Bound to have had no effect on participants' high school academic preparation or grades, it concluded that the program had a positive effect on students' college enrollment. The MPR studies further noted, "Upward Bound had positive effects on its participants' overall educational attainment but no effect on their persistence in college" (p. 374). However, later research that reviewed the effectiveness of Upward Bound found that the program had "incremental influence after two to three years" (p. 376). Based on the objectives upon which Upward Bound programs are evaluated, the ability for each program to meet its targeted goals, outlined in each grant's request for proposal-vetting process objectives, determines the grant's formula for funding. Under the Higher Education Act (HEA) of 1965, the federal data show that the TRIO programs, which include Upward Bound, received the following funds from 1967–1996 (Table 1).

Table 1

Funding History of the TRIO Programs (Including Upward Bound), 1967–1996

Fiscal Year	Appropriation 1	Fiscal Year	Appropriation 1
1967	\$28,000,000	1987	\$74,548,185
1970	\$29,600,000	1988	\$80,413,638
1975	\$38,331,000	1989	\$98,830,000
1980	\$62,500,000	1990	\$100,600,000
1981	\$66,501,000	1991	\$131,643,731
1982	\$63,720,000	1992	\$158,759,000
1983	\$68,366,514	1993	\$157,589,899
1984	\$70,754,376	1994	\$162,500,000
1985	\$73,614,193	1995	\$190,563,469
1986	\$72,338,636	1996	\$191,269,332

Analysis of Program Performance

Goals and Objectives

The goal of the program is to generate among low-income youths and potential first-generation college students enrolled in high school the skills and motivation necessary for success in education beyond high school (Department of Education, 1997).

Strategies to Achieve the Goals

Population Targeting: To participate in Upward Bound, students must be between the ages of 13 and 19 (with the exception of veterans), must have completed the eighth grade, and must have a need for academic support to successfully pursue a program of postsecondary education. Participants are selected based on

recommendations from their counselors, teachers, and social agencies. Two-thirds of the project participants must be low-income persons (defined as living at 150% of the federal poverty level) who are also potential first-generation college students. The remaining one-third must be either low-income or potential first-generation college students (Department of Education, 1997). In 1990, there were 601 Upward Bound grantees serving 44,700 students. The grant is awarded for a period of 4 years. Applicants whose grant proposals are scored in the top 10% of a competition are awarded 5-year grants.

All Upward Bound projects must provide instruction in the following areas:

- Math (through pre-calculus)
- Laboratory science
- Foreign language
- Literature and composition

As a caveat, the following services are typically provided during the academic-year and summer components of the project:

- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- Academic or personal counseling
- Exposure to cultural events and academic programs
- Tutorial services
- Information on student financial assistance
- Assistance in completing college entrance and financial aid and preparing for admissions tests

- Exposure to a range of career options
- Mentoring

Upward Bound's strategic initiatives since its inception are to improve program effectiveness and project performance, streamline the grant award process, and provide efficient feedback to grantees. The program uses the following indicators as a guide for evaluation: high school completion, college enrollment, and college completion.

Coverdale (2009) argued,

Creating a summer program that keeps students engaged can be difficult, especially for first-generation students who may have no parental guidance or support for pursuing post-secondary opportunities and who may be separated from friends and activities miles away from them. While guidelines for the summer curriculum set by the Department of Education were established, individual programs interpreted the meanings differently. (p. 16)

Arguably, program design and evaluation of such a tedious component as summer instruction require a keen program director who knows what the program participants need academically in order to be successful upon return to a traditional school classroom.

For the successful promotion of postsecondary enrollment, program administrators and the federal government cannot ignore the widening gap in academic performance between low-income and high-income students. Ford (2011) contended that

[d]iscussions, debates, and research about the achievement gap focus mainly on differences in academic performance (e.g., test scores, grades, graduation rates) between black students and white students. With few exceptions, reports, studies, and literature [often] juxtapose the (poorer) performance of black students

compared to white students, with white students held as the norm or standard for which to strive. (pp. 30-32)

She further postulated that

[w]hen these discussions are held on the issue of academic performance, the focus on low-income students compared to high-income students held the latter as the norm and that there are even fewer reports that focus on closing the achievement gap between gifted or high-achieving students who are minority and low income. (pp. 30-32)

Although the case for success compares academic performance and ability, proponents find that their faulty premise of academic success and data are incongruent. Studies show that students, whether from high- or low-income backgrounds, can succeed if given the proper tools and resources. Data gathered from the 1990s indicated that students from low-income families were less than half as likely to attend 4-year colleges or universities than students from high-income families (U.S. Department of Education, 2009). Instead of being recognized for their excellence and encouraged to strengthen their achievement, high-achieving lower-income students enter what Wyner, Bridgeland, and DiIulio (2012) labeled the “achievement trap,” where educators, policymakers, and the public assume they can fend for themselves, even though the facts show otherwise. Seftor, Mamun, and Schirm (2009) stated that although the vast majority of high-income high school graduates are qualified to attend a 4-year college based on grades and test scores, only half of low-income students have adequate qualifications.

To add further evidence of the inequities faced by low-income population, Epstein (2010) affirmed in *A Different View of Urban Schools* that “America is a capitalist

country . . . money speaks, and battles over who gets the money often have far more influence than pedagogical concerns in educational decisions” (p. 4). This legacy of financial deficit in relation to educational preparation of low-income communities depicts and maintains that policy-making, operates from the framework of superiority. The main objective of programs like Upward Bound is to provide some support in leveling the educational disparities low-income students experience and to provide access to educational and academic resources often absent from their regular classrooms. If education is the foundation of power in the knowledge capital economy, then low-income students must have an opportunity to gain the skills they need so that they, too, can compete in the global workforce. Although studies indicate that low-income and first-generation participants often have uncertain career goals and lower expectations for achieving the goals they have, these tendencies are not surprising given that the participants often have little access to positive role models and are unexposed to professional work environments.

Still, proponents of educational policy argue there are hosts of extraneous factors that affect standardized test scores. Zeidner (1988) asserted, “. . . poor ability test-performance of disadvantage students is said to reflect the biasing effects of certain situation-specific variables in the test context no less than their basic ability” (p. 67). One can assert that low-income students are more likely to fail, ignore, or take tests required for graduation and, while at the same time, perform not as high performing students. While programmatic interventions have shown some success in increasing the academic performance of at-risk students, sustaining initial gains requires that support services continue for these students. It is possible to hypothesize that if educators do not

intervene on a consistent basis and meet the needs of at-risk students, then students who are not able to keep up tend to give up and become high school dropouts.

The earnings gap between school dropouts and young people with postsecondary credentials continues to increase, due to both labor supply and demand. On the demand side, a growing proportion of jobs require some postsecondary training (Ivry & Dolittle, 2002). Moreover, data from the U.S. Department of Education, National Center for Education Statistics (2011) indicated that in 2009, the median income of persons ages 18 through 67 who had not completed high school was roughly \$25,000. In comparison, the median income of persons ages 18 through 67 who completed their education with at least a high school credential, including a General Educational Development (GED) certificate, averaged approximately \$43,000.

In its 2010 report, the U.S. Department of Education found that “between October 2007 and October 2008, black and Hispanic students in public and private high schools had higher event dropout rates than white students” (p. 6). The report also found that [o]n average, 3.5% of students who were enrolled in public or private high schools in October 2007 left school before October 2008 without completing a high school program. In October 2008, approximately 3.0 million 16- through 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credentials, thus increasing their ability to survive with limited resources... (p. 8)

Similarly, Drummond and Stipek (2004) asserted that low-income families were less likely to introduce their children to information related to high school completion and postsecondary enrollment when compared to affluent families. Though low-income

families usually had restricted access to educational and occupational information and faced economic and discriminatory barriers (i.e., socioeconomic status and lack of opportunity), interventions such as the Upward Bound program included components designed to increase self-awareness and exposure to educational and occupational information. Equally importantly, the activities, such as college tours, financial aid workshops among others were designed and used to address a real or perceived barriers to occupational or educational achievement, thus testing the validity of such perceptions and working to develop strategies to overcome barriers and/or adjust to the occupational/career expectations imposed by the global knowledge capital. Given the effects of teacher expectations on student learning, it is important to understand what factors influence students' academic competence.

The Upward Bound program structure allows students to cultivate the skills of inner motivation. Fashola and Slavin (2001) contended that many academic interventions for African American and Latino students, although well intentioned, have been limited to cognitive abilities. These interventions are typically focused on content remediation, behavioral management, whole school reform, curriculum reform, and/or standardized test preparation. However, factors such as family dynamics, poverty, and participation in the Upward Bound program can influence participants to change the course of their educational path. The relationship between positive self-concept and academic achievement has been well documented (Cokley, 2000; Gordon, 1995, 1996; Sedlacek, 1999).

Caldwell and Siwatu (2003) affirmed that “allowing the students to articulate how they define the purpose of education is an excellent stimulus for achieving this goal” (p. 76).

We, the authors, suggest that promoting academic persistence is a dynamic multivariate process that mandates progressive interventions, based on social, cultural, and environmental constructs. Promoting persistence in African-American and Latino students requires interventions that seek to strengthen both cognitive processes and affective functions to increase their academic achievement motivation and resilience when confronted with unfamiliar and uncertain educational environments. (p. 6)

Opponents believe that many low-income first-generation students lack the motivational skills needed to succeed in college courses and, as such, need emotional support.

Moreover, if students’ motivation is aligned with the support-structure objectives of the Upward Bound program, they, too, will develop the resilience needed to survive the rigor of the program’s goals and view things they once perceived as obstacles as fuel for their success.

Given the effects of low-income students’ self-perceptions within the traditional classroom, the Upward Bound program seeks to change the educational landscape as it relates to student learning. It is therefore necessary to understand how the Upward Bound program influences students’ academic competence and self-conceptualization. Douglass and Thomson (2012) asserted that

[a]lthough there is a real lack of information on the perceptions of low-income students at major elite private universities and colleges, and some publics, lower-

income students, irrespective of racial or ethnic background, may sense that they do not belong in institutions that are predominantly populated by upper-income students. (pp. 65-89)

In addition, the researchers stated,

There is also a strong pattern among many racial and ethnic groups, particularly recent immigrants with relatively high social capital (a knowledge of how to navigate society and bureaucracies), to find paths to low-cost, high-quality and, in the case of some public universities, high-prestige public resources. (p. 72)

However, the reality is that of many of these low-income students do not thrive in these academic settings or graduate.

As low-income students contend with various barriers, one critical variable is that of the Scholastic Aptitude Test (SAT) score. Steele (1995) stated,

The SAT still serves as the great common denominator and gatekeeper in the college admissions process . . . The SAT also presents serious issues of fair and equal treatment. blacks and [Latinos, low-income students,] face an uphill battle to reduce the SAT scoring gap. (pp. 24-25).

In its 2013 report, the College Board contended,

The data are clear—college and career readiness matters. When students are prepared, they enter college, persist, and complete at much higher rates than those who are not prepared. Studies show that students who meet the SAT College and Career Readiness Benchmark are more likely to enroll in a 4-year college, more likely to earn a higher first-year GPA (FYGPA), more likely to persist beyond the

first year of college, and more likely to complete their degree than their peers who did not meet the benchmark [test score]. (p. 3)

This gatekeeper score reinforces the long-standing belief regarding low-income populations as it relates to academic intelligence.

A test-based approach is not a completely true reflection of a person's intelligence. Eric Gardner's (1983) theory of multiple intelligences demonstrated that individuals have various ways of demonstrating their intelligence. Academic intelligence is one aspect of a person's ability, measuring informational recall and application. To help students meet the college-ready criteria, the Upward Bound program includes SAT and afterschool tutorials to aid in addressing the academic deficiencies and the preparation of low-income, first-generation participants in grades nine through 12. This activity, among others, is deemed effective in fostering academic competence on the SAT examinations while preparing the low-income, first-generation participant for the rigors of college.

Other researchers, such as Hooker and Brand (2010), postulated that while policymakers at the national, state, and local levels have endorsed the movement to increase academic rigor and demand college and career readiness for all students, the stark reality is that the educational pipeline loses far too many young people before they can even enter postsecondary education. In addition, the researchers further contended,

Achieving the goal of college and career readiness for all youth requires innovative programs and policies that address the multiple factors influencing young people's educational pathways. Many high school dropouts report that their primary reasons for leaving school were that classes were uninteresting or

irrelevant to the world beyond high school or that they felt alienated and unsupported. (pp. 75-76)

Likewise, being college ready requires mastery of one of the major requirements for college admission—a high score on the SAT examinations.

Furthermore, in a survey conducted by Donald E. Powers (1988), College Board Report No.98-5, titled *Preparing for the SAT I: Reasoning Test—An Update*, Powers found that about half of the students did not think they had access to coaching programs outside school, private tutoring, or test preparation software, and a large proportion were unaware of any SAT I preparation programs at their high schools. “When these programs or resources were available, the prohibitive cost restricted students” [from performing at their academic peak (p. 7). “Cost,” he contended, “was a greater consideration in decisions to forgo coaching (17%) and private tutoring (18%) than it was for other methods” (p. 7). Although the statistics speak volumes, early intervention through the Upward Bound program assists students in changing their attitude and perceptions in regard to standardized testing. These stringent requirements, often confused with issues of competence, leave many students to question whether there is fair and equal treatment in place to combat their academic deficiencies.

Although performance becomes a challenge for students from low-income families, as opposed to middle-class and affluent families, Steele (1995) affirmed, “...virtually all aspects of underperformance—lower standardized-test scores, lower college grades, and lower graduation rates—persist among students from the African-American middle class” (p. 1). However valid the debate on performance stereotypes may seem for proponents who support academic performance, believe that if low-

income, first-generation students are given the same tools and preparation, they too can increase their SAT scores and perform equally as well as or better than their more affluent counterparts on standardized tests such as the SAT examinations.

There is no questioning that there is a strong correlation between education and poverty. The Obama Administration Report (2014) stated that each year hundreds of thousands of low-income students face barriers to college access and success. Low-income students often lack the guidance and support they need to prepare for college, apply to the best-fit schools, apply for financial aid, enroll, persist in their studies, and ultimately graduate. As a result, large gaps remain in educational achievement between students from low-income families and their high-income peers.

According to Sparks and Adams (2013), “When it comes to sending high school graduates to college and ensuring they succeed, a school's poverty can be a bigger barrier than a diverse student body or a rural or inner-city locale” (p. 1). Powell (2013) contended that “there can be no doubt that education and the long-term success of our young people must be a top priority if we are to maintain the health and competitiveness of our business community” (p. 1). The evident correlation between education and poverty posits a strong case for programs such as Upward Bound, where bridging the achievement gap becomes an issue of great concern. Similarly, Steele (1995) asserted,

When capable black [low-income, first-generation] college students fail to perform as well as their white counterparts, the explanation often has less to do with preparation or ability than with the threat of stereotypes about their capacity to succeed. Over the past four decades, African-American [low-income] college students have been more in the spotlight than any other American students. This

is because they aren't just college students; they are an innovative in America's effort to integrate itself in the 35 years since the passage of the Civil Rights Act. These students have borne much of the burden for our national experiment in racial integration. And to a significant degree the success of the experiment will be determined by their success. (p. 1)

Garibaldi (1992) asserted that African - American boys and girls are in trouble based on their current performance in academic subjects. He further purported, In an urban school system where 87% of the 86,000 students were African American, African-American males accounted for 58% of the non-promotions, 65% of the suspensions, 80% of the expulsions, 45% of the dropouts even though these young men represented only 43% of the school population. [T]hough the picture for African-American females in the school system was somewhat less bleak, this issue was still of concern for educators. (p. 5)

This performance issue is of deep concern, as low-income students who are not in attendance at school may never have a chance to improve their status in society or, for that matter, of attending or graduating from college. It is evident that students who miss instructional time are at a disadvantage, especially if they are to compete and survive in a global economy—one that requires a level of mastery of academic competency. Students' lack the opportunity to learn when they are not present. This affects their ability to master content covered in their absence and thus bears a strong relationship to their economic status and achievement. Furthermore, the correlation of education and poverty lends itself to the long-standing argument that people who have money also have the power to dictate educational resources and gender-performance outcomes.

Additionally, low-income students usually have restricted access to educational and occupational information and face economic and discriminatory barriers (i.e., socioeconomic status and lack of opportunity). Research has shown that first-generation college students face greater challenges than their peers whose parents are college educated. Goldrick-Rab and Pfeffer (2009) reported that socioeconomic issues impact students from various economic backgrounds. The authors affirmed that “parental education has been consistently identified as an important indicator of college attainment. Students with college-educated parents are more likely to attend and complete school, and that advantage persists even among children from lower-income families” (p. 103).

The interventions used by the Upward Bound programs take many forms, all of which include components designed to increase self-awareness and exposure to educational and occupational information. Additionally, the activities provided by the Upward Bound programs are designed to identify real or perceived barriers to occupational or educational achievement. This research study tested the validity of such perceptions by exploring the meaningful activities and educational experiences provided to participants, access and learning strategies the program used to assist low-income students to overcome perceived barriers, and help the program provided in adjusting occupational/career expectations in realistic ways.

Inner-city youths continue to perform below their peers and have a higher unemployment rate and greater poverty rate than that of their white and Asian counterparts. Additionally, rural youth are more likely to struggle to decide whether to stay in the communities in which they grew up or move out of those communities to

pursue college educations or seek employment (Grimard & Maddus, 2004). The researchers affirmed,

Rural versus metropolitan area residence does not influence college attendance. Children of college-educated parents with high grade point averages in high school, and rural adolescents with average grades and parents who have not attended college, attend college at a rate that is below that of comparable adolescents from metropolitan areas. (p. 31)

Malhoit (2005) contended that [p]olicies that promote consolidation of rural [schools' programs and] reflect a biased belief that rural people, especially those in poor communities [are less capable of performing and under no] obligation to educate their students. A student's geography should not dictate a child's educational destiny. Those who are "left behind" in distressed places are often the poorest, the least well educated, the least mobile, and the most at risk of educational failure.

Parents and families have the most influence on children's academic performance, and this is especially true for children from low-income families (Kitano, 2003). Children from low-income families typically begin their school experiences with fewer academic skills than their middle-income peers (Lee & Burkam, 2002), and they remain on a path of relatively low performance (Alexander, Entwisle, & Horsey, 1997; Deton & West, 2002; Duncan & Brooks-Gunn, 1997). Moreover, added to their struggles are factors such as family dynamics and poverty, factors that can influence the ability of children to succeed in the classroom. These factors, which often play a significant role in educational outcomes, are addressed by the support that the Upward Bound program offers for students who suffer from these deficits. For opponents who believe low-

income first-generation students lack the inner drive and academic competence needed to succeed in college courses, the literature suggests that the Upward Bound program creates participants who have the ability to become resilient and academically successful.

A case study conducted by Leonard (2010) attested that parents and adults who supported their children's (students') educational goals could develop their self-efficacy and desire to achieve their own educational and career goals. The literature further postulated that adults (programs) who believed in or supported their participants or students created students who were driven and believed in themselves. Consequently, at-risk behaviors diminished and student resilience was enhanced by the triad of caring, supportive adults (and peers), high expectations, and multiple opportunities for students to participate in meaningful ways (Bernard, 1999). Bernard further concluded that students with strong self-efficacy are more likely to assume difficult challenges, put forth more effort, and persevere through obstacles and challenges (Bandura, 1977; Zimmerman, 1995).

Wallace, Abel, and Ropers-Huilman (2000) affirmed that the services provided to students had a profound effect on student satisfaction, academic performance, and motivation, which persisted into postsecondary education, and that teacher expectations were strongly associated with students' actual skills. According to Brophy (1983) and Jussim and Eccles (1992), teacher expectations may be confirmed because they lead to self-fulfilling prophecies or perpetual biases or because these expectations were accurate. Thus, children's school or program performance becomes part of a cycle of increasing or decreasing expectations, which, in turn, affects future performance and motivation. If students have the necessary support structures, as built in within the objectives of the

Upward Bound Program, they, too, are developing the skills of resilience needed to survive what they perceive as insurmountable obstacles to their success.

Maslow's (1954) motivation theory addressed the connection between student achievement and motivation. This theory can be used to understand the role teacher perceptions play in the value of intrinsic outcomes and whether program participants are intrinsically or extrinsically motivated in academic and social contexts. The research supported the idea that teachers often have different concepts of learning, and sometimes differ in their views of performance and motivation, than those held by parents and students, especially those from ethnically or culturally diverse backgrounds (Gay, 2000; Rogoff, 2003). Hauser-Cram, Sirin, and Stipek (2003) also found that teachers' perceptions of divergent educational values varied from those of parents and that teacher-held beliefs that students were sometimes inadequately supported at home related to academic learning. Moreover, when teachers rated their students as less competent and had lower expectations for their students' future and success, it had a negative effect.

Morris (2005) asserted that black teachers typically viewed white students as middle class and good students, whereas white teachers viewed all students, whether from low-income backgrounds or not, as unremarkable. These convergent realities shaped the everyday classroom but were not always apparent within the Upward Bound program. This may have been because all the demographic populations in the program adhered to the definition as low-income, first-generation. However, teachers often expressed an acute consciousness of race, especially in terms of "disadvantages." This was predominantly a factor that African American students faced, especially within academic environments. This "dysconsciousness," Ladson-Billings (2009) contended,

often shaped teachers' perspective, whether black or white, in their teaching styles and influenced the way in which they perceived students from different racial and economic backgrounds.

Conversely, whether from low-income or high-income backgrounds, many low-income students often internalize their teachers' disposition toward them, as evidenced in their language and conversations inside and outside classroom settings. Students make inferences about a teacher's behavior and display an awareness of differential treatment by teachers. Tyson (2002) affirmed that students' academic behavior ranged from complete disengagement from classroom activities to active "ability shows" as a means of gaining their teachers' attention and demonstrating an aptitude for learning. Although Upward Bound students are from low-income backgrounds, many participants see participating in program activities as a transformation tool, an avenue to change their place in society through academics and the pursuit of postsecondary studies. Whether the discourse for advancement is real or imagined, the Mathematica Policy Research study of the 1990s may have overlooked these important findings in its report on the effectiveness of the Upward Bound program.

Studies released by the Pell Institute for the Study of Opportunity for Higher Education (2007) found that the major technical issues in the MPR study were "(a) extreme unequal weighting, (b) treatment-control group non-equivalency, (c) survey nonresponse bias, (d) lack of standardization for expected high school graduation year, and (e) service submission and dropout issues" (p. 5). Coverdale (2009) further stated,

One of the problems with the Mathematica study was the random selection of students to be in either the control or treatment group. Each student, prior to this

study, was self-selected by the project based on recommendations, interviews, and needs addressed by the program. No longer was the study on the effects of Upward Bound on students versus non-Upward Bound students; now there was an additional treatment that was implemented to over half of the control group, thus severely limiting what factor(s) would address any changes between the two groups or a complete accurate measure of program effectiveness. (p. 15).

Though merit worthy in their attempts to evaluate the Upward Bound program, the studies conducted by various agencies have been met with some level of resistance by many directors and policymakers, while legislators are open to bolstering the argument for program effectiveness, mainly from the perspective of finance. It was apparent those who designed the measuring instrument forgot to assess the changing demographics over the years and the divergent needs and deficiencies that face many of the participants and directors. Based on this, the results obtained from the Mathematica Policy Research did not showcase the Upward Bound program favorably, as the curricula offered were vastly different from the traditional high school curricula. In its evaluation, Mathematica failed to include the high staff turnover rate, teaching employment qualifications, the limited budget to hire highly trained or qualified teachers, or the changing demographic needs of program participants.

Nonetheless, various studies have documented the success or the lack thereof of the Upward Bound program as a medium through which low-income students who were academically driven could achieve and prove their naysayers wrong. Seftor, Mamun, and Schirm (2009) found the following:

- Upward Bound had no detectable effect on the rate of overall postsecondary enrollment or the type or selectivity of postsecondary institution attended by the average eligible applicant,
- Upward Bound had no detectable effect on the likelihood of applying for financial aid or the likelihood of receiving a Pell Grant,
- Upward Bound had no detectable effect on the likelihood of earning a bachelor's degree,
- Upward Bound increased postsecondary enrollment or completion rates for some subgroups of students,
- Longer participation in Upward Bound was associated with higher rates of postsecondary enrollment and completion. (pp. xiv-xv)

Conversely, Coverdale (2009) affirmed the opposite in his evaluation of the Upward Bound program. His findings were that Upward Bound was able to predict an increased likelihood of:

- Applying for postsecondary education,
- Applying for financial aid,
- Enrolling in post-secondary education and graduating from or remaining enrolled in a post-secondary education. (pp. 54-55)

Designed with an academic program-need focus, the program encompasses a variety of social and cultural activities to expose participants to the world at large. Program planning and curriculum design are structurally different, especially between the academic-year and summer programs. The summer program includes language such as

“rigorous” and “intense,” while during the academic year, students are given what is called “academic enrichment.” During this time, instructors or college students are hired to assist with assignments given by the participants’ schools, and the program is infused with college tours and other program activities; the summer program takes a different approach. It employs certified teachers or college professors who assist program participants in developing proficiency in subject areas and address academic deficiencies. It is expected that through this rigorous academic experience, students will cover most of the advanced material and content of their respective grade levels. As such, each of the summer and academic-year programs are designed with specific goals and objectives. Each program prioritizes meeting the target population’s needs and the assigned APR objectives as per the Department of Education goals.

Given Upward Bound’s modified budget, most program employees are college students, who may have little or no teaching experience and who may not effectively impact the program participants’ learning. Therefore, motivation becomes an issue when students attend program activities, and it is at its worst when they are not offered credit for work completed during the summer or the academic-year sessions. These issues may also affect curriculum design and quality. If a director does not know how to plan a quality program, he or she may not be able to design an effective program that supports the needs of the target population or challenges program participants beyond the confines of their academic performance. To date, there has been one national evaluation of the Upward Bound programs; however, further attempts to evaluate the success of the program have been met with resistance. According to the U.S. Department of Education (2008), the total funding for the 2007–2008 fiscal year was as follows:

- Number of grant awards (project) - 971
- Total number of participants to be served by projects - 65,587
- Average award per project - \$324,590
- Average number of participants served per project - 68
- Average cost per participant - \$4,805 (p. 17)

The minimum grant award amount under the Upward Bound program was \$250,000 per project per year (U.S. Department of Education, 2008), and the matriculation of students to college was not included. As such, an accurate assessment and any reliable data to attest to the program's effectiveness are often in doubt.

Common Themes

The common themes in the reviewed literature provided strong support for programs that assist low-income populations, such as Upward Bound. Although there have been numerous debates in academia and various governmental educational reforms, such as A Nation at Risk, Goals 2000, the No Child Left Behind Act of 2001, Race to the Top, and recently the introduction of the Core Curriculum, the achievement gap remains wider among low-income students. While money alone may not solve the achievement gap, more impartial and adequate distribution of capital is essential in improving the equity and meet the high demands of low-income learners, it is apparent that programs such as Upward Bound are a necessity for preparing 21st-century learners for the rigors of college. Moreover, the prescribed methods of improving service delivery via educational reform mediums have done very little to improve the rates at which low-income, first-generation students graduate from college in comparison to their peers from high-income backgrounds.

Summary

Although the Upward Bound program is historic and proven ineffective by the Mathematica study, the activities of individual Upward Bound programs, whether conducted during the academic year or the summer, need a closer inspection to determine the program's impact on its target population. Examination and analysis of the Upward Bound program objectives and outcomes are in alignment with the demands of the knowledge capital economy. The specific activities conducted by the program will determine whether the various methods of evaluation are worth the monies invested.

CHAPTER III

THEORETICAL FRAMEWORK

Founded under President Lyndon B. Johnson's administration, the Upward Bound program seeks to resolve the imbalance in academic equality. Although some of the literature attested that the Upward Bound program did not have an impact on the success of low-income, first-generation students in attending college, other studies indicated that the program was effective in preparing students for college readiness. Upward Bound is a national program and currently used in various states, such as New York, Washington, Virginia, and Georgia. Its programmatic structure varies, but the objectives are the same on a national level. Proponents argue emphatically that the Upward Bound program is effective in meeting the needs of low-income, first-generation students and that it provides essential resources that make a difference in preparing this population for the rigors of college.

Maslow's (1954) hierarchy of needs and motivation theories, Albert's (1977) social efficacy theories, and Tinto's (1975) theory on student integration model illustrated that academic integration and social integration were used to increase persistence and to evaluate the effectiveness of the Upward Bound program. These theories were used to evaluate the program outcomes and explain the impact of motivation on low-income/first-generation students' performance. According to Maslow's (1954) motivational theory and his pyramid illustrating the five levels of needs, "human beings

aspire to meet their basic needs, and seek to successfully aim to achieve higher needs and thus become self-actualized” (p. 1). The four lower-order needs are physiological, while the apex needs are defined as growth needs. In order for an individual to be satisfied, the lower-level needs must be met. Once they are satisfied, these needs, in turn, influence the individual’s behavior, creating a sense of accomplishment. These five levels of needs are:

- Self-actualization – morality, creativity, problem solving, etc.;
- Esteem – confidence, self-esteem, achievement, respect, etc.;
- Physiological – air, food, water, sex, sleep, etc.;
- Belongingness – feelings of love, friendship, intimacy, family, etc.; and
- Safety – security within an environment, employment, health, property, etc.

Furthermore, Maslow’s hierarchy of needs theory was used in evaluating program participants’ intrinsic motivation. Using this theory, the writer sought to ascertain how Upward Bound participants achieved their educational and academic pursuit needs, thereby becoming self-actualized beings. Both of these theories demonstrated that individuals are motivated to achieve their needs and thus become self-actualized while in pursuit of those needs. If the right motivational factors and support systems are in place, these needs can be influential when attempting to accomplish the desired goal.

Bandura (1977) affirmed that self-efficacy is related to “changes in behavior produced by stimuli that either signify events to come or indicated that probable response consequences also have been shown to rely heavily on cognitive representations of contingencies” (pp. 192-193). He further contended that “Through cognitive

representation of future outcomes, individuals can generate current motivators of behavior” (pp.192-193). Within the analysis of the theory, efficacy expectations are influenced from response-outcome expectancies. Similarly, Brown (2012) asserted, “in the age of accountability, government agencies, nonprofit organizations and institutions of education are expected to demonstrate results achieved through a variety of human services programs” (p. 37). The level of success achieved is used in determining whether resources and project objectives are meeting the goals written in the program’s grant proposal. Logic models, Brown contended, “make it possible to evaluate the use of resources over time” (p. 37). Program evaluation utilizes personnel and organization-referenced outcomes to determine current and desired outcomes (Schalock, 2001). Federal programs such as Upward Bound provide educational services, and as such, an annual review of their impact and effectiveness are required. These programs operate on a formula-funded budget.

Program evaluation outputs described by the Upward Bound program’s objectives will examine self-esteem, improved life and academic skills, and social-emotional competency, and ascertains that measurable outcomes for a successful program are reflected in outputs. Using the W. K. Kellogg Foundation’s logic model (1998), it was the researcher’s intent to evaluate the effectiveness of the Upward Bound program and whether the levels of success achieved are meeting the needs of the intended participants. This logic model was used to analyze service components, impact, program activities, student performance, resources, and outcomes. A well-designed logic model communicates a clear picture of the purpose for a project, and this builds consensus

among all members, including volunteers and funding agencies (Brown, 2012) (see Figure 1).

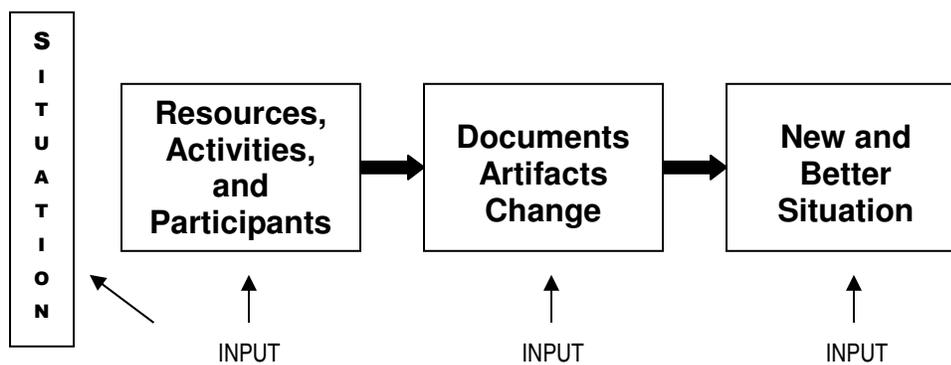


Figure 1. Basic Logic Model with Three Elements and Situations or Problem Assessments

Similarly, Tinto's (1993) model took a longitudinal perspective and viewed persistence as a function of the quality of a student's interactions with the academic and social systems of the Upward Bound program. Tinto asserted that there were two related, integrated primary factors: the personal characteristics of the student and the nature of the student's interaction with the program. According to Tinto, "... it is entirely possible for individuals to achieve integration in an academic system or college [program] without doing so in the social domain" (p. 120). Additionally, Tinto found that students who do not become socially integrated may or may not suffer from persistence issues. Therefore, failure to become involved in the Upward Bound program activities, extracurricular activities, and other programmatic activities, promote involvement and integration; often improve a student's desire to attend college. This, in turn, discourages students from seeking to drop out of the program, or increases their desire to stay in Upward Bound.

Therefore, participant integration occurs when students are likely to stay enrolled in the program and subsequently become connected to its academic and social life. The activities are essential to the success of Upward Bound program students. Social relations are said to influence students as they continue to participate in program activities and seek help from other program participants who share similar academic and social goals.

Research Design

The sample population consisted of 46 Upward Bound program participants located in southern Virginia and rural Georgia, based on the Upward Bound program-objectives selection criteria. During the study, the researcher explored the effectiveness of the Upward Bound performance objectives and their impact on preparing program participants for college readiness. Research from journals, the Department of Education website, student and teacher surveys, and program director interviews were analyzed and used to support the effectiveness of the Upward Bound program as it relates to the preparation of low-income/first-generation high school students for college readiness. Data obtained from the Upward Bound directors were used to measure the Upward Bound program effectiveness.

Data obtained during director interviews took into account that all program participants had had at least two consecutive years (2008–2010 and 2011–2013) of Upward Bound program contact experience. It is important to note that the approach of utilizing director interviews, staff instructional courses, and student surveys provided insight into the Upward Bound program's effectiveness from a qualitative perspective.

This qualitative portion is often ignored in the Annual Performance Reports (APR). APRs are instruments that quantitatively measure program effectiveness and are mandated by the Department of Education for Upward Bound directors to complete to continue to receive funding. Teachers' survey results were used to summarize the research findings on instructional perspectives, and program expectations, while analyzing the nature of the continuous variables of student motivation and performance. In addition, the qualitative data obtained during the study were used to examine which variables had the most profound impact on program participants for 21st-century career and postsecondary educational pursuits.

Theory of Variables

This study investigated the following dependent variables in relation to the effectiveness of the Upward Bound program's capability to improve the academic performance of program participants, their college-readiness skills, and the program's ability to equip them with the skills needed to compete in the global economy. Theoretical and empirical research were used to support the relationship between program effectiveness, its outcomes and linked as supportive evidence that validated the significance of the study. The variables studied were (a) effectiveness of the Upward Bound program, (b) Upward Bound's effect on students' motivation to attend college, (c) Upward Bound's improvement of students' academic performance, (d) efficacy in the use of technology within the Upward Bound program, (e) student perception of the value of the Upward Bound program, (f) Upward Bound program activities, (g) curriculum structure, (h) teacher expectations of the value of the Upward Bound program, and (i)

students' time management skills. While it is proposed that the Upward Bound program may have a significant impact on addressing the needs of low-income, first-generation high school students' needs, more support is necessary for these populations to become academically prepared and to function in a globally competitive, knowledge capital economy.

Relationship among the Variables

There is a strong correlation between the Upward Bound program activities and the preparedness of low-income, first-generation students for college readiness. Although there may be a strong relationship between education and poverty, the impact of specific variables that impact low-income populations posits a strong case for programs, such as Upward Bound, where bridging the achievement gap of the target population is often a major concern for its sustainability and the need for those it serves. The relationships might be explained by the variables under investigation as depicted in Figure 2. The figure suggests that there is a strong correlation between the Upward Bound program objectives and its outcomes.

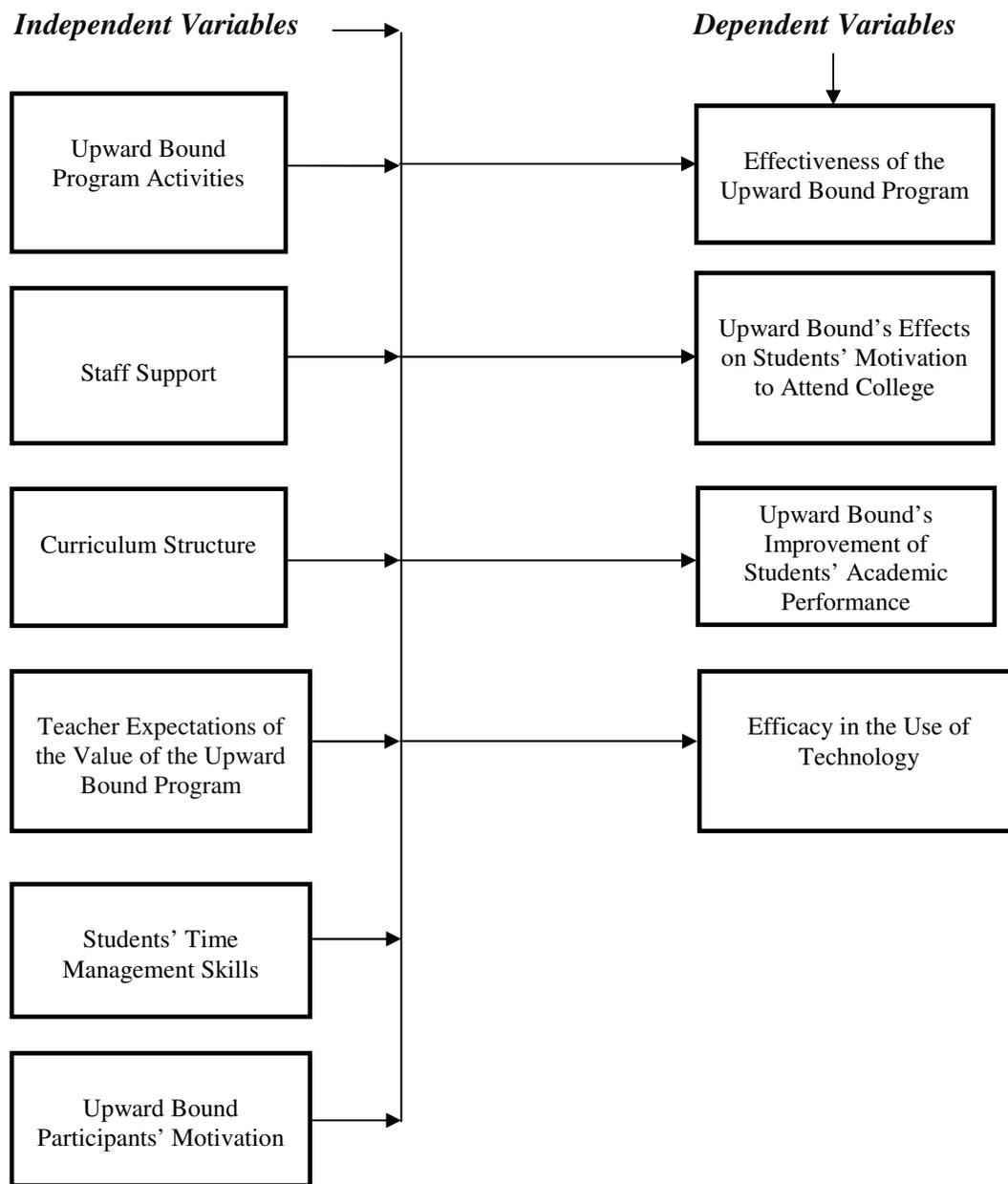


Figure 2. Relationship among the Variables

Definition of Variables

Dependent Variables

Upward Bound program: Is defined as a program serving high school students from low-income families and from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education (U.S. Department of Education, 2013). The Upward Bound programs are TRIO federal-outreach and student-services programs designed to identify and provide services for individuals from low-income backgrounds. The Upward Bound programs provide fundamental support to participants in their preparation for college entrance as well as opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits.

Effectiveness of the Upward Bound program: Not only measured by student success on standardized tests, such as the Preliminary Scholastic Aptitude Test (PSAT) and the Scholastic Aptitude Test (SAT), and by grade point average (GPA), but also by tests or program activities that motivate the student to attend college and demonstrate efficacy in the use of technology. The Upward Bound program's activities and the use of program resources are necessary to meet students and staff needs, it is the expected, in terms of output that program participants perform with proficiency by meeting program objectives, while achieving their desired academic goals. This, however, is not limited to the success of the program nor to the measurement of the percentage of participants who

enroll in and complete the program; it extends to those who decide to pursue postsecondary education (U.S. Department of Education, 2013).

Upward Bound's effect on students' motivation to attend college: The extent of the influence of Upward Bound program activities on students' motivation to pursue postsecondary and career aspirations upon program completion.

Upward Bound's improvement of students' academic performance: The extent to which students perceive the Upward Bound program as helping to improve their academic performance and to which they demonstrate academic competencies in PSAT/SAT scores, GPA, pre/post-test, and completing academic assignments. This measurement is not limited to standardized examination assessments.

Efficacy in the use of technology within the Upward Bound program: The demonstration of competency or skillsets needed in an area of technology, such as Microsoft Word applications or social networking sites, and the extent to which the student can demonstrate using the software and skillsets in designing documents, applying for jobs online, and using, with confidence, the technological skillsets needed in any social or academic settings.

Independent Variables

Students' perception of the value of the Upward Bound program: The views that students hold relating to program elements such as, but not limited to, program activities, staff, structure, and environment while the students are interacting or engaging with program staff and program structure; not inclusive of all programmatic activities and support systems embedded in perceived program design and targeted objectives.

Upward Bound program activities: Activities crafted within the Upward Bound program seeking to engage program participants during the academic-year program and summer residential program. Activities are designed to motivate students to attend college or to capture the actual college experience and strengthen participants' academic, social, or emotional needs. The program includes, but is not limited to, college tours, financial aid, PSAT/SAT preparation, American College Test (ACT) workshops, counseling, mentoring activities, career explorations, life skills, foreign language courses, science courses, and English language arts composition courses.

Curriculum structure: The program's academic content, rigor and format, which are designed to meet the participants' learning styles. The program is structured to align itself with the students' perceptions of the curricular activities by meeting their academic needs, but not limited to the strategies the program incorporates to prepare program participants in meeting or exceeding their performance or perceived challenges students encounter in their respective subject areas. This is not limited to the academic-year or summer residential program content, but includes any academic activity that is designed to motivate or capture the actual college experience and strengthen participants' academic performance skills.

Teacher expectations of the value of the Upward Bound program: The positive or negative views or intuitive recognition or belief that the teachers hold, such as sufficiency of program resources, supervisory support, and whether or not the designed curriculum fits the needs of the students. These parameters are not limited to the expectations of student performance outcomes and behaviors, efforts to understand and

embrace classroom instruction, program support, activities, curriculum adequacy, quality and design, and technological needs that assist, meet, and motivate students in their learning environs.

Students' time management skills: The extent to which program participants are cognizant of time management and motivated to complete program activities in a timely manner on their own. This is not limited to academic, social, and personal activities that promote an innate sense of self-accomplishment.

Staff support: Any assistance given verbally, whether through experience, conversation, or academic means, that provides or creates an uplifting sense of accomplishment or belonging for the students' emotional, mental, or social wellbeing in order to motivate students. These include affective, motivational conversations, program activities that bring about a renewed perspective and enhancement actions that function as a scaffold.

Definition of Other Terms

Academic performance in the Upward Bound program: The extent to which students perform with proficiency in their respective core classes, such as mathematics, science, English language and literature, and foreign language, and Upward Bound pre/post-testing activities, subsequently preparing students for college and successful achievement on standardized examinations.

Annual Performance Report (APR): The tool the U.S. Department of Education uses to assess a grantee's progress in meeting its approved goals and objectives and to evaluate a grantee's prior experience in accordance with the program

regulations in 34 CFR 645.32 (General Instructions for Completing the Annual Performance Report, 2011 as cited by Carr, 2013).

21st-century learner/worker: Someone who commands the skillsets necessary in today's classroom and work environment and can demonstrate with high efficiency higher-order cognitive processes such as critical thinking, creative problem solving, curiosity, and adaptability.

College readiness: The standard by which students demonstrate confidence in meeting or exceeding the basic to average requirements for college admissions.

Curriculum activities: The components used by the Upward Bound program during the academic-year program and summer residential program, designed to motivate students to pursue college admission or to capture the actual college experience; not limited to program activities that strengthen participants' academic skills.

First-generation college student: A student whose parents do not possess baccalaureate degrees or an individual who resides with a guardian who does not have a baccalaureate degree.

Gender: Students were classified as follows: Boys = 1; Girls = 2

Grade point average: A student's secondary-school-report grades in the relevant grade level, as well as the standardized scores received on external examinations such as the SAT.

Low-income student: An individual whose family's taxable income does not exceed 150% of the poverty threshold established by the federal government in a calendar year in which the individual participates in Upward Bound.

Motivation: The internal or external locus of control a student uses to attend to tasks, program activities that assist in the improvement of graded assignments, core classes, personal, emotional, and social development; also, the cognitive and behavior during in-classroom instruction that the program participants deems interesting, difficult, or boring. Motivation adds value to the student's willingness to demonstrate interest in a consistent manner in the various content areas.

Parent income: The annual yearly income guidelines established by the federal government that allows a student to be eligible for participation in the Upward Bound program.

Program assessment: Standardized test performance on pre- and post-tests administered by the Upward Bound program, efforts used during and after Upward Bound program activities as qualitative measures of participants' ability to demonstrate proficiency in meeting target program objectives, and assessment used by the State Department of Education to evaluate regular Upward Bound programs. This is not limited to APR documentation.

Researcher bias: is defined as the process of describing, emphasizing, reporting, or evoking images while comparing study-related findings to accurately perceive and interpret the views of participants in situation-specific events linked to the study.

SAT preparation: defined as participants' level of attendance and their completion of all assigned SAT work modules and tests which boost confidence for standardized exams.

SAT test scores: The accepted standard or performance on the College Board SAT examination for college acceptance requirements, measured on a scale from 200 to 800, with additional sub scores reported for the essay (ranging from 2 to 12) and for multiple-choice writing questions (ranging from 20 to 80).

Staff ability: The skill, teaching methods, and years of experience that instructors or teachers use to meet and exceed the program objectives and students' needs.

Student engagement in the Upward Bound program: The students' ongoing interaction with programmatic activities, staff, and program resources. This engagement does not preclude cognitive, emotional, and behavioral issues that the program and teachers address to engage program participants in staying on task and participating in activities that may or may not meet the needs of the participants. These include, but are not limited to, seeking assistance with academic needs, contacting and interacting with program staff, working in-group settings, and meeting and participating in program activities. Using the definition by Fredricks, Blumenfeld, and Paris (2004), affective or emotional engagement is the interaction that a student experiences, whether positive or negative reactions to teachers, classmates, academic content, and curricula, during program activities.

Student motivation in the Upward Bound program: The willingness exhibited by program participants to attend and engage in program activities or interest demonstrated to succeed in the Upward Bound program and attain the benchmark goals.

Student participation: Participants' attendance at programmatic activities.

These activities include, but are not limited to, college tours, attending SAT preparation classes, weekday afterschool tutorial services, field trips, abiding by program behavioral and academic policies, cultural excursions, and activities that fall within the program scope which may influence students' success.

Student performance on standardized tests: The level of performance mastery a student exhibits on external exams, such as PSAT/SAT scores; not limited to standardized assessments, as well as, programmatic assessments.

Student self-efficacy: The intrinsic or extrinsic feeling of confidence that students demonstrate when understanding Upward Bound program activities, workshops, and technical skills used to accomplish a task, with or without the need for reward or coercion.

Successful completion of the Upward Bound program: Demonstrated by a participant meeting or exceeding the program goals and objectives, graduating from high school, and having intent to pursue postsecondary studies in a traditional or nontraditional educational or nonacademic program.

Teacher: A person whose professional activity involves the transmission of knowledge, attitudes, and skills to students enrolled in an educational program.

Training/workshops: Activities provided by the program to meet program participants' and staff's needs in gaining and demonstrating competency in expected duties or classroom activities.

Upward Bound program objectives: Standard goals written by the federal government or the grantee and suggest that the Upward Bound program will follow and fulfill its purpose and mission in enroll participants as they pursue postsecondary students while engaged in the program.

Value of the Upward Bound program: The usefulness, importance, or judgment that program participants perceive its activities as important or valuable.

Limitations of the Study

The present study is limited by several factors. First, the subjects for the study were randomly selected from two Upward Bound programs in different Southern states. Although the researcher resided in one of the states where the research was conducted, issues of accessibility due to location, cost, time, and access to pertinent documents were factors of concern.

Additionally, the researcher is a former Upward Bound director of several TRIO programs. This past professional involvement in these programs may have led to some bias. However, ethical guidelines were followed to decrease potential bias; but will nonetheless provide insights on low-income students' academic learning performance and the type of support structures needed to assist them. This in turn, will provide information in the areas of college preparation, policy, and program assessment.

Summary

If college readiness is the main thrust of fostering critical thinking, then an evaluation of the Upward Bound program is essential to offer insight into what aspects of the program work and why those aspects work. In practice, some universities use grant

writers to apply for the Upward Bound programs, and in turn, hire “qualified people” who have degrees in related fields to execute the program’s objectives. Some of the hired individuals, though familiar with the objectives, may lack the finesse necessary to provide a program that meets the needs of students who may have other unseen and unresolved issues which may affect the program’s effectiveness. Although no one program has all the answers to allaying the concerns and desires of politicians, state legislators, parents, and students alike, programs like Upward Bound can make a concrete difference, and the intricate work of program planning should and must go beyond the scope of meeting program objectives via data as required by the APR or the degree qualifications. As such, in-depth knowledge, fiscal program management, and an existential disposition are essential for maintaining the viability of the Upward Bound program, which services disenfranchised populations.

Moreover, program planning mechanisms and assessments used by Upward Bound during the academic year and in the summer are essential, mainly because the program uses a combination of human capital and emotional and intellectual interactions, all of which have immeasurable impact on student preparedness for college, the global economy, and the knowledge capital economy. Through observations and interviews, the researcher used audiovisual methods to capture the qualitative evaluation process. This is a necessary and often absent component in program evaluation. The values and beliefs, as well as the intellectual and psychosocial models, are intricate concepts which take place during program planning (inputs) and implementation (outputs).

CHAPTER IV
RESEARCH METHODS

Research Design

This study was conducted as a mixed-methods research project of two select Upward Bound programs located in southern Virginia and rural Georgia. The researcher requested written permission to conduct the study at the aforementioned Upward Bound programs. The researcher submitted an official request to conduct research (Research Request Application), as well as a copy of the detailed study proposal to the Universities' Upward Bound programs as per Institutional Review Board (IRB) and the university's guidelines. Confidentiality of all the Upward Bound programs' staff and students where research was conducted was upheld by using pseudonyms in the final reports or presentation of this study.

The proposed research goal was to inform policymakers, the federal government, program administrators, and key stakeholders regarding the effectiveness of the Upward Bound program in the preparation of students for college readiness. The purpose of this study was to examine the Effectiveness of the Upward Bound Program in meeting the needs of the 21st century learner. Further exploration examined the following components: the extent to what independent variables in the study influenced the dependent variables presented, the effectiveness of the Upward Bound program, and the impact on the preparation of low-income, first-generation students for college readiness,

as well as the provision of additional knowledge relevant to the field of education policy and program evaluation.

The case study follows a mixed-methods approach relies on both quantitative and qualitative methods. The purpose of qualitative research was to understand and explain the events surrounding a phenomenon. Creswell (2013) defines qualitative research as

[a] means of exploring and understanding individual or groups ascribe(d) to (a) social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. (p. 4)

Thus, qualitative research methodology requires the researcher to examine and study participants in their natural setting, using an inquiry method of helping individuals to free themselves from constraints found in the media, in language, in work procedures, and in the relationships of power in educational settings (Creswell, 2009). Creswell defined "Case studies are a strategy of inquiry in which the researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of participants" (Creswell, 2009, p. 13).

Case studies are investigated because cases are bound by time and activity, and researchers collect detailed information using a variety of data-collection procedures over a sustained period of time (Stake, 1995). The data gathered were obtained during the academic fall semester using in-depth interview sessions. The interview sessions were conducted with follow-ups once throughout the course of the study. The data were

obtained using teacher and student surveys and director interviews, which took into account the fact that all study participants have had at least two years (2010–2012) of exposure in the Upward Bound program. It is important to point out that the approach of utilizing director interviews provided great insight to the research studies conducted on the effectiveness of the Upward Bound program. The directors' interview results were utilized to summarize the qualitative aspects of the research findings while analyzing the impact of the independent variables on the effectiveness of the dependent variables. The measurement of the Upward Bound program variables in its subcategories is explored through the following variables: Upward Bound motivates students to attend college; Upward Bound improves academic performance, and efficacy in the use of technology.

Description of the Setting

The participants in this study were local high school students who are actively enrolled participants in Upward Bound programs at two select private universities based in the southern region of Virginia and in the city of Atlanta (but operated in rural Georgia). All student participants attend local high schools and reside in the surrounding vicinity that services enrolled participants who satisfied the definition of low-income, first-generation as required by the State Department of Education. Both programs provide academic enrichment in English/composition, literature, biology, chemistry, physics, mathematics, foreign language (Spanish), and computer literacy, and run a Saturday academy during the academic year and a 6-week summer program.

Program A

This Upward Bound program has existed since 1968 and was designed to serve 59 eligible students enrolled in targeted high schools. Its program participants attended academic sessions on various Saturdays throughout the school year, which included simulated college experiences. Demographically, this program was a blend of rural and urban participants.

Program B

This Upward Bound program has existed since 1965. It was discontinued in 1976 and later restarted its program in 1990. The program is designed to serve 73 eligible students enrolled in targeted high schools, and the program's activities sought to enhance study habits and collaborative skills for those potential students who needed assistance.

Sampling Procedures

The sample consisted of 35 high school students, 2 directors, and 9 teachers at the selected Upward Bound programs. In compliance with the school district's policy, Family Educational Rights and Privacy ACT (FERPA) guidelines, and the Universities' and IRB policies, the researcher obtained parental permission and student assent prior to their participating in the study. Given that these students have different academic abilities and are from different backgrounds, random sampling techniques were utilized. Approximately the same number of participants was drawn from low, average, and high achievers. This technique ensured an accurate representation of the differences in the population and, therefore, provided a clear representation of the population from which the study was drawn.

Working with Human Subjects

Forty-six participants were randomly selected during the study: 35 students (14 males and 21 females), 9 teachers (4 males and 5 females), and 2 experienced Upward Bound directors (1 male and 1 female). Of the teacher subjects involved in the study, 3 had 2 years or less, 2 had 2–5 years, 2 had 5–10 years, and 2 had 10–15 years of teaching experience, thus contributing to a variety of instructional perspectives in teaching and learning. Program participants in the study were randomly selected and indicated they had more than one year of exposure to the Upward Bound program activities, hence making them essential to evaluate the effectiveness of the program. High school participants and teachers were randomly selected on a voluntary basis.

As required for this mixed-methods study in working with human subjects, all research was conducted so that no harm came to those involved. All potential participants received a letter of consent to participate in the study. The letter was distributed by the Upward Bound program director which explained the purpose of the study to program participants and ensured that their participation remained voluntary and confidential as per IRB policy guidelines. Letters were sent to the directors that solicited their permission so that the surveyed participants could participate in the study (see Appendix A).

Letters requesting permission from instructional staff and students' parental permission and participants' agreement were also sent and requested permission before participants participated in the study (see Appendices B–E). Letters addressed to the Upward Bound program director(s) requested their participation in individual interviews

and a follow-up of the transcribed interview(s) was sent for verification of the content before being added to the study. Participant anonymity remained intact and respected, thus ensuring that no personal information was released. Pseudonyms were used to protect Upward Bound programs for reporting purposes of the final report, and removal of the director's name and address was used to maintain anonymity and program identification. All information gathered about participants in the study will remain anonymous, and any information obtained will be kept strictly confidential.

Instrumentation

For the purpose of this study, students and teachers responded individually to a survey instrument. Teachers completed 26 questions, which included demographics and other relevant data. Program participants in grades 10 through 12 completed 28 questions at www.SurveyGizmo.com. The survey collected data on the following variables:

Dependent variables

- Effectiveness of the Upward Bound program
- Upward Bound motivates students to attend college
- Upward Bound improves academic performance
- Efficacy in the use of technology within the Upward Bound program

Independent variables

- Participation in Upward Bound program activities
- Staff support
- Curriculum's structure

- Upward Bound participant's motivation
- Teacher expectations of the value of the Upward Bound program
- Students' time-management skills

Data on overall student achievement, on PSAT/SAT preparation, and score performance were verified by the Upward Bound program director, but were insufficient to add to the dataset because the majority of the participants did not take the PSAT/SAT examinations and, as such, the sample size was too small. In addition, through the program director interviews, college admission data were given to the researcher.

For this mixed-methods study, the researcher used two survey instruments that were comprised of 20 questions that measured the dependent and independent variables, respectively, and 35 questions for students.

The student survey questions pertained to student demographics, grade point average, PSAT/SAT scores, program engagement, academic performance, staff support, teachers' and students' perceptions, motivation, use of technology, and self-efficacy. The teacher survey consisted of questions pertaining to demographics, teaching experience, teacher expectations and perceptions of the value of the Upward Bound program, availability, and technological skillsets. For each item, a Likert Scale was used to measure the independent and dependent variables in the study on the effectiveness of the Upward Bound program, which functions as a support system in motivating low-income students in being prepared for the rigors of college.

For computing purposes, the codes were used to interpret responses for data analysis using the SPSS software. As previously mentioned, pseudonyms were used for

reporting purposes in the final report (see Table. 2). Tables 3 and 4 include additional demographic information recorded for student and teacher survey participants.

Table 2

Codes Used to Interpret Responses for Data Analysis

SPSS Variable Name	Variable	Items Measured
UBImprovAcPerf	Upward Bound Improves Academic Performance	Items 1–5
Motivation	Motivation	Items 6–8
TeachExpect	Teacher Expectation	Item 9
UBMottoColl	Upward Bound Motivates to Go to College	Items 11, 21–22
TimeManage	Student’s Time Management Skills	Items 12, 15
PartinUbActs	Participation in Upward Bound Activities	Item 13
CurrStructure	Curriculum’s Structure	Item 14
Staff Support	Staff Support	Items 16–18
EfficacyinuseTech	Efficacy in the use of Technology	Items 19–20

Table 3

Demographic Information for Each Teacher Participant

Subjects	Gender	Citizenship	Ethnicity	Age	Experience	Professional Development
Subject A	M	Y	BLK/AA	31–35	2–5 yrs	Large impact
Subject B	F	Y	BLK/AA	31–35	10–15 yrs	Large impact
Subject C	F	Y	BLK/AA	36–40	5–10 yrs	Moderate impact
Subject D	M	N	Other	41–45	10–15 yrs	Moderate impact
Subject E	F	Y	BLK/AA	31–35	5–10 yrs	Large impact

Table 3 (continued)

Subjects	Gender	Citizenship	Ethnicity	Age	Experience	Professional Development
Subject F	M	N	BLK/AA	31–35	2 yrs or less	Moderate impact
Subject G	F	Y	BLK/AA	20–24	2–5 yrs	Large impact
Subject H	F	Y	Other	25–30	2 yrs or less	No impact
Subject I	M	Y	BLK/AA	20–24	2 yrs or less	Moderate impact

Note: BLK/AA = black/African American

Table 4

Demographic Information for Each Student Participant

Subjects	Gender	Citizen	Ethnicity	Age	Grade Level
Subject 1	Female	Yes	Black/AA	16	11
Subject 2	Male	Yes	Black/AA	15	10
Subject 3	Female	Yes	Black/AA	16	11
Subject 4	Male	Yes	Black/AA	16	11
Subject 5	Female	Yes	Black/AA	17	12
Subject 6	Male	Yes	Black/AA	17	12
Subject 7	Female	Yes	Hispanic/Latino	16	10
Subject 8	Female	Yes	Black/AA	15	10
Subject 9	Female	Yes	Black/AA	17	12
Subject 10	Female	Yes	Black/AA	17	12
Subject 11	Male	Yes	Black/AA	16	11
Subject 12	Female	Yes	Native AM/Native Alaskan	16	10
Subject 13	Female	Yes	Black/AA	15	10

Table 4 (continued)

Subjects	Gender	Citizen	Ethnicity	Age	Grade
					Level
Subject 14	Female	Yes	Other	15	10
Subject 15	Female	Yes	White/Caucasian	17	12
Subject 16	Male	Yes	Black/AA	16	10
Subject 17	Female	Yes	Black/AA	17	11
Subject 18	Female	Yes	Black/AA	15	10
Subject 19	Male	Yes	Black/AA	15	10
Subject 20	Female	Yes	Black/AA	17	12
Subject 21	Male	Yes	Black/AA	17	11
Subject 22	Male	Yes	Black/AA	16	11

Note: BLK/AA = Black/African American; Native AM = Native American

Student Demographics

Demographic data for the 35 students were coded using the Statistical Package for the Social Sciences (SPSS) software (see Table 5).

Participants/Location of Research

Using two select Upward Bound programs from two private universities, both in the southern regions of Virginia and rural Georgia, there were 46 participants in this study, of which 35 were local high school students meeting the definition of low-income, first-generation criteria, 9 were teachers, and 2 were Upward Bound directors.

Table 5

SPSS Codes for Student Demographics

GENDER	SPSS CODE	CITIZENSHIP	SPSS CODE
Male	1	Yes	1
Female	2	No	2
AGE	SPSS CODE	ETHNICITY	SPSS CODE
15	1	black/AA	1
16	2	Hispanic/Latino	2
17	3	Other	2
18	4	Native American/Native Alaskan	4
		Asian	5
		white/Caucasian	6
CLASS	SPSS CODE	GRADE POINT AVERAGE	SPSS CODE
Freshman	1	Adequate	1
Junior	2	Good	2
Sophomore	3	Excellent	3
Senior	4		
GRADE LEVEL	SPSS CODE	STATE	SPSS CODE
10	1	Georgia	1
11	2	Virginia	2
12	3	AL	3
		FL	4
		MI	5

Data Collection Procedures

During the data-collection procedural process, the researcher used the results from the director interview findings as qualitative data, as well as the data obtained in quantitative format to report the respective findings found in the surveys. Using the qualitative director interviews, the researcher summarized the data and explained the impact of independent variables on the effectiveness of the Upward Bound program. By conducting the qualitative research methods, it is the researcher's hope that the information gathered would create an introspective examination of other relevant factors that assist low-income students as they prepare for the rigors of college readiness.

The Upward Bound directors are the gatekeepers in qualitative research; gatekeepers are used to assist the researcher in gaining access to information and to program participants, and in building trust. It is important to gain access to research or archival sites by seeking the approval of gatekeepers. These are individuals at the research site who can provide access to the site and allow or permit the research to be done (Creswell, 2009). Therefore, surveys/questionnaires were distributed via email to each Upward Bound program director participating in the research study, as well as an official copy of the participant agreement form and interview questions (see Appendices F–G).

After the electronic submission of the surveys/questionnaires' URL link was sent to program directors, the researcher analyzed and interpreted the results. The results were then used to guide the selection of the interview questions. The researcher utilized in-depth verbatim interview transcriptions in order to bring meaning to the data collected.

In addition, for quantitative purposes, respective survey items were coded numerically to make the reporting procedure clearer for analytical purposes.

Case Selection

The data for this study were derived from two select Upward Bound programs. Emails were sent to the Council of Opportunity in Educating requesting participation in the study; two directors responded and indicated they were interested in participating. The study utilized two Upward Bound directors and required parental consent forms and verification that involved participants were current students enrolled in Upward Bound. Students were also required to sign agreement forms, which were returned to the participating Upward Bound directors and subsequently mailed to the researcher. There were a reported number of 100 enrolled program participants; 35 students and 9 teachers elected to participate in the study who were randomly sampled.

Interviews

In this study, interviews were conducted to evaluate the effectiveness of the Upward Bound program activities in preparing the 21st century learner and to capture the perceptions of the director's view of the program's role. Due to the location of the researcher and the research projects involved, one of the Upward Bound directors was interviewed via Skype and the other interview was conducted in person. Twenty questions were submitted electronically, but eight were added during the actual interview, so that participating directors had time to review the questions ahead of schedule before agreeing to participate in the actual interview. Once agreed, a time and date were scheduled via email. Using the designed interview protocol, participating directors were

informed of their privacy and their right to have information stricken from the interview as needed. The researcher provided participants with the purpose of the study and explained the purpose, all of which included a confidentiality agreement enclosed via email, which requested the participants' signatures. The interviews lasted for 55 minutes due to the directors' schedules. For the interview conducted using Skype, the audio portion was recorded for accuracy. The researcher transcribed the audio recording version of the directors' interviews and coded them manually. After gathering information from the directors, the researcher formulated survey questions for Upward Bound program participants.

Student Survey

The Upward Bound Program directors located in Virginia and rural Georgia administered the student survey of 26 questions online on behalf of the researcher. These questions included students' demographic data and were administered via the SurveyGizmo.com for this research. The interview questions addressed the following areas: student demographics, perceptions of the value of the Upward Bound program, test performance, citizenship, program expectations, academic achievement, motivation, SAT, program support, and participant's satisfaction. Students were guaranteed anonymous protection, as neither the researcher nor the Upward Bound directors knew which students were taking the survey once they received the link from their respective program director.

Surveys were posted for a period of 6 weeks to allow for the return of signed permission slips and participant agreement forms. All participants were required to

return the permission slips and agreement forms to the researcher before they were allowed to complete the administered online survey via SurveyGizmo.com. After the 6-week period elapsed; the website was shut down, preventing further access by Upward Bound participants or the researcher. Researchers collect data on an instrument or test (e.g., a set of questions about attitudes toward self-esteem) or gather information on a behavioral checklist (e.g., observation of a worker engaged in complex skills) (Creswell, 2009, p. 15).

Teacher Survey

The Upward Bound directors located in Virginia and rural Georgia administered, on the behalf of the researcher, a survey that consisted of 28 questions for teachers for this research. The researcher provided a link for participants to complete. This link was provided to Upward Bound directors, who in turn forwarded the link for teachers to complete via random selection methods. The assessed outcomes used the interview protocol suggested by Miles and Huberman's (1994) qualitative data analysis. The researcher used the information gathered and coded them in their respective categories of familiar themes. For validity, instruments were designed in collaboration with the faculty of the Department of Educational Leadership and used Creswell's qualitative data analysis format (Creswell, 2009). Gathered data were later triangulated with the various forms of gathered data in this study (i.e., interview, survey, and document analysis), and cross-check codes were developed by different researchers by comparing results independently derived (Creswell, 2009).

Data Analysis

The researcher transcribed the interviews, reviewed and analyzed data from the conducted director interviews. Student surveys were submitted electronically via the link to SurveyGizmo.com and were administered on the researcher's behalf by the Upward Bound directors. The researcher gathered data and coded them in their respective categories of familiar themes. The process of data analysis involves making sense out of text and image data using Creswell's (2009) qualitative and quantitative data analysis format. In addition, the researcher used descriptive statistics to interpret data gathered with SPSS statistical analysis software, through the Pearson's Correlation and Regression methods to use extracted data to answer the research questions.

Validation

Validity does not carry the same connotations in qualitative research as it does in quantitative research.

Qualitative Validity means the researcher checks for accuracy of the findings by employing certain procedures:

- Check transcripts to make sure that they do not contain obvious mistakes.
- Make sure that there is not a drift in definition codes, a shift in meaning of the codes during the process of coding.
- Cross check codes developed by different researchers by comparing results independently derived. (Creswell, 2009, p. 190)

In addition, the instruments that were used in this research were designed in collaboration with the faculty of the School of Education at Clark Atlanta University

Department of Educational Leadership. In addition, the SPSS software was used to construct validity by completing a regression analysis using the R Square method on the dependent variables and independent variables.

Ethical Considerations

Participants selected in this study were treated in accordance to the ethical guidelines of the American Psychological Association and the Clark Atlanta University Institutional Review Board (IRB). Although there were no identifiable risks for participants in this study, considerations for the target population were kept in mind when dealing with low-income families and the perceptions the researcher and participants may have been unaware.

Moreover, the student survey included several sensitive questions that some participants may have been uncomfortable answering. The researcher considered this and, as such, allowed participants the freedom to skip questions. Understanding that the verbiage may place the researcher in a position of someone who has the power to label and stereotype low-income families, sensitivity was used during the reporting and transcription of the collected information which was sent to Upward Bound directors for their final approval.

Research Objectives

The study focused on the following research objectives:

- The impact of the Upward Bound program as it relates to the following
Independent variables: Upward Bound program activities, Upward Bound program's staff support, Upward Bound curriculum's structure, Upward

Bound's participant's motivation and teacher expectations of the value of the Upward Bound program. In addition, the following Dependent variables were analyzed: effectiveness of the Upward Bound program in relation to the program's ability to motivate students to attend college, ability to improve students' academic performance, and participant efficacy in the use of technology and its impact on program participants located in the respective areas of Virginia and rural Georgia.

- An evaluation of the Upward Bound program resources on college readiness that focused on the southern regions of Virginia and rural Georgia.

Summary

This chapter provided an overview of the importance of the Upward Bound program, the evaluation and impact the program has on serving its participants, and whether the arguments for investing financial capital are such that should be made in determining the effectiveness and sustainability of a program. The purpose of this study was to determine the effectiveness of the Upward Bound program in meeting and increasing the percentage of low-income, first-generation college students who can successfully pursue postsecondary education. It was the researcher's aim that in conducting a thorough examination of an analysis of the Upward Bound program objectives, the effectiveness of the Upward Bound program could be determined.

CHAPTER V
ANALYSIS OF THE DATA

Findings

The purpose of this chapter is to report the findings of this mixed-methods study. In this section, the researcher presents a review of the responses and discusses the research findings provided by the 46 participants. Data were collected by the utilization of three assessment tools: student surveys, teacher surveys, and directors' interviews. During the interview with Upward Bound program directors, the questions posed allowed them to discuss various perspectives on the program's activities and staff support among other programmatic features. Specifically, the questions queried the effectiveness of the Upward Bound program in its attempts at preparing and meeting the needs of low-income, first-generation students for college readiness. As such, quantitative and qualitative data were used to support the findings.

This chapter presents an overview of the participants' demographics. Descriptive statistics are used to represent these findings. To note, of the 46 participants, 44 directors, teachers, and students completed the survey. Based on answers to the research questions posed in this study, both directors' responses were coded and placed into themes. In order for the researcher to analyze and interpret the survey data, a Likert scale ranging from 1–5 was used to extricate the data, and the Statistical Package for Social Sciences (SPSS) was used to compute the results. The number 5 on the survey

indicated the participant's response as "strongly agree," while the number 1 indicated a response of "strongly disagree."

Student survey responses were analyzed to answer research questions and a probability of .05 was used as the accepted level of significance. The findings from the nine teachers who participated are reported using descriptive statistics. Each research question is represented by the results obtained from the conducted statistical analysis.

Description of the Student Sample

The information in Table 6 provides a description of the student participants' demographics and their location. The table includes the following information: gender, ethnicity, age, grade level, and state. Of the 35 student participants, 21 identified themselves as African-American females, 14 were males, and all identified themselves as U.S citizens. Of this student-sampled population, 31 were African Americans, 1 was Hispanic/Latino, 1 was Native/American/Native Alaskan, 1 was white/Caucasian, and 1 was identified as other.

Seven of the student participants were 15 years old, 12 were 16 years old, 14 were 17 years old, and two were 18 years old. Of the same population, which consisted of 35 student participants, 11 identified themselves as sophomores, 10 as juniors, and 14 as seniors. This same group self-identified their grade point averages. For reporting and SPSS calculation purposes, the researcher assigned survey codes and was coded using the following information: 1= adequate, 2 = good, and 3 = excellent.

Table 6

Students' Demographic Data

				Valid	Cumulative
Gender		Frequency	Percent	Percent	Percent
Valid	Male	14	40.0	40.0	40.0
	Female	21	60.0	60.0	100.0
	Total	35	100.0	100.0	
Ethnicity					
Valid	African American	31	88.6	88.6	88.6
	Hispanic	1	2.9	2.9	91.4
	Other	1	2.9	2.9	94.3
	Native American	1	2.9	2.9	97.1
	Asian/Caucasian	1	2.9	2.9	100.0
	Total	35	100.0	100.0	
Age					
Valid	15	7	20.0	20.0	20.0
	16	12	34.3	34.3	54.3
	17	14	40.0	40.0	94.3
	18	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Table 6 (continued)

Grade		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	11	31.4	31.4	31.4
	11	10	28.6	28.6	60.0
	12	14	40.0	40.0	100.0
	Total	35	100.0	100.0	
State					
Valid	GA	11	31.4	34.4	34.4
	VA	13	37.1	40.6	75.0
	AL	5	14.3	15.6	90.6
	FL	2	5.7	6.3	96.9
	MI	1	2.9	3.1	100.0
	Total	32	91.4	100.0	
Missing	System	3	8.6		
Total		35	100.0		

Although Upward Bound participants described their PSAT and SAT performances as good, the computation of those scores was not used to evaluate this data set. Since the scores were self-reported by the students, they could not be used to ascertain proficiency and accuracy. In addition, program directors were unable to validate reported student scores because a large majority of program participants did not take the standardized SAT exam.

Description of the Teacher Participants' Sample

The description found in Table 7 is a representation of the nine teacher participants' demographics. This table includes the following information: gender, chronological age, ethnicity, years of teaching experience, and the impact of professional development activities on their teaching style.

Table 7

Teacher Participants' Demographic Data

		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Valid Males	4	44.0	44.0	44.0
	Females	5	56.0	56.0	100.0
	Total	9	100.0	100.0	
Age	Valid 20– 24	2	22.2	22.2	22
	25–30	1	11.1	11.1	33
	31–35	4	44.4	44.4	78
	36–40	1	11.1	11.1	89
	41–45	1	11.1	11.1	100
	46–50	0	0.0	0.0	100
	Total	9	100.0	100.0	

Table 7 (continued)

				Valid	Cumulative
Ethnicity		Frequency	Percent	Percent	Percent
Valid	African-American	7	78	78	78
	Hispanic	0	0	0	78
	Native American	0	0	0	78
	Asian/Caucasian	0	0	0	78
	Other	2	22	22	100
	Total	9	100	100	
Years of Teaching					
Valid	2 years or less	3	33.3	33.3	33.3
	2–5 years	2	22.2	22.2	55.5
	5–10 years	2	22.2	22.2	77.8
	10–15 years	2	22.2	22.2	100.0
	Total	9	100.0	100.0	
Impact of Professional Development					
Valid	None	1	11.1	11.1	11.1
	Small	0	0.0	0.0	11.1
	Moderate	4	44.4	44.4	55.6
	Large	4	44.4	44.4	100.0
	Total	9	100.0	100.0	

Four of the nine teacher participants were males and five were females. Seven of the nine teacher participants were African-Americans and two described themselves as other. Of the participating teacher sample, two indicated they were 20–24 years old, one 25–30 years old, four 31–35 years old, one 36–40 years old, and one 41–45 years old.

In their description of their teaching experience, three of the surveyed participants indicated they had teaching experience of 2 years or less, two had 2–5 years, two had 5–10 years, and two had 10–15 years. One female respondent indicated that the professional development activities had no effect on her teaching, four male teachers stated that it had moderate impact, and one male and three females indicated that it had a large impact on their teaching.

Analysis of Quantitative and Qualitative Data

A Pearson Correlation test was used to analyze the relationship of RQ1 through RQ6. With respect to RQ7, the researcher used regression tests to answer this question in relation to independent variables and its relationship to the dependent variables, respectively. In addition, this was used to analyze what influences, if any, the Upward Bound program had on the preparation of the 21st century learner's readiness for the rigors of college. An item-to-scale correlation was used to test the survey for construct validity, using a probability level of 0.05 to test for significance. In addition, to answer the seven research questions posed in this study, the researcher used the qualitative data obtained, comprising of two directors, one male and one female. During the fall semester of 2013, using Creswell's (2009) interview protocol, data were collected using one on-site interview session and a technology audio-visual interface, Skype, which is a hybrid

peer-to-peer and client-server system. Director interviews were subsequently analyzed using a qualitative approach. The interviews were then transcribed, coded, and grouped into themes. The researcher, guided by 28 questions, interviewed both directors, whose responses were taped and transcribed for analysis (see Appendix G).

The analyses of these responses were then categorized into 10 themes. The emergent themes found from the conducted interviews of both directors are reflected in Table 8 and are discussed to reflect the seven research questions posed in this study. These themes were (a) Assessment, (b) Engagement, (c) Program evaluation, (d) Policy awareness, (e) Program activities, (f) Program planning, (g) Motivation, (h) Support, (i) Teacher expectations, and (j) Technological proficiency. All responses by Director A and Director B were obtained by the researcher from an October 11, 2013 interview and a November 22, 2013 interview, respectively.

RQ1. Is there a significant relationship between Upward Bound program activities and student's motivation to attend college?

The independent variable "participation in Upward Bound program activities" was analyzed to examine whether it correlated with the dependent variable "student's motivation to attend college."

Table 8

Common Themes from Directors' Interviews

Common Themes (From two Director Interviews)			
Themes		Supporting Quotes	
1. Assessment	Indicative by teacher made assessment, students' academic performance, and report cards collection; Standardized tests preparation and assessment, SAT testing conditions and assessment, formative and summative assessments etc.	Director A: Based on materials covered, students are tested on the material to assess proficiency All of our instructors do a teacher made post and pretest, so that they will know where the students are when they begin the course work in the summer. We do a practice SAT exam using the most recent test that has been released by the College Boar. Student's tests are graded, we look at their test results, examine their strengths and weaknesses and use testing strategies that seeks to address their respective needs	Director B: We do...mock standardized testing to make sure we help them get their minds together for taking tests like SAT. We assess their writing and allow them to see the relevance of their score performance data using the CAT (Computer Adaptive tests) and use their scores as medium for gauging their performance on the actual test. We sit one-on-one and evaluate our students, providing quizzes, projects. We assess students individually and collectively using SAT tests, program developed pre and posttests assigned by our instructors. During the academic year, students have a day of intensive prep...meaning; they work under examination conditions on Math and English. They work on their writing during the week, and on Saturday they do an hour of prep...each Saturday.

Table 8 (continued)

Common Themes (From two Director Interviews)			
Themes	Interviews)	Supporting Quotes	
2. Engagement	Indicative when students are engaged in many ways, these are not limited to placement in teams, but are allowed to showcase their created projects using technology to exhibit their skill set and interest in program activities.	Director A: We do one-on-one counseling as it relates to class, schedule, self-assessment; we do group activities such, note-taking and test taking skills and things of that nature... We link the student's interest to the sports and explain the common concepts. We relate the sports concept to the math and science skill thereby showing them the relevance and how to really be in the game. We make learning current and show them that not all learning takes place in the classroom. We plan and schedule counseling and other events we believe are essential to engaging the participant, but to more so to familiarize him or her into preparing for the rigor of the college experience.	Director B: I would say we mainly use one and one counseling and guidance (of the type of ways) in new technology bases to help make sure they stay on track with education, while working with these students is to provide them with exposure. The program assists in helping students sort their career goals via its exposure to various careers. Students have direct exposure to careers using web access, field trips which would not normally be available if they were home.
3. Program evaluation	Indicative via program expected outcomes reported in APR, program retention and completion rate.	Director A: Our program has a 100% graduation rate and retention rate. The competitive bid process should not be applicable to projects that have been funded for more than 15 years. These	Director B: We have a high completion rate of a 100%. We live in an age of accountability and it is necessary. The assessment strategies do not reflect the changing demographics needs. There should be

Table 8 (continued)

Common Themes (From two Director Interviews)		Supporting Quotes	
Themes			
		programs obviously are able to follow the goals and objectives and have met their objectives and it would be nice if there were another method of evaluation for them if needed.	qualitative anecdotes to document changes that the APR does not capture... we recognize early what the constraints are and develop strategies that are suitable in moving the students above their respective levels of performance and offer a variety of activities which are practical, while at the same time meeting the challenges of meeting the established program objectives.
4. Policy Awareness	Indicative of awareness of program construct to meet target population needs and achieve results.	Director A: Policymakers need to understand that not everything happens in a school building.	Director B: I would suggest that these individuals take a good look at the current population and examine whether education is a priority or not.
5. Program activities	Indicative through program activities.	Director A: We do one-on-one counseling as it relates to class, schedule, self-assessment; we do group activities such, note-taking and test taking skills and things of that nature; providing some experiences, such as college tours. We do a practice SAT exam using the most recent test that has been released by the College Board...tutoring. We plan and schedule college tours, field trips,	Director B: "They attend social events; play and other cultural events...provide on-going tutorial, practical fields assignments. The program assists in helping students sort their career goals via its exposure to various careers. Students have direct exposure to careers using web access, field trips which would not normally be available if they were home. Our students experience six weeks summer experience.

Table 8 (continued)

Common Themes (From two Director Interviews)		Supporting Quotes
Themes	Interviews)	Supporting Quotes
		<p>financial aid workshops, counseling; use the library facilities, eat in the dining room and live in the dorms. As participants in the Upward Bound program learn, going to college via the 5-week summer experience, learn the difference of what life is like in high school, compared to life in college.”</p> <p>Throughout year, we send them to different and provide workshops that incorporate the use of whiteboards, PowerPoint, podcasting workshops. In the area of tutoring, we first check to see where they are and then we set manageable goals. Help mentor our students to help them and show them their way.”</p>
6. Program planning	Indicative through the planning of activities that meet established objectives and supports students’ needs.	<p>Director A: We use teacher made tests to gain insight on where our students are performing we review our curriculum... We work in collaboration with the School of Engineering and the Department of Physics and Chemistry. We incorporate the computer science course with our students during the 5-week program. We plan and schedule college tours, field trips, financial aid workshops, counseling and other events we believe are essential to engaging the participant, but to familiarize him or her into preparing for the rigor of the college experience.</p> <p>Director B: We recognize early what the constraints are and develop strategies that are suitable in moving the students above their respective levels of performance and offer a variety of activities which are practical, while at the same time meeting the challenges of meeting the established program objectives.</p>

Table 8 (continued)

Common Themes (From two Director Interviews)			
Themes	Interviews)	Supporting Quotes	
7. Motivation	Indicative of similarities of either intrinsic or extrinsic drive.	<p>Director A: Students have been able to see the long range view and benefits of a college education, often enjoy and are motivated to do well in their respective subjects and that includes math and science due to their participation with program staff and program activities. We have found that students who participate during the summer, if they are taking physics or algebra, students demonstrate a higher level of confidence. When get buy in from our male students, we find that they are motivated to do well. If it is something, they do not want to do, and then it requires us to find ways of encouraging them to do better.</p>	<p>Director B: There is a renewed sense of focus from the students as it relates to grade improvement and self-expectations. I'd say out of 100%, you would probably have about a good 20% that is strong, real strong in math and science, that take their lead and go over there a lot of them are more interested in Forensics. Our students notice the change in their academic performance based on the assistance the program is providing, there is a change in their behavior. The girls appear to be driven than the boys, but as the semester tapers out, the boys seem to improve. We recognize that providing incentives is a way to get all our students motivated.</p>
8. Support	Indicative of measures used to assist students in program activities or improving their ability to achieve and realize their potential.	<p>Director A: They are assigned to mandatory tutoring from an instructor who is proficient in the area in which the students appear to be struggling. We provide and motivate our students by offering academic assistance via tutorial for our students. We pair our students</p>	<p>Director B: We set manageable goals to make sure that they reach that level. Upward Bound gives you not only assistance to students, but also provide academic and emotional support by coming down to your school and seeing what's going on with you, talking with your family. We treat</p>

Table 8 (continued)

Themes	Common Themes (From two Director Interviews)	Supporting Quotes
9. Teacher expectations	Indicative of observed statements or views of behaviors and statements	<p>using a mixed-ability grouping, and provide our students with a safe space to examine their answers. We provide an opportunity for our students to develop an inner confidence in our classrooms by speaking with their teachers. We use teacher made tests to gain insight on where our students are performing and implements academic support where necessary.</p> <p>Director A: We have to encourage our teachers to accept our students for where they are, they have high expectations for them, but recognizing that when students don't meet those expectations to do the due diligence and find why they didn't.</p> <p>Director B: The teachers help to hold the students at a certain value level as expected at Upward Bound, and the students knows what they have to do. Incoming freshmen are aware of what is expected, and teachers in turn, allow students to stay on task, attend program activities, students in turn want to not only please their teachers, but please their parents and peers.</p>

Table 8 (continued)

Themes	Common Themes (From two Director Interviews)		
	Themes	Interviews)	Supporting Quotes
10. Technological Proficiency	Indicative of teachers providing opportunities for to demonstrate students their ability to complete academic and social activities using this medium	Director A: Students are required to complete a virtual assignment and student will have to complete and return the assignment. Our tutorial sessions allow students to access computer during tutoring the latest technology. We also provided workshops in Microsoft applications. They also have to take a computer science course which prepares them with the necessary skillset during the summer.”	Director B: We ensure that our program participants attend workshops that incorporate the use of technology. We conduct our classes using the computer labs on campus to complete assignments, and do workshops in Microsoft Word applications. These include: PowerPoint, Microsoft Access, and Excel.. We allow them to showcase their created projects using technology to exhibit their skillset and performance. In addition, students submit their assignments electronically and also use the computer, Ipads, or IPods to conduct and create podcasts.”

Participant responses were analyzed to determine whether there were any significant relationship between program activities and student’s motivation to attend college. In order to determine whether a significant relationship existed between the variables “Upward Bound program activities” and “student’s motivation to attend college,” the variables were coded as “UB Activities” and “UBMotivatetoColl,” were tested using Pearson Correlations, and were found to be statistically significant at .679** between Upward Bound program activities and student’s motivation to attend college,

when measured at .05 level of significance. Analysis of the findings for this study indicated that 68% of the program participants were motivated to attend college due to their participation in Upward Bound program activities.

For qualitative analysis and answering RQ1, item 13 captured the theme “program activities,” and items 8, 21, and 22 captured the theme “motivated to attend college” on the student survey. The emergent theme of program activities found that 86% of students indicated they enjoyed participating in the Upward Bound program activities. Table 9 reflects the emergent themes from the directors’ interviews that were conducted.

Table 9

Emergent Themes from Directors' Interviews (Program Activities and Motivation to Attend College)

Themes	Directors A and B	
Program Activities	100%	2 out of 2
i) Access to college facilities and college life		
ii) Interest in career and academic interest		
iii) One-on-one counseling		
iv) Group Activities		
v) Volunteer Tutoring		
vi) Note-taking/test-taking workshops		

Table 9 (continued)

Themes	Directors A and B	
Motivation	100%	2 out of 2
i) Demonstrate a higher level of confidence		
ii) Drive to attend all program activities		
iii) Grade improvement		
iv) Positive self-concept		

Similarly, on the teacher surveys, teacher participants indicated that students demonstrated an increased interest in their desire to attend college. The measured themes under items 15 and 16, “program activities,” and item 8, “student’s motivation to attend college,” indicated that a strong relationship existed. All nine teachers agreed that students were motivated to attend college because of Upward Bound. Eight teachers agreed that student participants were also motivated because of their participation in the Upward Bound program activities.

Based on the interviews conducted with both Upward Bound program directors, question 9 addressed “motivation to attend college” and questions 1, 3, 4, and 18 addressed the theme of “program activities.” Director A stated, “...we find that they are motivated to do well. If it is something they do not want to do, then it requires us to find ways of encouraging them to do better...” and Director B stated, “Those who are interested in the health care field, often like the forensics aspects to it. This builds their

interest and motivation as what they see on television is happening practically right before their eyes in their forensics classes.”

Based on the findings for RQ1, Upward Bound program activities motivated students to attend college because the low-income students were exposed to scheduled events and activities conducted by the program which included, but were not limited to, career day, college tours, tutoring, test taking, time management, and financial aid workshops. These activities were found to motivate students due to the setting of high academic standards, which is a key component in the program’s structure. Moreover, exposing low-income, first-generation students to college enhances their ability to not only understand what is expected in a college environment, but also navigate with efficacy, and successfully graduate from college with a degree.

RQ2: Is there a significant relationship between staff support and the improvement of academic performance?

The independent variable “staff support” was analyzed to examine whether it correlated with the dependent variable “Upward Bound improves academic performance.” In order to determine whether a significant relationship existed between the variables “staff support” and “the improvement of academic performance,” the variables were coded as “StaffSupport” and “UBImprovAcPerf,” were tested using Pearson Correlations, and found to be statistically significant between staff support and the improvement of academic performance at .847** when measured at the .05 level of significance. Indication of this significance was found when 85% of student participants

indicated that their academic performance improved because of the support they received from program staff.

For qualitative analysis and answering question two on the student survey, items 1, 2, 3, 4, and 5 captured the variable “academic performance” and items 16, 17, and 18 captured the variable “staff support.” The student survey showed that academic performance had a positive relationship with staff support. The theme of support was analyzed in terms of academics and emotional support. Eight of the nine teacher participants indicated they praised their students regardless of the grades a student received, and one teacher was uncertain. All teachers also indicated they were available to meet with their students. Based on the interviews conducted with both Upward Bound program directors, the emergent themes of academic performance and staff support also demonstrated a positive relationship with low-income student needs. The emergent themes captured from the directors’ interviews are found in Table 10.

Table 10

Emergent Themes from Directors’ Interviews (Staff Support and Improvement in Academic Performance)

Themes	Directors A and B	
Academic Support	100%	2 out of 2
i) Tutoring		
Staff Support	100%	2 out of 2
ii) Mentoring		
iii) Counseling		

Table 10 (continued)

Themes	Directors A and B	
iv) Availability		
Academic Performance		
i) Improvement on academic tests	50%	1 out of 2
ii) Teacher-made test (pre/post) assessments		
iii) Mixed-ability groupings		

Based on the director interviews that were conducted, question 2 captured the theme “academic performance,” questions 4, 5 and 11 captured the theme “staff support,” and questions 1, 19 and 27 captured the theme “program support.” Director A stated,

The Upward Bound program is effective in fostering resilience in low-income, first-generation students in that we provide support to all our students.

We provide and motivate our students by offering academic assistance via tutorial... all of our instructors do a teacher-made post- and pretest, so that they will know where the students are when they begin the course work. We have blended classrooms with various grade levels. . . . I think that makes it a more robust academic environment. We pair our students using a mixed-ability grouping, and provide our students with a safe space to examine their answers.

Director B stated,

In the area of tutoring, we first check to see where they are and then we set manageable goals to make sure that they reach that level; each student that we have...we try to help make sure that they raise their GPA at least by three to four

points when they are getting ready to leave out of our system. We mentor our students to help them and show them their way. We mainly use one-on-one counseling and guidance. We treat students like family, building a familial environment, and make sure we keep them focused, trying to help them understand that this is a second family.

Based on the findings for RQ2, the Upward Bound program familial support structure, “in loco parentis,” offers low-income students a level of support often missing within their home environment.

RQ3: Is there a significant relationship between Upward Bound participants’ motivation and efficacy in the use of technology?

The independent variable coded “Motivation” was analyzed to examine whether it correlated with the dependent variable coded “EfficacyinUseTech,” and to determine whether a significant relationship existed between these variables using Pearson Correlations. The results found the variable to be statistically significant between Upward Bound participant motivation and efficacy in the use of technology at .843**, measured at a .05 level of significance. Eighty-four percent of program participants indicated they were motivated and demonstrated efficacy in their use of technology.

For qualitative analysis and answering RQ3, items 19 and 20 analyzed “efficacy in the use of technology” and items 6 and 7 analyzed the theme of “motivation.” These variables were examined and found that a positive relationship was associated with efficacy in the use of technology and motivation. Eighty-seven percent of the student respondents indicated they were proficient and confident in using technology for both

research and personal interests. They were also motivated in improving their grade point average and trying harder when they failed.

On the teacher survey instrument, items 19 and 20, “efficacy in the use of technology,” and items 7 and 13, “motivation,” were analyzed. The findings revealed that all teacher respondents indicated that students demonstrated proficiency. Six of the nine teachers agreed with this finding, while two were uncertain and one strongly disagreed that students were motivated. The emergent themes captured from the directors’ interviews are found in Table 11.

Table 11

Emergent Themes from Directors’ Interviews (Motivation and Efficacy in the Use of Technology)

Themes	Directors A and B	
Motivation	100%	2 out of 2
i) Demonstrate a higher level of confidence		
ii) Drive to attend all program activities		
iii) Grade improvement		
Technology	50%	1 out of 2
i) Training/Staff development		
ii) Student workshops		
iii) Students' usage to complete assignments, etc.		
iv) Overheads, whiteboards		
v) Electronic portfolio		

From the director interviews, questions 6, 15, and 16 captured the theme of “efficacy in the use of technology” and questions 1, 9, 18, 20, and 21 captured the theme of “motivation,” and it was found that a positive relationship existed between students’ use of technology and motivation. Director A quoted,

We incorporate the computer science course with our students during the 5-week program so they are afforded an opportunity to work with computers and develop the necessary tech-savvy skills so they are competitive and have the higher level skills required. Our tutorial sessions allow students to access the computer and use the latest technology. We also provided workshops in Microsoft applications. They also have to take a computer science course, which prepares them with the necessary skillset.

Similarly, Director B also affirmed, “We ensure that our program participants attend workshops that incorporate the use of technology. Students submit their assignments electronically and also use the computer, iPads, or iPods to conduct and create podcasts.” As our society becomes more dependent on technology, the proficiency in its use is necessary in a knowledge-capital economy. These findings suggest that having access to technology has a positive influence on low-income, first-generation students who will need these skills for future careers and academic achievements.

Based on the findings for RQ3, it was indicated that the program structure and expanded usage of technology allowed Upward Bound low-income students to express themselves and provide a greater level of engagement with program staff and their peers. The findings indicated that participants are able to expand their skillsets because of the

immediate/real-time feedback obtained during program operation hours. Participants are able to use technology beyond the basic word processing requirements. In addition, the use of a virtual class, as indicated by Director A, limits the time spent worrying about performance and provides a structure in which low-income students could readily interface. The most promising component about the program structure is that the implementation of technology allows students to stay connected even if they do not have a computer or Internet services in their respective homes.

RQ4: Is there a significant relationship between curriculum structure and Upward Bound students' motivation to attend college?

To answer RQ4, a Pearson's Correlation was conducted to determine whether any significant relationship existed between the independent variable "curriculum structure," coded in SPSS as "CurrStructure" and the dependent variable "student's motivation to attend college," coded in SPSS as "UBMotivatetoColl." The analysis was found to be moderately statistically significant between the curriculum structure and motivating students to attend college at .439** when measured at the minimum .05 level of significance. The quantitative findings of this study indicated that the curriculum structure had a moderate impact on program participants and only 44% of them benefited from the curriculum structure, even though they were motivated to attend college.

For qualitative analysis and answering RQ4, item 14 "curriculum structure" and items 8, 21, and 22 "motivation to attend college" were analyzed to capture these variables on the student survey. The analysis found 44% of student participants indicated that the curriculum structure of the Upward Bound program met their academic needs.

Correspondingly, on the teacher survey, item 8 “motivation to attend college” and items 11 and 14 “curriculum structure,” found all teachers agreed that their students exhibited interest in attending college after a year of enrollment in the program. The emergent themes captured from the director interviews are found in Table 12.

Table 12

Emergent Themes from Directors’ Interviews (Curriculum Structure and Motivating Students to Attend College)

Themes	Directors A and B	
Curriculum Structure	50%	1 out of 2
i) Standardized testing conditions		
ii) Relevance		
iii) Staffing		
iv) Computer Adaptive Testing (CAT)		
Motivation	100%	2 out of 2
v) Demonstrate a higher level of confidence		
vi) Drive to attend all program activities		
vii) Grade improvement		
viii) Positive self-concept		

Similarly, in the directors’ interviews, questions 9, 12, 18, and 20 captured the theme of “motivation to attend college” and questions 7, 15, 17 and 25 captured the theme of “curriculum structure.” Director A stated,

We look at their highest academic offerings in our school divisions and AP offerings; we look at their honors-level classes and curriculums. We see what they are doing, compare our curriculum, review our curriculum and encourage our instructional staff to utilize those curriculums, not only during the summer, but also during the academic year. Using the highest district academics curriculum, we mirror them in our Upward Bound program and implement them for our students.

Director B also affirmed,

Well . . . our Upward Bound program is a college-ready system. Our program is effective as we monitor each student's performance, using the scaled scores. We assess their writing and allow them to see the relevance of their score performance data using the CAT (Computer Adaptive Tests), and use their scores as a medium for gauging their performance on the actual test.

The rigor and intensity of curriculum structure, coupled with the support received further motivated students to attend college. The Upward Bound program curriculum is different from the traditional curriculum with which many low-income students often interact during their high school experience. The use of differentiated instruction caters to the needs of low-income students. The positive relationships associated with rigor and intensity of curriculum structure is a demonstration of the Upward Bound staffs' commitment to low-income students' performance outcomes. Director B also affirmed, "We evaluate and figure out how to work in a more attainable program structure as it relates to student performance."

RQ5: Is there a significant relationship between teacher expectations of the value of the Upward Bound program and the improvement of academic performance?

In order to determine whether a significant relationship existed between the variables “teacher expectations” and the variable “Upward Bound program and the improvement of academic performance,” the variables coded “TeacherExpect” and “UBImprovAcPerf” were analyzed using Pearson Correlations and were found to be statistically significant between teacher expectations of the value of the Upward Bound program and the improvement of academic performance at $.619^{**}$, measured at a .05 level of significance. The findings of this study indicated that 62% of program participants demonstrated improvement in their academic performance abilities due to expectations teachers had of their students’ ability to succeed.

For qualitative analysis and answering RQ5 on the student survey, items 1, 2, 3, 4, and 5 captured the theme “academic performance” and item 9 captured the theme “teacher expectations.” The student survey found that 62% of the students indicated they improved in their academic performance because of the high expectations held by the Upward Bound instructional staff.

Conversely, on the teacher survey, items 1, 2, 3, 4, and 5 captured the theme “academic performance” and items 1 and 10 captured the theme “teacher expectations.” All teachers agreed that they expected their students to demonstrate good academic performance and had high expectations for all students. This supported Bandura’s (1977) self-efficacy theory in that, “changes in behavior produced by stimuli that either signifies

events to come or indicate probable response consequences also have been shown to rely heavily on cognitive representations of contingencies (pp. 192–193). Within this analysis, efficacy expectations are influenced from response-outcome expectancies.

Rubie-Davies (2010) affirmed that

[l]ow differentiating teachers held incremental notions of intelligence, used interest-based groupings and promoted peer support within these, stressed mastery goals and intrinsic motivation, and developed positive relationships with their students. These teachers took responsibility for student learning; they considered all students could learn given appropriate support by the teacher. (p. 124)

The reliability and dispositions of the instructors highlight the role of a positive impact on student performance outcomes. The teacher survey, questions 2 captured the themes of “academic performance” and question 10 captured the theme “teacher expectations. The emergent themes captured from the director interviews are found in Table 13.

Further description of the emergent themes can be found in Appendix J. Director A stated,

Teachers want their students to be high performers, but when those students don’t reach those peaks and they hit a valley, it is very upsetting to teachers, especially when this is their first time interacting with students with different learning styles.

Table 13

Emergent Themes from Directors' Interviews (Teacher Expectations and Upward Bound Improves Academic Performance)

Themes	Directors A and B	
Teacher Expectations: Performance Measures	100%	2 out of 2
i) Provide mock standardized testing and use of old test to prepare students for academic tests		
ii) Monitor students' academic performance		
iii) Ongoing test preparation under examination conditions		
iv) Assigned Projects		
Academic Performance	100%	2 out of 2
i) Improvement on academic tests		
ii) Teacher-made test (pre/post) assessments		
iii) Mixed-ability groupings		

Director B also affirmed that

[t]eachers help to hold the students at a certain value level as expected at Upward Bound, and the students know what they have to do, [and] incoming freshmen are aware of what is expected. Teachers, in turn, allow students to stay on task, and attend program activities; students in turn, want to not only please their teachers, but also please their parents and impress their peers.

The genuine interest and culture embedded in both the attitudes of the teachers and the program's environment could only benefit the low-income students and their desire to improve academically and socially. Upward Bound, established on the foundation of a supportive environment, is essential because it values the student as an individual who matters. The program encourages students to take ownership of their academic experience and to recognize their innate abilities, where low-income, first-generation students see education as a tool to improve their individual lives, their families, and the public at large.

RQ6: Is there a significant relationship between students' time-management skills and students' motivation to attend college?

In order to determine whether a significant relationship existed between the variables "students' time management skills" and "students' motivation to attend college," the variables coded "UBMotivatetoColl" and "TimeManage" were analyzed using Pearson Correlations. There did not appear to be of any statistical significance between students' motivation to attend college and time management at $.308^{**}$, measured at a .05 level of significance. The findings of this study indicated that although time management had no significant impact, their motivation to attend college was still apparent as a goal to be achieved.

For qualitative analysis and answering RQ6, items 8, 21, and 22 captured the theme "student's motivation to attend college" and items 12 and 15 captured the theme "time management."

The student survey found that 85% of the students were motivated to attend college. However, 71% of the students indicated they were confident in managing their time. The variable of time management was not covered on the teacher survey and director interviews.

RQ7: What independent variables influence the overall academic performance of the Upward Bound program participants?

To test RQ7, a regression analysis coded in SPSS was done on the dependent variables (UBMotivatetoColl) student's motivation to go to college, (EfficacyinUseTech) Efficacy in the use of technology, and (UBImprovAcPerf) UB Improves Academic Performance to obtain the dominant variables.

The following regression analysis was conducted on the dependent variable "Upward Bound motivates to go to college." The regression analysis findings were statistically significant at .752** and indicated that a strong relationship existed between Upward Bound motivating students to attend college and Upward Bound program activities. The variable "staff support" was found as the dominant variable. Seventy-five percent were motivated to go to college because of the predictor variable "staff support" (Table 14).

Table 14

Regression on UB Motivates to Go to College

Model Summary									
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.752 ^a	.566	.552	1.64239	.566	40.448	1	31	.000

a. Predictors: (Constant), StaffSupport

Coefficients^a						
Model		Unstandardized Coefficients		Standard Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.667	1.481		2.476	.019
	Staff Support	.708	.111	.752	6.360	.000

a. Dependent Variable: UBMotivatetoColl

Excluded Variables^c						
Model		Beta In	t	Sig.	Collinearity Statistics	
					Partial Correlation	Tolerance
1	Motivation	-.115 ^a	-.530	.600	-.096	.302
	TimeManage	-.103 ^a	-.742	.464	-.134	.740
	9 TeacherExpect	.212 ^a	1.227	.229	.219	.461
	13 UB Activities	.164 ^a	.701	.489	.127	.259
	14 CurrStructure	-.131 ^a	-.810	.424	-.146	.538

a. Predictors in the Model: (Constant), StaffSupport

b. Dependent Variable: UBMotivatetoColl

A regression analysis was also conducted on the dependent variable “efficacy in the use of technology” as depicted in Table 15. The regression analysis finding was found statistically significant at $.861^{**}$, and a strong relationship existed between “efficacy in the use of technology” and “Upward Bound participants’ motivation.” Eighty-six percent of Upward Bound participants were impacted by the staff support offered, and demonstrated proficiency in their use of technology. The variable “staff support” was found to be the dominant variable.

Table 15

Regression on Efficacy in Use of Technology

Model Summary									
Model	R	Adjusted Square	R Square	Standard Error		Change Statistics			Sig. F Change
				of the Estimate	R Square Change	F Change	df1	df2	
1	.861 ^a	.741	.732	.94540	.741	88.614	1	31	.000
2	.888 ^b	.788	.774	.86836	.048	6.744	1	30	.014

a. Predictors: (Constant), StaffSupport

b. Predictors: (Constant), Staff Support, Motivation

Coefficients^a						
Model		Unstandardized Cefficients		Standard Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.944	.853		1.107	.277
	Staff Support	.603	.064	.861	9.414	.000

Table 15 (continued)

		Coefficients ^a				
		Unstandardized Coefficients		Standard Coefficients		
Model		B	Std. Error	Beta	t	Sig.
2	(Constant)	.373	.813		.459	.649
	StaffSupport	.371	.107	.529	3.460	.002
	Motivation	.274	.106	.397	2.597	.014

a. Dependent Variable: EfficacyinUseTech

		Excluded Variables ^c				
						Collinearity Statistics
Model		Beta In	t	Sig.	Partial Correlation	Tolerance
1	Motivation	.397 ^a	2.597	.014	.428	.302
	TimeManage	.210 ^a	2.081	.046	.355	.740
	9 TeacherExpect	.107 ^a	.789	.436	.143	.461
	13 UB Activities	-.180 ^a	-1.004	.324	-.180	.259
	14 CurrStructure	.137 ^a	1.100	.280	.197	.538
2	TimeManage	.060 ^b	.422	.676	.078	.363
	9 TeacherExpect	-.024 ^b	-.173	.864	-.032	.389
	13 UB Activities	-.173 ^b	-1.052	.301	-.192	.259
	14 CurrStructure	.138 ^b	.303	.764	.056	.473

a. Predictors in the Model: (Constant), StaffSupport

b. Predictors in the Model: (Constant), StaffSupport, Motivation

c. Dependent Variable: EfficacyinUseTech

A regression analysis was also conducted on the dependent variable “Upward Bound improves academic performance.” The regression analysis was statistically significant at .844** and indicated that a strong relationship existed between the variables

“Upward Bound and the improvement of academic performance” and “curriculum structure.” Eighty-four percent of Upward Bound participants were impacted by the curriculum structure and improved in their academic performance. The variable “staff support” remained the dominant variable (Table 16).

Table 16

Regression on UB Improves Academic Performance

Model Summary									
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.844 ^a	.712	.703	2.47380	.712	74.331	1	30	.000
2	.870	.757	.740	2.31415	.044	5.282	1	29	.029

a. Predictors: (Constant), StaffSupport

b. Predictors: (Constant), Staff Support, 14 CurrStructure

Coefficients ^a						
Model		Unstandardized Cefficients		Standard Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.765	2.241		.788	.437
	Staff Support	1.458	.169	.844	8.622	.000
2	(Constant)	.491	2.169		.226	.822
	StaffSupport	1.126	.214	.652	5.260	.000
	Motivation	1.314	.572	.285	2.298	.029

a. Dependent Variable: UBImprovAcPerf

Table 16 (continued)

		Excluded Variables ^c				Collinearity Statistics	
Model		Beta In	T	Sig.	Partial Correlation	Tolerance	
1	Motivation	.200 ^a	1.134	.266	.206	.306	
	TimeManage	.039 ^a	.337	.738	.062	.751	
	9 TeacherExpect	-.003 ^a	-.019	.985	-.003	.467	
	13 UB Activities	-.150 ^a	-.776	.444	-.143	.261	
2	14 CurrStructure	.285 ^a	2.298	.029	.393	.546	
	Motivation	.077 ^b	.428	.672	.081	.269	
	TimeManage	-.066 ^b	-.568	.574	-.107	.637	
	9 TeacherExpect	-.123 ^b	.859	.398	-.160	.412	
	13 UBActivieies	.135 ^b	-.748	.461	.140	.261	

a. Predictors in the Model: (Constant), StaffSupport

b. Predictors in the Model: (Constant), StaffSupport, 14 CurrStructure

c. Dependent Variable: UBImprovAcPerf

Although the researcher intended on evaluating the independent variable “standardized testing,” which included students’ GPA and SAT scores, because of the small sample collected, the analysis indicated none of the variables identified had any significant relationship with any of the dependent variables. To further evaluate the accuracy of the findings, the researcher constructed an item-to-scale correlation, to test construct validity on the following dependent variables “UBImprovesAcPerf” and “UBMotivatetoColl,” and the independent variable “staff support.”

Table 17 indicates that item numbers 1, 2, 3, 4, and 5 on the student survey were used to capture the variable “UBImprovesAcPerf.” The analysis demonstrated that there was a strong statistical relationship between each item, demonstrating that the variable had construct validity.

Table 17

Item to Scale for Construct Validity

		Correlations		
		1	2	
		UBImprovAcPerf	AcadPerf	SAT Exam
UBImprovAcPerf	Pearson Correlation	1	.825**	.811**
	Sig. (2-tailed)		.000	.000
	N	34	34	34
		Correlations		
		3	4	5
		ImprovAcadPerf	StdTestImprov	GPA
UBImprovAcPerf	Pearson Correlation	.842**	.930**	.759**
	Sig. (2-tailed)	.000	.000	.000
	N	34	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

The analysis indicated that a strong relationship existed and was statistically significant at .825** in improvement of students’ academic performance, in particular SAT reading. Eighty-three percent of Upward Bound participants showed improvement in their academic performance.

Table 18 indicates that item numbers 16, 17, and 18 on the student survey were used to capture the variable “staff support.” The item-to-scale correlation demonstrated a strong statistical relationship between each item, indicating that the variable had construct validity. The analysis indicated 83% of Upward Bound low-income, first-generation student participants showed improvement in their academic performance.

Table 18

Correlations for Variable Staff Support (StaffSupport)

		Correlations			
		16	17	18	
		StaffSupport	StaffSupport	Comfortlevel	Teacheravail
StaffSupport	Pearson Correlation	1	.827**	.904**	.924**
	Sig. (2-tailed)		.000	.000	.000
	N	35	35	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

Table 19 indicates that items 11, 21, and 22 on the student survey were used to measure the variable “UBMotivatetoColl” and demonstrated a strong statistical relationship between each item, indicating that the variable had construct validity. The analysis indicates that a strong relationship exists and is statistically significant at .731** . Seventy-three percent of Upward Bound Participants were motivated to attend college.

Table 19

Correlations for Variable Upward Bound Program Motivates Students to Attend College (UBMotivatetoColl)

		Correlations			
		11	21	22	
		Value of	Summer	Program	
		UBMotivatetoColl	College	Program	Part
UBMotivatetoColl	Pearson Correlation	1	.731**	.862**	.776**
	Sig. (2-tailed)		.000	.000	.000
	N	35	35	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

Summary

Quantitative data were collected and analyzed using three methods of data collection mediums: student surveys, teacher surveys, and interviewing program directors. Student and teacher respondents and director interviews provided insight as to which variables had significant impact on low-income, first-generation students. Both surveys provided insight on the use of program resources and its impact on low-income, first-generation students. The quantitative analysis found the following variables “Upward Bound motivates students to attend college,” “efficacy in the use of technology,” and “Upward Bound improves academic performance” to be statistically significant on low-income students. Qualitatively, ten themes emerged from director’s interviews. They were (a) Assessment, (b) Engagement, (c) Program evaluation, (d) Policy awareness, (e) Program activities, (f) Program planning, (g) Motivation,

(h) Support, (i) Teacher expectations, and (j) Technological proficiency. These themes showed a positive relationship with low-income students' performance. The findings indicated that the success of many low-income students is attributed to the personalization of their educational experience through the Upward Bound program. These variables were found to provide great benefits for students who participated in the program. The results of both the quantitative and qualitative analyses are discussed in Chapter VI.

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

In this chapter, the findings, conclusions, implications for future research and recommendations are discussed. For many low-income students, attending college remains a distant dream. Students from underrepresented groups often lack the social capital to understand the world of postsecondary education, as they are less likely to have role models who have attended institutions of higher education (IHEs), and they may have less collective college knowledge in their communities (Hooker & Brand, 2010).

The study had a mixed-methods design and investigated the effectiveness of the Upward Bound program in preparing the 21st century learner for college readiness. Chapter II presented an overview of the literature in relation to the selected variables and examined the effectiveness of the Upward Bound program as it aims to prepare low-income, first-generation students for college and a knowledge-capital economy. Chapter III addressed the theoretical framework. The theories, which guided this research, were Maslow's (1954) Hierarchy of Needs and Motivation Theories, Albert's (1977) Social-Efficacy Theories, Tinto's (1975) Theory on Student Integration Model, and W. K. Kellogg Foundation's (1998) Logic Model. Chapter IV established the research methodology that was used for this study. Chapter V revealed the analysis of the research.

The study focused on the following research questions:

RQ1: Is there a significant relationship between Upward Bound program activities and students' motivation to attend college?

RQ2: Is there a significant relationship between staff support and the improvement of academic performance?

RQ3: Is there a significant relationship between Upward Bound participant motivation and efficacy in the use of technology?

RQ4: Is there a significant relationship between curriculum structure and Upward Bound students' motivation to attend college?

RQ5: Is there a significant relationship between teacher expectations of the value of the Upward Bound program and the improvement of academic performance?

RQ6: Is there a significant relationship between time management skills and students' motivation to attend college?

RQ7: What independent variables influence the overall academic performance of Upward Bound participants?

Findings

RQ1: Is there a significant relationship between Upward Bound program activities and students' motivation to attend college?

The findings in this study indicate that quantitatively this was statistically significant. Qualitative findings also indicated that the emergent themes of motivation

and program activities were dominant themes and demonstrated a positive relationship with low-income students' motivation to attend college.

RQ2: Is there a significant relationship between staff support and the improvement of academic performance?

Quantitatively, this was statistically significant between “Upward Bound improves academic performance” and “staff support.” Qualitative findings also indicated that the emergent themes of improvement of academic performance and support had a positive relationship.

RQ3: Is there a significant relationship between Upward Bound participant motivation and efficacy in the use of technology?

Quantitatively this was statistically significant between efficacy in the use of technology and Upward Bound participants' motivation. Qualitative findings also indicated that the emergent themes of efficacy in the use of technology and motivation had a positive relationship.

RQ4: Is there a significant relationship between curriculum structure and Upward Bound students' motivation to attend college?

Quantitatively, this was moderately statistically significant. Qualitative findings indicated that the emergent themes of motivation and curriculum structure intensity and rigor had a positive relationship with program participants because it met their needs.

RQ5: Is there a significant relationship between teacher expectations of the value of the Upward Bound program and the improvement of academic performance?

Quantitatively, this was statistically significant and found that the improvement of participants' academic performance had a significant relationship with teacher expectations. Qualitative findings indicated that the themes of academic improvement and teacher relationships had a positive impact on low-income students' performance.

RQ6: Is there a significant relationship between time-management skills and students' motivation to attend college?

Quantitatively, there was no statistically significant relationship found between Upward Bound programs motivating students to attend college and time management. Qualitative findings, however, indicated that 71% of low-income students indicated that they were confident in managing their time.

RQ7: What independent variables influence the overall academic performance of Upward Bound participants?

Quantitatively, the statistically significant variables were "students' motivation to attend college," motivation, staff support, technology, "Upward Bound improves academic performance," and curriculum structure. These variables were especially strong influences on low-income, first-generation students. The variable, "Upward Bound motivates students to attend college," was found statistically significant at .67**. This statistic indicated that 67% of Upward Bound participants were motivated to attend college due to their participation in the program's activities. The variable, "Upward Bound improves academic performance," was found statistically significant at .847**, indicating that 85% of the program participants demonstrated improvement in their academic performance because of the support they received from Upward Bound staff.

The variable, “efficacy in the use of technology,” was found statistically significant at .843**, which indicates that 84% of program participants were motivated to use technology beyond its limited scope of word processing. The variable “Upward Bound improves academic performance” was found statistically significant at .619**, indicating that 62% of Upward Bound students demonstrated improvement in their academic performance.

The regression analysis found the dependent variable “students’ motivation to attend college” was statistically significant at .752** and indicated that a strong relationship existed between Upward Bound motivating students to attend college and Upward Bound program activities. The variable, “staff support,” was found as the dominant variable. Seventy-five percent were motivated to go to college because of the predictor variable, staff support.

A regression analysis of the dependent variable “efficacy in the use of technology” was found statistically significant at .861**, and a strong relationship existed between “efficacy in the use of technology” and “Upward Bound participants’ motivation.” The results indicated that 86% of Upward Bound participants were impacted by the variable, “staff support.” They also demonstrated proficiency in the use of technology. The variable, “staff support,” was found to be the dominant variable.

A regression analysis of the dependent variable, “Upward Bound improves academic performance” was statistically significant at .844** and indicated that a strong relationship existed between Upward Bound and the improvement of academic performance and curriculum structure. Eighty-four percent of Upward Bound

participants were impacted by the variables and demonstrated improvement in their academic performance. The variable, “staff support,” remained the dominant variable.

The qualitative findings revealed the following 10 emergent themes: (a) Assessment, (b) Engagement, (c) Program evaluation, (d) Policy awareness, (e) Program activities, (f) Program planning, (g) Motivation, (h) Support, (i) Teacher expectations, and (j) Technological proficiency, which posited strong support for these variables and demonstrated that a positive relationship existed with the Upward Bound program’s effectiveness.

Implications and Conclusions

While the findings summarized below are important, this research study was principally concerned with the effectiveness of the Upward Bound program in meeting the needs of the 21st century learner. The findings presented in this research reveal substantial information on low-income, first-generation students as they prepare for the knowledge-capital economy. The variables “students are motivated to attend college” and “staff support” have a significant impact on the students’ academic performance. Technology, through its usage, engages, influences, and is shown to motivate low-income students and increase their academic performance.

RQ1: Is there a significant relationship between Upward Bound program activities and students’ motivation to attend college?

The findings in this study indicated quantitatively that this was statistically significant. Qualitative findings also indicated that the emergent themes of motivation and program activities were dominant and demonstrated positive relationship with low-

income students' motivation to attend college. It was concluded overall, that a majority of the low-income, first-generation students found the Upward Bound program activities and its structure beneficial, and a conduit for fulfilling their academic and career aspirations. The more students interacted with the program activities, the more they were intrinsically motivated to aspire to do better in their academic and social life. Exposing low-income students to activities such as career day and college tours ignited their intrinsic spark, and allowed them to grasp the reality of attending college. Through its myriad of activities, many students are afforded the opportunity to live on a college campus for 6 weeks. The opportunities provided by the Upward Bound program for low-income, first-generation students are a motivating factor, as it offered access by providing many opportunities for many program participants, using structured academic pathways and support mechanisms for making the dream of attending college a reality. Moreover, students, especially from rural areas, often do not see college as a choice; instead, the benefit from participating in the program changed that elusive reality into a tangible one.

RQ2: Is there a significant relationship between staff support and the improvement of academic performance?

Quantitatively, this was statistically significant between “Upward Bound improves academic performance” and “staff support.” Qualitative findings also indicated that the emergent themes, “improvement of academic performance” and “support” were positive indicators in assisting low-income students. The supportive assistance, via the Upward Bound program staff, due to their individualized support, culture, and structure, motivated low-income students to achieve and propelled their desire to attend college

versus dropping out of school. This supportive environment fosters the students' intrinsic and extrinsic motivation overall and encourages the Upward Bound participant to perform better academically. The level of care demonstrated by the entire staff through activities such as mentoring and counseling, offers what Darling-Hammond (2010) defined as a learning system that, "advisedly describes a set of elements that, when well designed and connected, reliably support all students in their learning" (p. 1). Staff commitment and support for low-income students' success is a testament to the program's drive in assisting these students in harnessing their hidden talents in a society riddled with economic and social marginalization.

RQ3: Is there a significant relationship between Upward Bound participant motivation and efficacy in the use of technology?

Quantitatively, this was statistically significant between efficacy in the use of technology and Upward Bound participants' motivation. Qualitative findings also indicated that the emergent themes of efficacy in the use of technology and motivation had a positive relationship. Upward Bound is beneficial to low-income students as an increase in their motivational level. The research of Wallace, Abel, and Ropers-Huilman (2000) postulated that the technological services provided to students have a profound effect on student satisfaction, academic performance, and motivation. The program assisted them to become proficient beyond the basic word processing requirements, using a structured environment. Technology within this medium functions effectively because, during the program activities, participants have access to real time testing and other

pertinent program activities. This level of engagement and individualized feedback builds the proficiency skillset.

RQ4: Is there a significant relationship between curriculum structure and Upward Bound students' motivation to attend college?

Quantitatively, this was moderately statistically significant. Qualitative findings indicated that the emergent themes of "motivation" and "curriculum structure's intensity and rigor" had a positive relationship with program participants because it met their needs. Although the quantitative results were moderately significant, the program's structure works simultaneously to offer assistance, while boosting the participant.

Qualitatively, students indicated that the curriculum structure met their academic needs and is a clear demonstration of the positive impact the program has on these students.

Page and Valli (1990) contended that "curriculum is a fundamental part of schooling and that high schools have the difficult task of 'differentiating without discriminating'" (p. 2).

The curriculum offered appropriately challenges a large number of students, thus improving and motivating students to attend college. This should be credited to the expertise of the program director that hires competent instructional staff capable of translating the Upward Bound program's mission and objectives to low-income students. These students will later become the first in their family to attain a 4-year degree.

RQ5: Is there a significant relationship between teacher expectations of the value of the Upward Bound program and the improvement of academic performance?

Quantitatively, this was statistically significant and found that the improvement of participants' academic performance had a significant relationship with teacher expectations. Qualitative findings indicated that the themes of academic improvement and teacher relationships also had a positive impact on low-income students' performance. Although often ignored, the expectations or beliefs held by the Upward Bound instructional staff are significant to students' academic performance. According to Rosenthal (1968), the Pygmalion research study found that when teachers expected their students to perform at a higher level, the students often rose to meet the desired expectations.

RQ6: Is there a significant relationship between time management skills and students' motivation to attend college?

Quantitatively, there was no significant finding. Qualitatively, 71% of the students indicated they were confident in managing their time when they completed various assignments and leisure activities. The competency students developed demonstrated that low-income students understand the importance of time management.

RQ7: What independent variables influence the overall academic performance of Upward Bound participants?

Quantitatively, the statistically significant variables were "motivation to attend college," motivation, staff support, technology, "Upward Bound improves academic performance," and "curriculum structure"; these indicators were especially strong influences on low-income, first-generation students. The variable "Upward Bound motivates students to attend college" was found statistically significant at .67 **. This

indicated that 67% of Upward Bound participants were motivated to attend college due to their participation in the program's activities. The variable, "Upward Bound improves academic performance," was found statistically significant at .847 **. This indicated that 85% of the program participants demonstrated improvement in their academic performance because of the support they received from Upward Bound staff. The variable, "efficacy in the use of technology," was found statistically significant at .843 **. This indicated that 84% of program participants were motivated to use technology beyond its limited scope of word processing. The variable, "Upward Bound improves academic performance," was found statistically significant at .619 **. This indicated that 62% of Upward Bound students demonstrated improvement in their academic performance.

The regression analysis on the dependent variable "students' motivation to attend college" was statistically significant at .752 ** and indicated that a strong relationship existed between Upward Bound motivating students to attend college and Upward Bound program activities. The variable, "staff support," was tested and found as the dominant variable. Seventy-five percent were motivated to go to college because of the predictor variable, "staff support."

A regression analysis found the dependent variable, "efficacy in the use of technology," was found statistically significant at .861 **, and a strong relationship existed between efficacy in the use of technology and Upward Bound participants' motivation. Eighty-six percent of Upward Bound participants were impacted by the variable "staff

support,” and thus demonstrated proficiency in the use of technology. The variable “staff support” was found to be the dominant variable.

A regression analysis on the dependent variable “Upward Bound improves academic performance” was statistically significant at .844** and indicated that a strong relationship existed between Upward Bound and the improvement of academic performance and teacher expectations. The results indicated that 84% of Upward Bound participants were impacted by the variable, “curriculum structure,” and demonstrated improvement in their academic performance. The variable “staff support” remained the dominant variable.

The overall conclusions drawn were Upward Bound is an effective program because it provides low-income students with a supportive environment. The meaningful activities that the program provided allow students to be engaged in program activities that boosted their self-esteem and propelled students to build an interest in attending college. In addition, this positive relationship of the variables encourages the Upward Bound student to view the program beyond a social experiment, as the tools of engagement used, beyond the use of technology for word processing, promoted improvement in their academic success.

Recommendations

The following are suggested recommendations for federal governing bodies, researchers, and Upward Bound program directors that may wish to consider the needs of the target population. It is the hope of the researcher that the assessment strategies and

structure of educational planning policy and support serve low-income, first-generation students.

Recommendations for Policymakers

- Review the current Upward Bound program objectives as stated in the APR report and create revised policies that support successful program implementation.
- Develop an annual national recognition program to honor Upward Bound directors and staff who have proven through their data that they are successfully increasing the number of students who matriculate to a postsecondary experience.

Recommendations for Program Improvement for Executive Directors

- Create a model curriculum or archive of existing curricula that enables program directors to access best practices that support low-income, first-generation students' learning styles.
- Develop an induction process that supports and develops Upward Bound directors in the areas of program improvement, personnel and operations management, and grant acquisition.

Recommendations for Program Directors

- Assemble a task force of professionals charged with providing a stable mentoring program through collaborative community partnerships to provide supportive networks to assist low-income students.

- Design workshops that refine and develop Upward Bound participants' technological skills so that they are prepared for the emerging knowledge-capital economy.

Recommendations for Further Research

- Additional research is needed in studying what motivational factors drive low-income, first-generation students to succeed.
- Conduct a longitudinal study on the impact of technology on low-income students' performance, post-Upward Bound.
- Study the relationship between staff support and low-income students' postsecondary academic and career success.
- Study the impact of the Upward Bound program extension to include middle school students from low-income backgrounds to form a pipeline that supports the low-income students' track to college.

Limitations of the Study

The researcher was challenged by the location at the time the study was conducted. Issues of financial constraints, time, distance, and delivery of returned permission slips prohibited a larger sample and the inclusions of other variables. A large majority of the target students in the study either did not take the SAT or submit their reports cards. This caused the researcher to have limited information about participants' academic performance on standardized tests, as well as their high school performance GPAs. As a result, program directors were unable to verify some of the SAT scores, thus the collected sample was too small to measure the following variables: SAT scores,

report card grades, and GPA. Therefore, answers to survey questions on SurveyGizmo.com prevented the researcher from accurately matching student responses to the actual student participant (i.e., report cards, GPA, and reported SAT scores). In addition, the issue of distance affected the collection of data; hence, the researcher used online electronic mediums to collect data: teacher surveys, student surveys and a Skype interview with one of the directors. The online approach versus an in-person approach may have hindered the grasp of fundamental qualitative research aspects and may have prevented the researcher's ability to ask in-depth questions. The researcher was a former Upward Bound director of two TRIO programs and thus aspects of the research may lead to some form of bias.

Summary

This research study has shown that the successes of many low-income students are due to the personalization of the Upward Bound program structure. As such, the value of the staffs' relationship cannot be underestimated as it embodies a cultural practice of student centeredness. Program participants were influenced by real-time feedback instructors gave and ongoing activities that stimulate and provide opportunities for growth and development. The emphasis of the program structure provides students with a sense of belonging.

For many low-income students, attending college is a distant dream, but the findings indicate that low-income students do not lack the motivational drive to succeed. In fact, if students are provided the right supportive environment, then the findings are also consistent with the Coleman Report of 1966:

Results from this report indicate that minority groups consistently have greater exposure to schools with high dropout rates . . . the classmates of Negroes and whites tend to be about equally likely to have been encouraged to attend college by their teacher or counselors. (pp. 201–202)

The Upward Bound supportive environment prevents low-income students from dropping out of school and motivates them to attend college.

Moreover, it is the researcher's conclusion that students from low-income populations need supportive structures to help them succeed if they are to develop the academic and social capital necessary to compete successfully in a world where technical skills are in high demand. The researcher is in agreement with Coleman's findings: "Pupils in the metropolitan south, compared to pupils in the nation as a whole, generally have fewer of the variety of special services and curriculums that many other schools in the nation make available" (p. 205). Though the finding for the curriculum is moderate, the need for Upward Bound is imperative, as less than 10% of the population has a bachelor's degree. The rigor and intensity of the program is beneficial in improving the academic performance of low-income students.

Similarly, increasing the low college attendance and graduation rates of low-income, first-generation students should be a national priority. Moreover, students who remain in Upward Bound are more likely to have the necessary emotional, academic capital to overcome the obstacles they face in their current educational environment. The major positive attribute of supporting low-income students in need is a public good. As

such, the findings of this research study should drown the rhetoric of doubt, which has escalated since the program began nearly 50 years ago.

Moreover, as our society becomes more dependent on technology, the proficiency in its use is necessary in a knowledge-capital economy. Research suggested that technological proficiency is as critical to academic [and career] success as writing ability (Relles & Tierney, 2013). According to Jones, et al. (2009) and Vie (2008), as the business of [work and] higher education migrates from page to screen, new concerns pertaining to equitable access and outcomes arise from the disparity in student readiness for the digital demands of college life. The critical findings from this study suggest that without access to the Upward Bound program, students from low-income populations will lack the knowledge or the proficiency in developing and maintaining the technological skillsets of those of their affluent peers.

The research of Wallace, Abel, and Ropers-Huilman (2000) postulated that the technological services provided to students have a profound effect on student satisfaction, academic performance, and motivation. The positive regression findings also suggest that having access to technology has a positive influence for low-income, first-generation students. However, the reality remains that the ability to connect with the world outside the school in real time is the single most powerful benefit of technology-enhanced learning (Loertscher & Koechlin, 2012). We know that technology use has a positive influence on educational attainment (Fairlie, Beltran, & Das, 2010) and that technological proficiency is stratified by gender, race, and class (Warschauer & Matuchniak, 2010). Navigating the knowledge-capital economy requires a skillset beyond reading and

writing. It is evident that more funding should be directed at this population so they too have a chance of becoming self-actualized in the world of work and school.

Issues of access and constant support are an unrelenting problem faced by low-income students in their quest to graduate from high school and pursue a degree in higher education. Although the Upward Bound program is a federal TRIO program established on the premise of providing academic assistance for individuals in which neither parent/guardian holds a bachelor's degree, the program participant, though motivated, needs additional support if they are to ascend to the top of the ladder. Swain (2006) stated, "What is needed are new focused and concerted efforts linking teachers, guidance counselors, and concerned adults to identify and encourage students to stay in school, work hard, and avail themselves of resources to improve their life chances" (p. 51). The Upward Bound program should continue to provide these services as its impact is undeniably making a difference among low-income, first-generation student populations.

APPENDIX A

Informed Consent Letters to Directors A and B

August 28, 2013

Director A
Upward Bound, VA

Good Morning Director A:

I am currently a Doctoral candidate at Clark Atlanta University, and am doing research on, “*The Effectiveness of the Upward Bound program in Meeting the Needs of the 21st Century Learner.*” I am interested in discussing with you the impact of the University’s Upward Bound Program on the lives of urban students in preparation for college readiness. I am interested in mainly surveying students and teachers, which will be conducted online via SurveyGizmo.com. I am aware of FERPA guidelines and as such I will be in no way in need of direct interaction with your instructional staff, preferably three (3) teachers and your enrolled Upward Bound students. With your agreement and the parents of your students, I will send the surveys to you electronically—the Survey Gizmo electronic URL—so that you may have your staff administer take the surveys for me; unless otherwise stated.

During the Skype interview, you will be asked to answer some questions concerning program effectiveness of the Upward Bound Program on urban students as they prepare for the readiness of college rigor. This interview is designed to be approximately sixty – ninety minutes (60–90) in length. However, please feel free to expand on the topic or talk about any related information you think would assist the discussion. In addition, if there are any questions you would rather not answer or that you do not feel comfortable answering, please indicate that during the interview and I will move on to another question.

As per IRB guidelines, all information will be kept confidential and use pseudonyms to protect you, the students and staff’s identity. In addition, for further confidentiality and integrity reasons, the program will be assigned a generic name and location. The information obtained from the interviews and surveys will be submitted to my Dissertation Committee, which consists of Dr. Barbara Hill, Dissertation Chair, Dr. Moses Norman, Chair of the School of Educational Leadership Department at Clark

Appendix A (continued)

Atlanta University, Dr. Trevor Turner, and Dr. Sheila Gregory, who will have access to this information.

Upon completion of this research, all information will be destroyed or stored in a secure location at Clark Atlanta University. Attached in subsequent pages of this request are the participant's agreement and questions in preparation for our tentative Skype interview at a time to be scheduled at your convenience.

If the above-mentioned explanation interests you, please do not hesitate to contact me via email at Kaemanje.thomas@students.cau.edu.

Respectfully yours,

Kaemanje S. Thomas
Doctoral Student
Clark Atlanta University

Appendix A (continued)

August 28, 2013

Director B
Upward Bound, Atlanta, GA

Good Morning Director B:

I am a currently Doctoral candidate at Clark Atlanta University, and am doing research on, "*The Effectiveness of the Upward Bound program in Meeting the Needs of the 21st Century Learner.*" I am interested in discussing with you the impact of the Upward Bound Program on the lives of urban students in preparation for college readiness. I am interested in mainly surveying students and teachers, which will be conducted online via Survey Gizmo.com. I am aware of FERPA guidelines and as such I will be in no way in need of direct interaction with your instructional staff, preferably three (3) teachers and your enrolled Upward Bound students. With your agreement and the parents of your students, I will send the surveys to you electronically the Survey Gizmo's electronic URL so that you may have your staff administer and take the surveys for me; unless otherwise stated.

During this interview, you will be asked to answer some questions concerning program effectiveness of the Upward Bound Program on urban students as they prepare for the readiness of college rigor. This interview is designed to be approximately sixty –ninety minutes (60-90) in length. However, please feel free to expand on the topic or talk about any related information you think would assist the discussion. In addition, if there are any questions you would rather not answer or that you do not feel comfortable answering, please indicate that during the interview and I will move on to another question.

As per IRB guidelines, all information will be kept confidential and use pseudonym to protect you, the students and staff's identity. In addition, for further confidentiality and integrity reasons, the program will be assigned a generic name and location. The information obtained from the interviews and surveys will be submitted to my Dissertation Committee, which consists of Dr. Barbara Hill, Dissertation Chair, Dr. Moses Norman, Chair of the School of Educational Leadership Department at Clark Atlanta University, Dr. Trevor Turner, and Dr. Sheila Gregory, and who will have access to this information.

Upon completion of this research, all information will be destroyed or stored in a secure location at Clark Atlanta University. Attached in subsequent pages of this request are the participant's agreement and questions in preparation for our tentative Skype interview at a time to be scheduled at your convenience.

Appendix A (continued)

If the above-mentioned explanation interests you, please do not hesitate to contact me via email at Kaemanje.thomas@students.cau.edu.

Respectfully yours,

Kaemanje S. Thomas
Doctoral Student
Clark Atlanta University

APPENDIX B

Letters for Instructional Staff Request to Participate in Research

Clark Atlanta University
School of Education
Department of Educational Leadership
Kaemanje.thomas@students.cau.edu

August 28, 2013

Upward Bound Instructional Staff
Director, Upward Bound
Atlanta, GA

Good Morning Upward Bound Instructional Staff:

First, allow me the space to say thank you for the wonderful work that you continue to do in preparing tomorrow's future leaders and educators. As an educator, I take pride in acknowledging your leadership and devotion skills in creating success one student at a time. You have been asked to participate in the research study that aims at investigating I am currently doing research on the effectiveness of the Upward Bound program in preparing the 21st Century learner for college readiness.

The purpose is to influence policymakers and legislatures about the impact of the programs are working. The survey will be administered online or at home whichever desired. Please complete the survey at the University's Upward Bound program-based computer laboratory on a date selected by the Upward Bound director between the dates of September 12 - November 18, 2013. The survey will take about 4-6 minutes for the students to complete. Completing the online survey will no risk to you. The designed survey has been created to protect your privacy. You are not required to write or type your name while completing the survey. You will not be mentioned by name in a report of the results.

As per IRB guidelines, all information will be kept confidential and use pseudonym to protect you, the students and staff's identity. In addition, for further confidentiality and integrity reasons, the program will be assigned a generic name and location. The information obtained from the interviews and surveys will be submitted to my Dissertation Committee, which consists of Dr. Barbara Hill, Dissertation Chair, Dr. Moses Norman, Chair of the School of Educational Leadership Department at Clark

Appendix B (continued)

Atlanta University, Dr. Trevor Turner, and Dr. Sheila Gregory, and who will have access to this information.

Upon completion of this research, all information will be destroyed or stored in a secure location at Clark Atlanta University. Attached in subsequent pages of this request are the participant's agreement and questions in preparation for our tentative Skype interview at a time to be scheduled at your convenience.

If the above-mentioned explanation interests you, please do not hesitate to contact me via email at Kaemanje.thomas@students.cau.edu.

Respectfully yours,
Kaemanje S. Thomas

Appendix B (continued)

Clark Atlanta University
School of Education
Department of Educational Leadership
Kaemanje.thomas@students.cau.edu

August 28, 2013

Upward Bound Instructional Staff
Director, Upward Bound
Virginia

Good Morning Upward Bound Instructional Staff:

First, allow me the space to say thank you for the wonderful work that you continue to do in preparing tomorrow's future leaders and educators. As an educator, I take pride in acknowledging your leadership and devotion skills in creating success one student at a time. You have been asked to participate in the research study that aims at investigating I am currently doing research on the effectiveness of the Upward Bound program in preparing the 21st Century learner for college readiness.

The purpose is to influence policymakers and legislatures about the impact of the programs are working. The survey will be administered online or at home whichever desired. Please complete the survey at the University's Upward Bound program-based computer laboratory on a date selected by the Upward Bound director between the dates of September 12 - November 18, 2013. The survey will take about 3-5 minutes for the students to complete. Completing the online survey will no risk to you. The designed survey has been created to protect your privacy. You are not required to write or type your name while completing the survey. You will not be mentioned by name in a report of the results.

As per IRB guidelines, all information will be kept confidential and use pseudonym to protect you, the students and staff's identity. In addition, for further confidentiality and integrity reasons, the program will be assigned a generic name and location. The information obtained from the interviews and surveys will be submitted to my Dissertation Committee, which consists of Dr. Barbara Hill, Dissertation Chair, Dr. Moses Norman, Chair of the School of Educational Leadership Department at Clark Atlanta University, Dr. Trevor Turner, and Dr. Sheila Gregory, and who will have access to this information.

Upon completion of this research, all information will be destroyed or stored in a secure location at Clark Atlanta University. Attached in subsequent pages of this request are the

Appendix B (continued)

participant's agreement and questions in preparation for our tentative Skype interview at a time to be scheduled at your convenience.

If the above-mentioned explanation interests you, please do not hesitate to contact me via email at Kaemanje.thomas@students.cau.edu.

Respectfully yours,
Kaemanje S. Thomas

APPENDIX C

Parents' Consent Form

August 28, 2013

Dear Parent/Guardian:

I am a currently Doctoral Candidate at Clark Atlanta University, whose doing research on, “*The Effectiveness of the Upward Bound program in Meeting the Needs of the 21st Century Learner*” and its impact on preparing urban students for college readiness. I am interested in surveying your child, which will be conducted online via Survey Gizmo.com

The purpose is to influence policymakers and legislatures about the impact of the programs are working. The survey will be administered online or at home whichever desired, where you can sit with your child and complete or at the University’s Upward Bound program-based computer laboratory on a date selected by the Upward Bound director between September 12 – November, 18, 2013.

The survey will take about 4-6 minutes for the students to complete. Completing the online survey will cause little or no risk to your child. The only potential risk is that some students might find certain questions to be sensitive. The survey has been designed to protect your child’s privacy. Students are not required to put their names on the survey.

No student will ever be mentioned by name in a report of the results. Your child may decline to answer any question he/she does not desire to answer and completing the survey is voluntary. No action will be taken against the University, you, or your child if your child does not take part.

The results of this survey will may be used to inform policy ensure that the Upward Bound program continues to receive funding rather than cuts proposed. Students can skip any questions they do not wish to answer. Feel free to contact, your Upward Bound director, or myself if you have questions. You also may request to see a copy of the survey or view the attached document for your viewing.

Please read the section below and sign below, if you want your child to take part in the survey. Please sign this form and return it your child’s Upward Bound program’s office no later than September 12, 2013.

Respectfully,

Kaemanje S. Thomas

Doctoral Student
Clark Atlanta University
kaemanje.thomas@students.cau.edu

Appendix C (continued)

If you agree to have your child participate, you must sign below and return this form to your child's school.

BY SIGNING THIS FORM, I AM SAYING I WANT MY CHILD TO PARTICIPATE.

Child Name (please print) Grade Level

Parent Name (please print) Parent Signature Date

Parent Phone Parent Email

Address City State Zip

If you do NOT want your child to participate in the study, please fill out the information below, sign it, and return this form to your child's school.

By signing this form, I am saying I do not want my child to participate.

Child Name (please print) Grade Level

Parent Name (please print) Parent Signature Date

Parent Phone Parent Email

Address City State Zip

APPENDIX D

Instructional Staff Agreement Form

I am aware that my participation in this survey is voluntary. I understand the intent and purpose of this project. If, for any reason, at any time, I wish to stop taking the survey, I may do so without having to give an explanation.

The researcher has reviewed the individual, benefits, and risks of this research with me. I am aware the information will be submitted to The *Dissertation Committee at Clark Atlanta University Campus*. I have the right to review, comment on, and/or withdraw information prior to the research submission.

The information gathered in this survey is confidential with respect to my personal identity unless I specify otherwise. If participants are tape recorded, video taped or recorded by any electronic means: I understand if I say anything that I believe may incriminate myself, the researcher will immediately rewind the tape and record over the potentially incriminating information. The interviewer will then ask me, if I would like to continue the interview.

If I have any questions about this project, I am free to contact the student interviewer (kaemanje.thomas@students.cau.edu) or the faculty (Dr. Barbara Hill, Dissertation Chair, bhill@cau.edu, 404-880-6126; Dr. Trevor Turner, tturner@cau.edu, 404-880-8015; Dr. Sheila Gregory, sgregory@cau.edu, 404-880-6642). If I have any questions about my rights as an interviewed participant, I am free to contact the chair of Clark Atlanta University School of Education, Education Leadership Department, Moses Norman, Ph.D. (mnorman@cau.edu, 404-880-6015).

I have been offered a copy of this consent form that I may keep for my own reference and that participating in the survey poses no risk. I have read the above form and, with the understanding that I can withdraw at any time and for whatever reason, I consent to participate in today's interview. No service of any kind, to which you are otherwise entitled, will be lost or jeopardized if you choose to "not participate" in the study.

Participant's Signature

Date

Interviewer's Signature

Date

APPENDIX E

Student Agreement Form

I am aware that my participation in this survey is voluntary. I understand the intent and purpose of this project. If, for any reason, at any time, I wish to stop taking the survey, I may do so without having to give an explanation.

The researcher has reviewed the individual, benefits, and risks of this research with me. I am aware the information will be submitted to The *Dissertation Committee at Clark Atlanta University Campus*. I have the right to review, comment on, and/or withdraw information prior to the research submission.

The information gathered in this survey is confidential with respect to my personal identity unless I specify otherwise. If participants are tape recorded, video taped or recorded by any electronic means: I understand if I say anything that I believe may incriminate myself, the researcher will immediately rewind the tape and record over the potentially incriminating information. The interviewer will then ask me, if I would like to continue the interview.

If I have any questions about this project, I am free to contact the student interviewer (kaemanje.thomas@students.cau.edu) or the faculty (Dr. Barbara Hill, Dissertation Chair, bhill@cau.edu, 404-880-6126; Dr. Trevor Turner, tturner@cau.edu, 404-880-8015; Dr. Sheila Gregory, sgregory@cau.edu, 404-880-6642). If I have any questions about my rights as an interviewed participant, I am free to contact the chair of Clark Atlanta University School of Education, Education Leadership Department, Moses Norman, Ph.D. (mnorman@cau.edu, 404-880-6015).

I have been offered a copy of this consent form that I may keep for my own reference and that participating in the survey poses no risk. I have read the above form and, with the understanding that I can withdraw at any time and for whatever reason, I consent to participate in today's interview. No service of any kind, to which you are otherwise entitled, will be lost or jeopardized if you choose to "not participate" in the study.

Participant's Signature

Date

Interviewer's Signature

Date

APPENDIX F

Upward Bound Directors' Agreement Form

I am aware that my participation in this interview is voluntary. I understand the intent and purpose of this project. If, for any reason, at any time, I wish to stop the interview, I may do so without having to give an explanation.

The interviewer has reviewed the individual, benefits, and risks of this research with me. I am aware the information will be submitted to The *Dissertation Committee at Clark Atlanta University Campus*. I have the right to review, comment on, and/or withdraw information prior to the research submission. The information gathered in this interview is confidential with respect to my personal identity unless I specify otherwise. If participant's are tape recorded, video taped or recorded by any electronic means: I understand if I say anything that I believe may incriminate myself, the interviewer will immediately rewind the tape and record over the potentially incriminating information. The interviewer will then ask me if I would like to continue the interview.

If I have any questions about this project, I am free to contact the student interviewer (kaemanje.thomas@students.cau.edu) or the faculty (Dr. Barbara Hill, Dissertation Chair, bhill@cau.edu, 404-880-6126; Dr. Trevor Turner, tturner@cau.edu, 404-880-8015; Dr. Sheila Gregory, sgregory@cau.edu, 404-880-6642). If I have any questions about my rights as an interviewed participant, I am free to contact the chair of Clark Atlanta University School of Education, Education Leadership Department, Moses Norman, Ph.D. (mnorman@cau.edu, 404-880-6015).

I have been offered a copy of this consent form that I may keep for my own reference and that participating in the survey poses no risk. I have read the above form and, with the understanding that I can withdraw at any time and for whatever reason, I consent to participate in today's interview.

Participant's Signature

Date

Interviewer's Signature

Date

APPENDIX G

Directors' Interview Questions

Question

1. What are the methods used by the upward bound program in maintaining and engaging in student interest?
2. How effective are the measures used by the instructional staff aid in improving student academic performance?
3. What program resources are used to assist students once enrolled?
4. What support systems are in place to assist students in maintaining their grade point averages?
5. How effective is the Upward Bound program in fostering resilience and promoting low-income/first-generation students interest in their quest for academic excellence?
6. What training or professional development workshops are offered to teachers so that Upward Bound participants are technologically savvy?
7. How effective is the SAT prep curriculum in preparing students for college readiness?
8. Is there an option for the College Board to come in train for your staff as it relates to SAT preparation?
9. How would you rate student's Director 1 to the Upward Bound program, are they engaged, excited and is there an increase interest in the math and science?
10. Is there is a significant relationship between teacher perceptions of the value of the Upward Bound program and their student performance outcomes?
11. What formative and summative assessments are used to prevent students from dropping out of the program once they are enrolled?

Appendix G (continued)

Question

12. As it relates to assessment, would it a motivating factor for students, if completed coursework done at the Upward Bound program were awarded credit hours for high school?
13. What would be the total contact hours required for students to obtain credits?
14. What parameters do you use as you select hired staff to efficiently meet the needs of your current student demographics and limit stereotypes of low-income students?
15. What programmatic modifications have been made to meet the requirements of program objectives and the reality of the needs of the 21st Century learner in your program?
16. How do you ensure that the Upward Bound participants have the necessary technological skillset?
17. What methods of program planning and design do you use in terms of program planning to ensure the curriculum is relevant to individual program participants?
18. Of the recruited population, are the boys more focused in completing assignments and attending program activities as opposed to the girls?
19. What percentage of the students recruited complete the program?
20. Given the guidelines of the Upward Bound initiative, should there be a recommended grade point average for program participants to be admitted, why or why not?
21. How useful is the Upward Bound program for students in attaining their desired goals, academically and otherwise?
22. How do you track progress after their graduation from high school from the Upward Bound program?
23. What is the completion rate of students remaining in your Upward Bound Program until they graduate from high school?
24. Are the current monetary allocations feasible in meeting program participants needs?

Appendix G (continued)

25. Do you think it is important for individuals who are hired to teach Upward Bound students to have some educational background?
26. Does salary impact your ability to attract highly qualified teachers for your program?
27. What recommendations do have for individuals who write educational policies as it relates to funding the Upward Bound program?
28. Do you consider the APR an effective instrument based on your program design and population needs?

APPENDIX H

Student Survey

1. What is your gender classification? (1) Male _____ (2) Female _____
2. How old are you? _____
3. What is your score on the PSAT score? _____
4. What is your SAT score? _____
5. My current classification in high school is. (1) Freshman _____ (2) Junior _____
(3) Sophomore _____ (4) Senior _____
6. My current Grade Point Average is.
(Inadequate) 0.0 - 0.6 (Marginal) 0.7 - 1.3 (Adequate) 1.7 – 2.3
(Good) 2.7 – 3.3 (Excellent) 3.7 - 4.0
7. Grade: 9 _____ 10 _____ 11 _____ 12 _____
8. Are you a U.S. citizen Yes _____ No _____
9. Ethnicity: _____black/African American _____ Hispanic/Latino
 _____Other _____Native American/Native Alaskan
 _____ Asian _____white/Caucasian

Appendix H (continued)

Please use the following scale to record your responses

5 = Strongly Agree 4 = Agree 3 = Uncertain 2 = Disagree 1 = Strongly Disagree

01	As a participant in the Upward Bound program, I feel as though my academic performance is consistently improving.	5	4	3	2	1
02	I am confident that the Upward Bound program prepared me for the SAT exam	5	4	3	2	1
03	Since enrolled, I have seen improvement in my academic performance at school	5	4	3	2	1
04	I feel the Upward Bound program is preparing me to perform better on Standardized tests	5	4	3	2	1
05	My grade point average continues to improve since I have enrolled in the Upward Bound program	5	4	3	2	1
06	I am motivated to improve my grade point average	5	4	3	2	1
07	I am motivated to try harder when I fail	5	4	3	2	1
08	Because of the Upward Bound program, I am motivated to attend college	5	4	3	2	1
09	I am feel the Upward Bound program teachers have a high expectations of me	5	4	3	2	1
10	Attending the Upward Bound program makes me feel important	5	4	3	2	1
11	I believe the Upward Bound program is valuable and helps me in understanding the value of going to college	5	4	3	2	1
12	I always complete my assignments on time	5	4	3	2	1
13	I enjoy participating in the Upward Bound activities (career day, field trips, college tours, workshops etc.).	5	4	3	2	1
14	The curriculum structure of the Upward Bound program meets my academic needs	5	4	3	2	1
15	I am confident in managing my time in completing various assignments and leisure activities	5	4	3	2	1

Appendix H (continued)

5 = Strongly Agree 4 = Agree 3 = Uncertain 2 = Disagree 1 = Strongly Disagree

16	The instructional staff are knowledgeable and easy to understand	5	4	3	2	1
17	My Upward Bound Director is approachable and I feel comfortable in meeting with him/her about issues that affect my academic, social and emotional needs	5	4	3	2	1
18	My Upward Bound Instructor/teacher/tutor is available to meet with or speak with me as needed	5	4	3	2	1
19	I am feel proficient in using (ITC) Information Technology (Computer) to research information for academic and personal interests	5	4	3	2	1
20	I feel confident in using Microsoft Word applications	5	4	3	2	1
21	The 6-week summer program influenced my decision to attend college	5	4	3	2	1
22	Without participation in this program, I probably would not consider attending college	5	4	3	2	1

APPENDIX I

Teacher Survey

1. What is your gender classification? (1) Male _____ (2) Female _____
2. How old are you? (1) 20 – 24 _____ (2) 25 – 30 _____ (3) 31 – 35 _____
 (4) 36 – 40 _____ (5) 41 – 45 _____ (6) 46 – 50 _____
3. How many years have you worked as a teacher in total?
 2 years or less _____ 2-5 years _____ 5- 10 years _____ 10 - 15 _____
4. Are you a U.S. citizen? Yes _____ No _____
5. Ethnicity: _____ black/African American _____ Hispanic/Latino
 _____ Other _____ Native American/Native Alaskan
 _____ Asian _____ white/Caucasian
6. What impact did Upward Bound professional development activities have on your teaching? _____ None _____ Small _____ Moderate _____ Large _____

Please use the following scale to record your responses

5 = Strongly Agree 4 = Agree 3 = Uncertain 2 = Disagree 1 = Strongly Disagree

01	As a teacher involved in the Upward Bound program, I expect students to demonstrate good academic performance.	5	4	3	2	1
02	I believe the Upward Bound program's objective are realistic	5	4	3	2	1
03	I feel competent in preparing students for college success	5	4	3	2	1

Appendix I (continued)

5 = Strongly Agree 4 = Agree 3 = Uncertain 2 = Disagree 1 = Strongly Disagree

04	I feel the Upward Bound program provides proper training for me to interact with its participants	5	4	3	2	1
05	I feel competent in teaching my subject area	5	4	3	2	1
06	I believe the Upward Bound program have the adequate resources to meet students learning needs and comfortable in teaching individual students according to their different needs and abilities	5	4	3	2	1
07	Students in the Upward Bound program show improved confidence after a year of enrollment in the Upward Bound program	5	4	3	2	1
08	Because of the Upward Bound program, students are motivated to attend college	5	4	3	2	1
09	I am knowledgeable about preparing activities that meets Upward Bound program learning styles	5	4	3	2	1
10	I have high expectations for all students	5	4	3	2	1
11	The curriculum appropriately challenges most students	5	4	3	2	1
12	I value and praise my student efforts whether they earn an A or C	5	4	3	2	1
13	Upward Bound students are motivated to complete homework and seatwork assignments	5	4	3	2	1
14	The curriculum structure of the Upward Bound program meets students' academic needs	5	4	3	2	1
15	Students demonstrate proficiency after attending SAT classes within a year of program enrollment	5	4	3	2	1
16	Students appear excited when asked to attend scheduled Upward Bound program activities (workshops, financial aid workshops, college tours etc.)	5	4	3	2	1
17	The Upward Bound Director is approachable and I feel comfortable in meeting with him/her about students' behavior and performance in my classes.	5	4	3	2	1

Appendix I (continued)

5 = Strongly Agree 4 = Agree 3 = Uncertain 2 = Disagree 1 = Strongly Disagree

18	I am available to meet with or speak with students they as needed	5	4	3	2	1
19	I am feel proficient in using (ITC) Information Technology (Computer) to teach students about researching information for academic and personal interests.	5	4	3	2	1
20	Students demonstrate confidence in using Microsoft Word applications when they are required in turning in assignments, which requires the use of Technology and other interfacing projects on social media.	5	4	3	2	1

APPENDIX J

Qualitative Matrix

Data Collection Methods					
Teacher	Student	Interview	Interview		Emergent
Survey	Survey	Director A	Director B	Data Codes	Themes
	X	X	X	M	Mentoring
X	X	X	X	AS	Assessment
X	X	X	X	PA	Program Activities
X	X	X	X	SS	Staff Support
X	X	X	X	E	Engagement
X	X	X	X	TS	Technology Skillset
X		X	X	SD	Staff Development
X	X	X	X	SM	Student Motivation
X		X	X	AC	Access
X	X	X	X	TE	Teacher Expectations
	X	X	X	AP	Academic Preparation
X		X	X	S	Staff
X		X	X	P	Programming
X		X	X	TP	Teacher Perception
		X	X	PV	Program Completions
		X	X	P	Policy
X	X	X	X	SP	Student Performance
		X	X	T	Tracking

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