

PROJECT SOAR: AN UPWARD BOUND

PROGRAM PROPOSAL 17

568-7865A

by

JOHN MENDOZA

B.S., WASHBURN UNIVERSITY, 1967

A NON-THESIS PROJECT

submitted in partial fulfillment of the
requirements for the degree

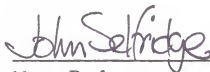
MASTER OF REGIONAL AND COMMUNITY PLANNING

KANSAS STATE UNIVERSITY

Manhattan, Kansas

August, 1973

Approved by:



Major Professor

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INTRODUCTION

The Need for a Special Program

Many minority and low income students, who possess the knowledge and skills necessary to succeed in college and assume a more fulfilling role in society, are unable to, or unwilling to, attend college because of a lack of encouragement, proper guidance, income, or because of a low perception of their own capabilities and a fear of educational institutions.

Kansas State University has been making efforts at recruiting minority and low income students from high school and providing them with guidance, tutoring, and financial assistance.

It has become evident, however, that many of these students who are recruited out of high schools still encounter problems upon entering college, which, for many, appear insurmountable. Many of these students eventually drop out.

What is needed then, is for these new freshmen students to have a better understanding of college and of their own potential for succeeding in a post secondary education.

Origin

The undertaking of the development of a project aimed at students with a low self-perception of their abilities had its beginnings in the spring of 1972. It was at this time that the author was having increased contact with students in the Special Services section of the Minority and Cultural Program, Center for Student Development. It was also at this time that the author was asked to serve as a field reader for Trio Programs for the Region VII office of the Department of Health, Education and Welfare. Both experiences resulted, eventually, in the bringing together of need with the technical skills necessary to develop a program that would better equip high school students for college.

PROGRAMS FOR STUDENTS FROM DISADVANTAGED BACKGROUNDS

The office of Health, Education and Welfare sponsors the following Trio Programs: Talent Search, Special Services, and Upward Bound. Talent Search is essentially a recruitment program which matches students with universities. Special Services is strictly an on-campus program which provides supportive services to students already enrolled in college.

Upward Bound, on the other hand, is a program that involved sophomore and junior high school students. Upward Bound, of the three programs, comes closest to getting at the problems mentioned above, i.e., a program that will prepare incoming freshmen college students to adapt and cope with those problems that are obstacles to completing college. Those obstacles are: low self-esteem, lack of confidence, and fear of the type of surroundings posed by institutions of higher learning.

In summary, the hypothesis underlying the selection of an Upward Bound program is that, given the opportunity and proper assistance, low income and disadvantaged students can complete high school, go on to college, and assume a more fulfilling role in society.

WHAT IS UPWARD BOUND?

General

The Department of Health, Education, and Welfare program manual described Upward Bound as follows:

Upward Bound is a precollege preparatory program designed to generate the skills and motivation necessary for success in education beyond high school among young people from low income backgrounds and inadequate secondary school preparation.¹

History

Upward Bound programs began in 1966 under the auspices of the Office of Economic Opportunity. Initially, 215 colleges, universities, and residential secondary schools in forty-seven states participated in the program. By 1968 there were approximately 300 institutions serving 26,000 students in every state throughout the country. On July 1, 1969, Upward Bound was officially transferred from the Office of Economic Opportunity to the Office of Education in the Department of Health, Education and Welfare. Table I gives an indication of the type and number of students that have participated in Upward Bound Programs.

What Upward Bound Does

Upward Bound goes after clusters of 10th and 11th grade students in the high schools who meet the low income criteria as established by the U.S. Commissioner of Education. These students are generally considered as "academic risks" because they lack the skills and motivation needed to succeed in college.

1. U.S. Department of Health, Education and Welfare, "Application Information and Program Manual," Revised. (Washington: Office of Education) December, 1972. p.32.

TABLE I
 Ethnic/Racial/Sex Breakdown of Upward
 Bound Participants, 1965 to 1973

Race	Number
Black	48,891
Caucasian	23,711
Indian	4,857
Oriental	607
Mexican American	6,764
Puerto Rican	2,224
Other	1,273
No Indication	1,872
Sex	
Male	42,992
Female	47,207
TOTAL	90,199

Source: Upward Bound National Summaries, February 1973,
 Parts 2 and 3.

How Upward Bound Works

Each summer approximately 50-100 students from participating high schools will converge on the host institution (Kansas State) for a six to eight week residential program of intensive academic and personal development. Secondary school and college teachers serve as faculty to achieve the Upward Bound goal of helping students "... to develop critical thinking, effective expression, and positive attitudes toward learning..."² Students will undergo classroom training as well as extra-curricular programs aimed at developing self-confidence and leadership. Cultural programs will be scheduled as well as field trips. In addition, students will be provided with counseling and guidance services.

There is also an academic year component during the regular school year providing for weekly contact with students either on campus or in student centers designed to serve dispersed student populations. Both the summer and academic year components serve to steer the student into college where other programs, such as Special Services, then take over to help get the student through college.

2. Ibid.

PROCEDURES

Methodology

This type of data, form and content was governed by the Department of Health, Education and Welfare Trio Program policy manual.³ A systematic procedure was followed to obtain the data and to submit the project document, "Upward Bound Project SOAR"⁴, by the deadline as announced by H.E.W.

Contact was made initially with the Director of the Minority and Cultural Program, Center for Student Development, at Kansas State University to get permission to submit the document on behalf of the university and to discuss the overall need of such a program as Upward Bound.

Following the establishment of the need for such a program, the regional director's office of Health, Education and Welfare was contacted and guidelines were received to be followed in completing the program document.⁵ Information was needed in the following areas: general characteristics of the target population; ethnic/racial composition, sex, location and grade levels of students in the proposed program plus other information requested on page five of the program document.

General information on the characteristics of the population was obtained from the census material. Specific information such as drop-out rates and unemployment rates were obtained from the literature cited in the bibliography as well as from personal phone calls to high school counselors, agency officials, and university staff.

3. Ibid.

4. Refer to appendix A, hereafter referred to as the "program document".

5. Kessler, James, "Behavioral Objective Prototype Proposal," Region VII Office of Education, 1973. (Mimeographed).

Following the collection of data to substantiate the need for an Upward Bound Program at Kansas State University, the questions appearing on page five of the program document were then answered.

Part B-4 of the program document is the heart of the proposal. In that part, the complete operation of the local program is described. A plan had to be presented whereby the Upward Bound program goals could be achieved. This plan, to be accepted, had to show some degree of innovation and yet be realistic in handling the problems faced by typical Upward Bound students. In the end, a programmed approach had to be described for implementing the complete program. This involved staffing, student recruitment, advisory board, field trips, plus other data as shown in the program document (pp. 19-36).

Data

One of the criteria used to judge whether an institution should receive funds for an Upward Bound Program is the number, ethnic background, and educational level of the high school students in the area of the host institution.

Thus it became necessary to gather data from the Manhattan and Junction City school districts to establish such a need. However, census material was first examined and data compiled as shown in Table 2. Data shown initially included Salina, Kansas, but Salina was later omitted from consideration as a target population because of distance. The data in Table 2 was used to justify further work on an Upward Bound program for Kansas State University.

Following receipt of the funding application from the Region VII Office of Education, work was begun in gathering other data for the application. This data can be found on page 2 of the program document. The data appearing in section II.C. 1,2,3 and 4 was obtained from the 1970 census. Unemployment rates were supplied by Perry Stonehocker of the Kansas Employment Security Division, Manhattan, Kansas.

Items II.C. 6,7 and 8 (overall dropout rate, average number of high school graduates for the past three years, and the percent of high school graduates going on to post secondary education for the last three years) were obtained from the respective school systems.

TABLE 2
 Characteristics of the Target Population

Characteristics	Kansas	Junction City	Manhattan	Salina
High School Graduates	60.7%			
male		64.8%	80.3%	66.3%
black		57.8	55.9	39.7
female		60.9	77.0	66.0
black		47.1	26.5	37.0
Median School Years Completed				
male	12.3%	12.3%	14.6%	12.4%
black	10.7	12.1	12.3	11.0
female	12.3	12.3	12.8	12.4
black	11.0	11.7	10.2	11.0
Families With Income Below Poverty Level				
total	12.7%	13.9%	9.3%	8.5%
black	31.4	26.4	35.3	36.4
Median Family Income				
All families	\$8,693	\$6,875	\$9,006	\$8,720
Black families	6,247	5,200	4,420	4,571

Source: U. S. Bureau of the Census, 1970.

Information for the narrative questions shown on page 5 of the program document (item VII) was obtained from the 1972-73 University catalog.⁶ The cost of equipment was obtained from Bill Sesler, Purchasing Assistant, University Comptroller's Office.

Brian Gleason, accountant in the office of Grants and Contracts supplied the necessary information on university policies for grant applications as well as information on fringe benefits for staff and administrative overhead costs.

6. Kansas State University, "Bulletin 1971-72," Vol. 55, No. 2.

SUMMARY

In summary, the data that was gathered verified the author's assessment of the need for a program such as Upward Bound on the campus of Kansas State University. This need plus the university's existing commitment to disadvantaged students provided the catalyst that resulted in Project SOAR, Upward Bound, at Kansas State University.

Following the approval of the program by the University Administration, the program proposal was submitted on March 17, 1973 (the deadline date) and notification of the award in the amount of \$65,000 was received on May 1, 1973. With Project SOAR, Kansas State will be able to expand its efforts in assisting college students by going directly to local high schools and working with students.

BIBLIOGRAPHY

A. Primary Sources

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U. S. Superintendent of Documents, "Trio-Talent Search, Upward Bound, Special Services," Cat. No. HE 5.237:37101. Washington: Government Printing Office, 1972.

B. Secondary Sources

American College Testing Program, Special Class Profile (1967 U.B., Bridge Class), Study performed by ACT for Educational Associates, Inc. (EAI).

_____, Financial Aids Service Division, A Study of the Financial Need of Upward Bound Students, Study conducted by ACT for Educational Associates, Inc., August, 1968.

Froomkin, Joseph, Students and Buildings, U. S. Office of Education, Document OE-50054, May, 1968.

Gardenhine, John F., Study of College Retention of 1965 and 1966 Upward Bound Bridge Students, An internal report prepared by Educational Associates, Inc., Data Systems Office, conveyed to the Office of Education in September, 1968.

Komegay, Francis A., Sample Study of 1967 Bridge Students into Spring Semester 1968, Study by Educational Associates, Inc., Data Systems Office, April, 1968.

Shea, Paul D., UPWARD BOUND Early Progress Problems and Promise in Educational Escape from Poverty, Cambridge, Massachusetts, August, 1967. Report made under contract to the Primary Prevention Research and Development Center.

APPENDIX A
PROJECT DOCUMENT

- GLENT SEARCH
 UPWARD BOUND
 SPECIAL SERVICES FOR THE DISADVANTAGED

A PROPOSAL SUBMITTED TO THE COMMISSIONER OF EDUCATION FOR STUDENT SPECIAL SERVICES PROGRAMS IN THE DIVISION OF STUDENT ASSISTANCE

DATE SUBMITTED Revised Proposal May 10, 1973		TITLE OF PROJECT UPWARD BOUND PROJECT SOAR		
NAME OF PROPOSER (INSTITUTION, COMBINATION OF INSTITUTIONS, OR AGENCY) Kansas State University				
ADDRESS (STREET) Comptroller's Office Anderson Hall		(CITY) Manhattan	(STATE) Kansas	ZIP CODE 66506
PERIOD OF ACTIVITY FROM (MONTH, DAY, YEAR) July 1, 1973		TO (MONTH, DAY, YEAR) June 30, 1976	TOTAL FEDERAL FUNDS REQUESTED FIRST YEAR \$ 65,000.00 SECOND YEAR \$ 71,792.00 THIRD YEAR \$ 75,741.00	
PROJECT DIRECTOR To be named pending project approval			AREA CODE	TELEPHONE NO. EXT.
ADDRESS (STREET)		(CITY)	(STATE)	ZIP CODE
NAME OF PERSON WHO SHOULD BE CONTACTED CONCERNING THIS PROPOSAL Veryl A. Switzer Associate Dean for University Minority Affairs			AREA CODE 913	TELEPHONE NO. 532-6432 EXT.
ADDRESS (STREET) Center for Student Development Holtz Hall, Kansas State University		(CITY) Manhattan	(STATE) Kansas	ZIP CODE 66506
NAME OF FEDERAL OFFICER Ralph H. Perry, Comptroller Kansas State University			AREA CODE 913	TELEPHONE NO. 532-6210 EXT.
ADDRESS (STREET) Comptroller's Office, Anderson Hall Kansas State University		(CITY) Manhattan	(STATE) Kansas	ZIP CODE 66506
NAME OF INDIVIDUAL WITH WHOM THE GRANT IS TO BE NEGOTIATED Ralph H. Perry, Comptroller			AREA CODE 913	TELEPHONE NO. 532-6210 EXT.
ADDRESS (STREET) Anderson Hall Kansas State University		(CITY) Manhattan	(STATE) Kansas	ZIP CODE 66506
NAME OF INDIVIDUAL TO WHOM NOTIFICATION OF AWARD IS TO BE SENT Ralph H. Perry, Comptroller			AREA CODE 913	TELEPHONE NO. 532-6210 EXT.
ADDRESS (STREET) Anderson Hall Kansas State University		(CITY) Manhattan	(STATE) Kansas	ZIP CODE 66506
NOTE: SIGNATURE BELOW INDICATES THAT THE PROJECT, IF FUNDED, WILL BE CARRIED OUT IN ACCORDANCE WITH (1) THE POLICIES AND PROCEDURES DEVELOPED IN THE CURRENT PROGRAM MANUAL; AND (2) THE ATTACHED PROPOSAL EXCEPT AS MODIFIED BY THE GRANT OFFICER.				
AUTHORIZING OFFICIAL (THE PERSON AUTHORIZED TO COMMIT INSTITUTIONAL RESOURCES) (TITLE) Ralph H. Perry Comptroller			(SIGNATURE) <i>Ralph H. Perry</i>	DATE MAY 10 1973

PROGRAM CHARACTERISTICS

NOTE: PROPOSERS SHOULD COMPLETE ALL ITEMS ON THE FOLLOWING PAGES WHICH ARE APPLICABLE TO THE COMPONENT(S) FOR WHICH THEY ARE APPLYING. INSTITUTIONS OR AGENCIES APPLYING FOR CONSOLIDATED PROGRAMS SHOULD COMPLETE ALL ITEMS.

I. ALL COMPONENTS: APPLICANT CHARACTERISTICS

- A. TYPE OF INSTITUTION OR AGENCY**
- SECONDARY SCHOOL PRIVATE NONPROFIT AGENCY
- INSTITUTIONS OF HIGHER EDUCATION CONSORTIUM OF INSTITUTIONS (LIST INSTITUTIONS BELOW)
- 2-YEAR INSTITUTION
- 4-YEAR INSTITUTION AGENCY FOR CONSORTIUM OF INSTITUTIONS (LIST INSTITUTIONS BELOW)
- VOCATIONAL/TECHNICAL SCHOOL
- PUBLIC AGENCY

B. CONGRESSIONAL DISTRICT(S) OF APPLICANT **2nd** **PARTICIPANTS** **several**

C. LOCATION OF PROJECT ACTIVITY (LIST LOCATIONS OF PROJECT ACTIVITIES OTHER THAN THE HOST INSTITUTION OR AGENCY.

(UB) Staff Outreach Posts
Manhattan High School
Junction City High School

NAME OF INSTITUTION TO RECEIVE FUNDS OR AGENCY Kansas State University	NAME OF INSTITUTION
NAME OF INSTITUTION	NAME OF INSTITUTION
NAME OF INSTITUTION	NAME OF INSTITUTION

D. STUDENT SPECIAL SERVICES PROGRAM SPONSORSHIP HAVE NEVER SPONSORED A STUDENT SPECIAL SERVICES PROGRAM

CURRENTLY SPONSORING OR HAVE SPONSORED A STUDENT SPECIAL SERVICES PROGRAM (IDENTIFY BELOW)

NAME OF PROGRAM	DATES	GRANT NUMBER

E. MODEL CITIES PROJECT YES NO **F. CIVIL RIGHTS COMPLIANCE FORM ON FILE** YES NO **G. MODEL CITIES RELATEDNESS FORM ENCLOSED, IF APPLICABLE** YES NO

1. TALENT SEARCH AND UPWARD BOUND COMPONENTS: TARGET POPULATION

A. ATTACH A MAP WHICH CLEARLY SHOWS BOTH THE GENERAL GEOGRAPHIC AREA (CITY, COUNTY, GROUP OF COUNTIES, OR STATE) AND THE SPECIFIC LOCATION OF THE TARGET POPULATION WITHIN THAT AREA.

B. LOCATION AND DESCRIPTION OF TARGET POPULATION TO BE SERVED

- 1. LOCATION (CHECK ONE)**
- CITY AND RURAL
- CITY WIDE BUT WITHIN CITY LIMITS STATEWIDE
- SELECTED PART(S) OF A CITY INDIAN RESERVATION
- RURAL REGIONAL

2. DESCRIPTION (CHECK ONE)

TARGET POPULATION IS:

HIGH CONCENTRATION OF LOW INCOME

MIXED ECONOMIC INCOME

C. USING COLUMNS BELOW, DESCRIBE THE GENERAL POPULATION IN THE GEOGRAPHIC AREA IN WHICH YOUR PROJECT WILL BE LOCATED AND THE TARGET POPULATION THE PROJECT WILL SERVE. IF THERE ARE DISTINCTLY DIFFERENT TARGET POPULATIONS WITHIN THE PROJECT (SUCH AS RETURNING VETERANS, SONS/DAUGHTERS OF A.D.C. CHILDREN, ETC.) GIVE SEPARATE FIGURES FOR EACH IN THE COLUMN MARKED **. IF ACCURATE TARGET POPULATION INFORMATION IS NOT KNOWN, GIVE TARGET POPULATION DATA AS A PERCENT OF AREA POPULATION

	State	JC AREA POPULATION	JC TARGET POPULATION	Manhattan Area	Manhattan Target	
1 TOTAL POPULATION		19,197	2,238	27,537	1,220	
2 SCHOOL AGE POPULATION (13 AND OVER)						
3 MEDIAN PER CAPITA INCOME	3,007	2,675	1,649(2049)*	3,044	1704(2160)*	
4 ETHNIC/RACIAL COMPOSITION	BLACK	13.5%	2,609	2.6%	708	
	AMERICAN INDIAN	N/A	N/A	N/A	N/A	
	MEXICAN AMERICAN	2.7%	529	1.8%	512	
	ORIENTAL					
	PUERTO RICAN					
	WHITE	83.8%		95.6%		
OTHER (SPECIFY)						
5 UNEMPLOYMENT RATE		3.8%	5.5%	3.5%	9.6%	
6 OVERALL DROPOUT RATE IN GRADES 7 THROUGH 12		N/A	N/A	2.5	N/A	
7 AVERAGE ANNUAL NUMBER OF HIGH SCHOOL CROQUETERS FOR LAST 3 YEARS		275	N/A	375	N/A	
8 ESTIMATE AVERAGE PERCENT OF HIGH SCHOOL GRADUATE GOING ON TO POST-SECONDARY EDUCATION FOR LAST 3 YEARS	VOCATIONAL/TECHNICAL)	55%	N/A	8%	N/A
	COLLEGE/UNIVERSITY)		N/A	75%	N/A

*Mexican American

II. TALENT SEARCH AND UPWARD BOUND COMPONENTS: TARGET POPULATION (CONTINUED)

D. LIST NAMES OF ALL TALENT SEARCH SCHOOLS AND THE PROPOSED NUMBER OF PROJECT PARTICIPANTS FROM EACH.

NAME AND ADDRESS OF TALENT SEARCH SCHOOL	NO. OF PROPOSED PARTICIPANTS
Junction City High School	25
Manhattan High School	26

E. LIST SOURCES OF DATA FOR ITEMS C AND D ABOVE

 Participating High School Staff
 USD 383 - Manhattan, Kansas
 U.S. Bureau of Census, 1970
 Kansas Employment Security Div.

 K.S.U. - Director of Admission
 K.S.U. - Financial Aids and Veterans
 Services
 10th Annual Economic Report of the
 Governor of Kansas, 1973

III. SPECIAL SERVICES FOR THE DISADVANTAGED COMPONENTS: INSTITUTIONAL CHARACTERISTICS

A. PROFILE OF THE FRESHMAN CLASS, LOW-INCOME STUDENTS, AND FACULTY

B. PROFILE OF PHYSICALLY DISABLED UNDERGRADUATE STUDENTS

ETHNIC/RACIAL BACKGROUND	FRESHMAN ENROLLMENT AT BEGINNING OF FALL TERM		NUMBER OF FRESHMAN DROPOUTS	NUMBER OF FRESHMAN LOW INCOME CHILDREN (ALL STUDENTS) CURRENT YEAR	NUMBER OF FACULTY CURRENT YEAR	ENROLLMENT AT BEGINNING OF FALL TERM		NUMBER OF FACULTY
	PAST YEAR	CURRENT YEAR				PAST YEAR	CURRENT YEAR	
BLACK								
AMERICAN INDIAN								
MEXICAN AMERICAN								
ORIENTAL								
PUERTO RICAN								
WHITE								
OTHER (SPECIFY)								
TOTAL								

C. ESTIMATED COST PER YEAR FOR ALL STUDENTS

RESIDENT STUDENT (IN-STATE)

COMPUTER

D. TUITION PAID BY AN OUT-OF-STATE STUDENT \$

	RESIDENT STUDENT (IN-STATE)	COMPUTER	D. TUITION PAID BY AN OUT-OF-STATE STUDENT \$	E. AMOUNTS OF TOTAL INSTITUTIONAL STUDENT AID	
				CURRENT YEAR	NEXT YEAR (REQUESTED)
TUITION					
FEES				E O G	
BOOKS AND SUPPLIES				N D S L	
TRANSPORTATION				WORK-STUDY	
PERSONAL (SPENDING MONEY)				OTHER GRANTS	
OTHER				OTHER LOANS	
TOTAL				OTHER WORK	

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IV. ALL COMPONENTS: STUDENTS TO BE SERVED

A. ETHNIC/RACIAL COMPOSITION, SEX, LOCATION, AND GRADE LEVELS OF STUDENTS IN PROPOSED PROGRAM OF THE APPLICANT										
ETHNIC/RACIAL BACKGROUND	NOT IN SCHOOL		JUNIOR HIGH SCHOOL (GRADE 7-9)		HIGH SCHOOL (GRADE 10-12)		COLLEGE/UNIVERSITY		OTHER POST-SECONDARY	
	TALENT SEARCH PROGRAM	LEAD BOUND PROGRAM	TALENT SEARCH PROGRAM	LEAD BOUND PROGRAM	TALENT SEARCH PROGRAM	LEAD BOUND PROGRAM	FRESHMEN	NON-FRESHMEN		
BLACK								15		
AMERICAN INDIAN								6		
MEXICAN AMERICAN								15		
ORIENTAL										
PUERTO RICAN										
WHITE								15		
OTHER (SPECIFY)										
TOTAL								PROJECTED TOTAL		
								51		
SEX	MALE							25	n/a	n/a
	FEMALE							26	n/a	n/a
LOCATION OF HOME	CITY WIDE BUT WITHIN CITY LIMITS							51	students are currently being identified and selected by EQP staff on state-wide basis - rural & urban	
	SELECTED PART(S) OF A CITY									
	RURAL									
	CITY AND RURAL									
	STATEWIDE									
	INDIAN RESERVATION									
INDIAN RESERVATION										
INDIAN RESERVATION										
INDIAN RESERVATION										
INDIAN RESERVATION										
INDIAN RESERVATION										
INDIAN RESERVATION										

B. NUMBER OF PHYSICALLY DISABLED STUDENTS TO BE SERVED BY THE SPECIAL SERVICES FOR THE DISADVANTAGED PROGRAM OF THE APPLICANT: BY DISABILITY, ETHNIC/RACIAL BACKGROUND, AND GRADE LEVEL.

ETHNIC/RACIAL BACKGROUND	VISUALLY HANDICAPPED		DEAF		OTHER [SPECIFY]		OTHER [SPECIFY]	
	FRESHMEN	NON-FRESHMEN	FRESHMEN	NON-FRESHMEN	FRESHMEN	NON-FRESHMEN	FRESHMEN	NON-FRESHMEN
BLACK								
AMERICAN INDIAN								
MEXICAN AMERICAN								
ORIENTAL								
PUERTO RICAN								
WHITE								
OTHER (SPECIFY)								
TOTAL								

V. ALL COMPONENTS: STAFF AND ADVISORY COMMITTEE

IS THE PROJECT'S SUPPORT STAFF IN THIS PROJECT REPRESENTATIVE OF THE TARGET POPULATION SERVED? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
IF NO, EXPLAIN ON ATTACHED SHEET.
DOES THE STAFF OF THE PROJECT EFFECT AN ABSENCE OF SEX DISCRIMINATION? <input type="checkbox"/> YES <input type="checkbox"/> NO
IF NO, EXPLAIN ON ATTACHED SHEET.

VI. ALL COMPONENTS: INDIVIDUALS INVOLVED IN THE COMPOSITION OF THIS PROPOSAL - PLEASE LIST BELOW THE INDIVIDUALS WHO WERE INVOLVED IN THE PREPARATION OF THIS PROPOSAL. THE NAMES OF THOSE WHO ACTUALLY WROTE THE PROPOSAL SHOULD BE PRINTED WITH AN APOSTROPHE. CHECK UNDER "POSITION" WHETHER THE INDIVIDUAL IS A MEMBER OF THE TARGET POPULATION, A MEMBER OF THE TARGET COMMUNITY, OR OTHER.

NAME AND DESIGNATION	TARGET POPULATION	POSITION		OTHER [SPECIFY]	ETHNIC/RACIAL BACKGROUND
		ACADEMIC COMMUNITY	STUDENT		
John Mendoza*			X		M/A
Michael Lynch*		X			W
Clarke Gardner*		X			W
Eugene Kasper		X			W
Veryl Switzer*		X			B

NAME & DESIGNATION OF CHAIRMAN OF ADVISORY BOARD OR COMMITTEE: John Mendoza

ADDRESS (COMPLETE): Kansas State University (CITY) Manhattan (STATE) Kansas ZIP CODE 66506

AREA CODE 913 TELEPHONE NO. 532-6440 EXT.

VII. INSTRUCTIONAL SERVICES

INSTRUCTIONS: THE FOLLOWING QUESTIONS ARE DESIGNED TO SUMMARIZE THE PROBLEMS WHICH EXIST FOR LOW-INCOME AND/OR PHYSICALLY DISABLED STUDENTS IN THE TARGET AREA AND THE MEANS PROPOSED TO SOLVE THESE PROBLEMS.

EACH QUESTION SHOULD BE ANSWERED IN LIGHT OF THE PROGRAM MANUAL AND THE INFORMATION PROVIDED IN THE PROGRAM CHECKLISTS.

THE TOTAL NUMBER OF PAGES IS LIMITED TO A MAXIMUM OF 25 DOUBLE SPACED TYPEWRITTEN PAGES.

A. DESCRIPTIVE DATA

1. DESCRIBE THE EDUCATIONAL, SOCIAL, AND ECONOMIC CHARACTERISTICS AND THE NEEDS OF THE STUDENTS WHOM YOUR PROJECT WILL SERVE.
2. DESCRIBE YOUR INSTITUTION OR AGENCY AND EXPLAIN WHY IT SHOULD RECEIVE A FEDERAL GRANT FOR WORKING WITH LOW-INCOME, ACADEMICALLY DEFICIENT, OR PHYSICALLY DISABLED STUDENTS.
3. WHERE THE APPLICANT IS A POSTSECONDARY INSTITUTION, DESCRIBE INSTITUTIONAL POLICIES OF ADMISSION, FINANCIAL AID, RETENTION, CURRICULUM AND GRADING APPLICABLE TO (A) ALL STUDENTS; (B) LOW-INCOME AND/OR PHYSICALLY DISABLED STUDENTS.

B. PROGRAM

4. DESCRIBE IN DETAIL THE CONTENT, METHODS, TIMETABLE, AND ANY OTHER PERTINENT INFORMATION ABOUT YOUR PROPOSED PROGRAM IN ALL ITS COMPONENTS.

C. STAFFING

5. DRAW AN ORGANIZATION CHART OF THE PROJECT WHICH INCLUDES THE VARIOUS STAFF POSITIONS AND THEIR RELATIONSHIP TO EACH OTHER AND THE LOCATION OF THE PROJECT WITHIN THE STRUCTURE OF THE AGENCY OR INSTITUTION. INCLUDE IN THE CHART ANY OTHER PROJECTS OR INSTITUTIONAL COMPONENTS NOT FUNDED BY THE DIVISION OF STUDENT ASSISTANCE.
6. GIVE A BRIEF DESCRIPTION OF EACH STAFF POSITION, THE QUALIFICATIONS FOR EACH POSITION, AND PLANS FOR TRAINING STAFF MEMBERS.
7. PROVIDE A RESUME OF DIRECTORS OF PROGRAM COMPONENTS.

D. ADVISORY BOARD OR COMMITTEE

8. DESCRIBE THE MAKEUP OF THE ADVISORY BOARD OR COMMITTEE, METHODS OF SELECTING THE MEMBERS, AND THE SPECIFIC FUNCTIONS AND RESPONSIBILITIES OF THIS BOARD WITHIN THE FRAMEWORK OF THE PROJECT.

VIII. BUDGET -- INSTRUCTIONS: PREPARE AN ANNUAL BUDGET SUMMARY ACCORDING TO THE FOLLOWING SAMPLE FORMAT

A. DIRECT COSTS -- PERSONNEL						TOTAL COSTS
TYPE OF POSITION	NO. OF PERSONS	SALARY/YEAR	PERCENT TIME	MONTHS EMPLOYED		
Project Director	1	1000/mo	100%	12 mo		12,000
Program Counselor	1	700/mo	100%	2.5 mo		4,900
			50%	9 mo		
Instructors	2	670/mo	100%	2 mo		4,288
			15%	8 mo		
Tutor-Advisors	6	Hrly-Work-Study	Hrly-Work-Study	11 mo		1,755
Secretary	1	354/mo	100%	12 mo		4,248
1. TOTALS						27,191
B. EMPLOYEE BENEFITS (EXPLAIN PERCENTAGE BASE) (13.8% on salaried employees)						3,511
C. TOTAL PERSONNEL						30,702
2. TRAVEL						
A. STAFF TRAVEL (see pages 19, 23, 25)						1,954
B. STUDENT TRAVEL (see pages 23, 25, 27)						1,298
C. OTHER TRAVEL (see page 33)						28
D. TOTAL TRAVEL						3,280
3. EQUIPMENT						
A. RENT AND BOARD (see pages 21, 23, 25, 27)						9,486
B. SUPPLIES (see pages 23, 27)						11,730
C. FURNITURE, ETC., BOOKS (see page 23)						2,363
D. SERVICES (INCLUDING CONSULTANTS) (see pages 23, 27)						510
E. OTHER ITEMS (see pages 19, 23, 25, 33, 30)						2,114
F. TOTAL OF ITEMS						60,185
G. TOTAL PROJECT COSTS						* 4,815
TOTAL PROJECT COSTS						65,000

*8% TDFC

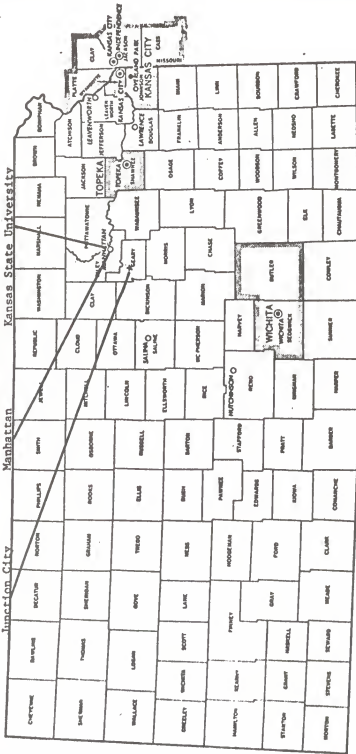
C I V I L R I G H T S C O M P L I A N C E

FORM HEW-441 WAS FILED IN THE OFFICE OF EDUCATION
BY KANSAS STATE UNIVERSITY FEBRUARY 8, 1965. THE
REGISTRATION NUMBER IS 26-0250.

Counties, Standard Metropolitan Statistical Areas, and Selected Places

UPWARD BOUND TARGET AREAS
AND SERVING INSTITUTION

Manhattan Kansas State University
Wichita State University



LEGEND

- ⊙ Pieces of 100,000 or more inhabitants
- Pieces of 50,000 to 100,000 inhabitants
- Pieces of 25,000 to 50,000 inhabitants except SMSA's



Standard Metropolitan Statistical Areas (SMSA's)



A. DESCRIPTIVE DATA

A-1. Characteristics of Potential Project Recipients

CHARACTERISTICS OF UPWARD BOUND STUDENTS

The Manhattan and Junction City High School students to be served in Kansas State University Upward Bound Project SOAR are members of the amorphous poor, socially outside the spheres of power, influence, and the educational mainstream. Although they live in close proximity to Kansas State University's conducive educational environment, the unmet educational, social, and economic needs of the students manifest themselves in the students' inability to successfully adjust at home, school, and in the community at large.

According to recent statistics provided by the Superintendent of Kansas Unified School District 383 (Manhattan, Kansas), 75% of Manhattan High School's graduating seniors are college bound. Less than 10% of the potential Project SOAR students aspire to postsecondary education.

The special problems of the Upward Bound (UB) student generally fall into the following areas: 1) a lack of basic guidance in high school about postsecondary alternatives; 2) a lack of motivation to negotiate educational programs in high school; 3) a lack of adequate counseling concerning problems relative to home and school; 4) a general deficiency in the communicative, quantitative, learning, and study skills needed to meet postsecondary educational requirements; and 5) an inability to secure proper financial resources to pursue postsecondary education/training.

Students to be served by Project SOAR come from families with incomes below the federally defined poverty level. Table 1 describes the economic characteristics of the Manhattan and Junction City communities from which these students are to be recruited.

Table 1. Income Characteristics of Low-Income Manhattan and Junction City Residents Compared to Low-Income Residents in the State of Kansas.*

Percent with Income Below Poverty Level			
	All	Black	Spanish speaking
State	9.7	25.7	13.4
Manhattan	9.3	35.3	18.9
Junction City	13.8	26.4	22.4
Percent Receiving Public Assistance			
State	3.3	17.3	5.8
Manhattan	6.6	57.4	N.A.
Junction City	8.5	22.0	10.3
Per Capita Income			
State	\$3007		
Manhattan	\$3044	\$1704	\$2160
Junction City	\$2765	\$1649	\$2049

*Source: 1970 U. S. Census.

A-2. Kansas State University Supportive Programs
for Minority and Disadvantaged Students

Kansas State University is part of the state college and university system of Kansas. It is fully accredited by the North Central Accrediting Association and by various professional accrediting agencies. Its total enrollment exceeds 14,000, of which 368 are American racial minorities and 450 are foreign students. Kansas State University's numerous academic departments are integrated under eight colleges and a graduate school: Agriculture, Architecture and Design, Arts and Sciences, Business Administration, Education, Engineering, Home Economics, and Veterinary Medicine. The Graduate School offers 70 master's degree and 34 doctoral degree programs.

The University also offers a full program of intramural and intercollegiate athletics. Its recreational facilities include a student union, gym, swimming

pool, tennis and handball courts. The University library has over 600,000 volumes. The University offers a wide range of supportive services to students including an Office of Aids, Awards, and Veterans' Services; a Career Planning and Placement Center; a Student Health Center; and a Center for Student Development.

In recent years Kansas State University has made tremendous progress in responding to the unique needs of its heterogeneous student body. Consistent and productive efforts have been expended in identifying and encouraging student and faculty leaders who are supportive of programs oriented toward minority and low-income students. The University provides limited supportive services for minority and low-income students through the Office of University Minority Affairs located in the Center for Student Development. The services and programs available to these students through this office and other University agencies are described below.

THE EDUCATIONAL OPPORTUNITY PROGRAM

Minority low-income students are recruited from inner-city communities and small high schools in rural Kansas. Recruitment methods utilized by the Educational Opportunity Program (EOP) staff are: 1) visitation trips to high schools by University recruiting teams; 2) campus visitation programs for prospective college students; 3) pertinent literature passed out and/or mailed to prospective students; and 4) personal correspondence and telephone calls to students and their parents.

Minority and low-income students are identified for possible enrollment at KSU through the following sources of referral: 1) high school classroom teachers, coaches, counselors, and administrators; 2) peer students on the University campus; 3) federally sponsored agencies such as the Western Kansas Talent Search and Upward Bound program staff; 4) community civic organizations; and 5) self-referral.

EDUCATIONAL SUPPORTIVE SERVICES PROGRAM

The Education Supportive Services Program (ESSP) serves as the primary agency in supporting minority and low-income students during their course of study at Kansas State University. This program provides an orientation service to incoming students, personal and financial guidance, academic tutoring, and consultative services to minority and low-income student organizations. The ESSP has enjoyed a good working relationship with the college deans in dealing with the academic difficulties of its students. When there is evidence to indicate that an ESSP student needs additional time to demonstrate progress, the deans have been cooperative in suspending the rules concerning academic probation to allow the student time to catch up academically.

Records kept since 1970 show that the students who have participated in the ESSP have enjoyed considerable academic success at K-State. Of the 71 initial year and transfer minority students who enrolled at K-State in the Fall Semester of 1970 and were served by the ESSP, 43 are currently enrolled, 4 graduated, 6 transferred to other colleges, 3 married and withdrew, and 15 withdrew because of grades or personal reasons. The mean cumulative grade point average of those students currently enrolled is 2.1 with individual GPA performance ranging from 1.5 to 3.6.

Of the 89 minority students enrolled as new students in the Fall of 1971, 63 are currently enrolled, 8 transferred to other colleges, 12 withdrew because of grades, and 6 withdrew because of personal reasons. The mean cumulative grade point average at the end of three semesters is 2.2 for the 63 minority students currently enrolled. Individual GPA's range from 1.4 to 3.7 with 8 students maintaining an overall GPA of 3.0 or better and 28 students have a 2.0 to 2.9 GPA.

Of the 117 initial year and transfer minority students enrolled for the Fall

term of the 1972-73 academic year and served in the ESSP, 26 students have GPA's ranging between 1.5 and 1.9; 47 students have GPA's between 2.0 and 2.9; and 8 students have GPA's between 3.0 and 4.0. The mean GPA for the 117 students at the end of one semester was 1.8. The overall GPA range for the 117 students was 0.0 to 4.0.

STUDENT HEALTH SERVICES

All Project SOAR students will be eligible for services provided by the Lafene Student Health Center on campus. Budget allowances have been made for medical, dental and optical care.

The Lafene Student Health Center is made up of a walk-in clinic and a hospital unit where K-State students may be hospitalized when necessary. The Center is staffed by full-time physicians and adequate medical support personnel. When necessary, students are referred to specialists for treatment.

After regular hours an ill or injured student may receive medical care in the emergency room. The hospital is equipped to provide medical care for most illnesses. Medication, laboratory tests, and x-rays are available at the Student Health Center.

The Mental Health Section of the Center provides diagnostic, consultative, treatment, and referral services to students experiencing emotional or psychological problems. The staff includes a psychiatrist, several psychologists, and two psychiatric social workers. Students may seek these services on their own initiative or through a referral.

RELATED FEDERAL PROGRAMS ON CAMPUS

Federally sponsored service programs currently housed on campus include: a HUD-701-Work-Study Program for minority students leading to a Master's Degree in Regional and Community Planning; a displaced teachers project, PRIDE, designed

to provide graduate and specialty training for educators displaced as a result of the desegregation process in southern states; and a Teacher Corps Program geared to train teachers to work with and teach low-income students in four communities, including the proposed Upward Bound target areas of Junction City and Manhattan.

OTHER SUPPORTIVE PROGRAMS

The University sponsored free university, the University for Man, in cooperation with the city's Human Relations Coordinator, offers a secretarial skills development course for minority and low-income persons in the non-University community to assist them in becoming proficient in clerical skills for University employment.

The student government's commitment to helping minority students is evident through the funding of a Minority Research Center. An amount of \$12,000 was allocated for establishing the Center in the Library to maintain literature concerning minority contributions to America's history and current periodicals on contemporary minority scholars. The Center maintains a current bibliography of the contributions of minority group members and also acts as a clearinghouse in assisting all students in their study of minority history. The Library has now assumed funding of two part-time staff members to work in the Center.

Another indication of the student body's commitment has been the funding of the Black and Chicano campus organizations to provide cultural awareness experiences for the University and general community. Organizing these activities provides leadership and organizational development experiences for the minority students. Direct funding totaled approximately \$15,000 and \$5,000 respectively for each group.

Several college departments offer courses concerning minorities. In the

College of Arts and Sciences the Department of Journalism offers a class entitled "The Black Press in America;" the Department of History offers classes in "Ethnic History" and "Black American History;" the Department of Music offers "Afro-American Music;" and the Department of Political Science offers "Urban Politics," "American Politics," "Sex and Politics," and "Civil Liberties." The College of Education's Department of Curriculum and Instruction offers "Education of the Disadvantaged;" the College of Home Economics' Department of Family and Child Development offers "Low Income Families" and "Black Family."

CAMPUS FACILITIES

Despite the general shortage of office space and facilities on campus, adequate space to house the Upward Bound Project is guaranteed by the University's administration.

STATEMENT OF THE NEED FOR INCREASED PROGRAMMING FOR LOW-INCOME AND MINORITY STUDENTS AT KANSAS STATE UNIVERSITY

The foregoing descriptions of current programs at Kansas State University serve to underscore the University's high level of commitment to providing educational opportunities and supportive services to low-income and minority "high risk" students. This commitment is reflected throughout the campus in academic departments, student personnel programs, University and community joint programs, and activities sponsored by the Student Governing Association.

Of particular significance is the rate of success of students who have participated in the Educational Supportive Services Program. Most research on the rate of attrition of students in college suggests that nearly 50% of an

entering freshman class will not complete their degree program.^{1,2} Our figures show that 60 to 70% of current ESSP participants are moving satisfactorily toward completing the requirements for a college degree. This finding suggests that despite a limited staff and budget the ESSP has been successful in facilitating the academic success of low-income and minority students at Kansas State.

Kansas State University is the only major state university in Kansas to show an increase in total student enrollment during the 1972-1973 academic year. Due primarily to the success of KSU's recruiting programs for low-income and minority students, the number of students needing special service-type supporting programs has shown a substantial increase.

¹Hoyt, D. P. and D. Danskin, Student Development at Kansas State University, Research Report #11, Office of Educational Research, Kansas State University, 1962.

²Waterman, C. K. and D. S. Waterman, The relationship between age identity status and satisfaction with college, Journal of Educational Research, 1970, 64, 165-168.

UNIVERSITY ADMISSIONS POLICY

The University's admission policies are unrestricted for residents of Kansas. Residents of Kansas who are graduated from an accredited Kansas high school are admitted to Kansas State University and resident students who have received their General Equivalency Certificate (G.E.D.) are also eligible for admission and are encouraged to enroll. Out-of-state residents need only to rank in the upper 50% of their senior class and score reasonably well on the college entrance test battery for admission.

FINANCIAL AID PROGRAMS

Within the limits of federal and local scholarships, grants, and loans, the Aids and Awards Office has committed itself to the financial support and personal financial counseling of all K-State students who can demonstrate need for these services. This support is committed in several forms. Direct financial assistance is available to students who qualify for an Educational Opportunity Grant. The National Defense Student Loan and/or Work-Study Program is used as matching funds to the EOG grant in order to meet the students' total financial needs as far as funds permit. In the Work-Study Program, screening of applicants avoids drawing too heavily upon the "non-classroom" time of students who need tutorial and personal counseling during the first year. Since Work-Study is a Federal program, financial eligibility for each student is verified according to Federal guidelines. These funds are available for a maximum of 15 hours per week per student while school is in session.

Aids and Awards Office personnel provide financial counseling to students. This counseling includes a description of opportunities for assistance, the regulations of programs, the responsibility of students who participate,

guidance on anticipated costs at Kansas State University, and budget management suggestions.

The Emergency Loan Program is available to assist students who have encountered a temporary financial deficit. With major emphasis on other aspects of the contributions by the Office of Aids and Awards, this program is kept to minimal use.

RETENTION POLICY

An undergraduate student is placed on probation if he has 60 or more resident graded hours with less than a 2.0 (C on a scale where an A = 4.0) overall grade point average. A student with less than 60 hours is placed on probation for one semester whenever he is more than five grade points short of the number needed for a 2.0 overall grade point average. The student is automatically taken off probation when his overall grade point average reaches the required level. A student on academic probation who has completed 20 or more graded hours will be dismissed when his total grade points are not within 18 points of a 2.0 overall average. A student's record is evaluated each semester.

A dismissed student will be readmitted only when approved for readmission by the academic standards committee of the college from which he was dismissed or is attempting to enter. Normally a student must wait at least one semester before he will be considered for readmission. A student who earns a 2.0 or better on 12 or more credit hours during the semester he is dismissed may be considered for immediate reinstatement.

Flexibility is built into the K-State grading system through the usage of the credit-no credit option. An undergraduate student may take any course outside his major field of study for which he possesses the normal prerequisites or for which he has the permission of the instructor, on a credit-no credit

basis. For courses taken on a credit-no credit basis, grades D and above will be given credit, since D counts towards graduation credit in a graded course. A student may take up to one-sixth of his credit hours at K-State using the credit-no credit option.

CURRICULA

When a student enrolls at the University, he chooses a curriculum to follow in selecting his courses. Under the advisement of his faculty advisor in his major department, a student may adapt his curriculum to his individual needs by including courses of his own choice as electives. In addition, low-income and minority students are also provided pre-academic advising and counseling by ESSP staff to broaden their perspectives on career options, personal aptitudes and interests in choosing a curriculum.

GRADING POLICIES

Instructors are encouraged to explain their grading system at the first meeting of the class. Students receive grades for each course completed as follows: A (excellent work) = 4 grade points/hours; B (good work) = 3 points/hours; C (fair work) = 2 points/hours; D (poor) = 1 point/hour; F (failure) = 0 points/hours. In addition students are allowed to enroll in up to 20 hours of ungraded credit-no credit courses. Freshmen receive grade reports after the seventh week of the semester and at the end of the semester. Others receive final grade reports at the end of the semester.

POLICIES APPLICABLE TO MINORITY AND LOW-INCOME STUDENTS

While the previously mentioned institutional policies apply to all Kansas State University students, considerable flexibility is exercised in their execution in cases involving low-income and minority students. The unrestricted

admission policies of Kansas State provide no obstacles to the low-income or minority applicant who is a resident of Kansas and who has graduated from an accredited Kansas high school or who has earned a General Equivalency Certificate from an accredited Kansas high school. Non-resident students are normally required to have graduated in the upper 50% of their senior class and have scored "reasonably well" on entrance examinations. When these requirements prove to be obstacles to admission, other indicators of academic potential will be considered (e.g. letters of referral, personal recommendations, etc.).

The awarding of financial assistance to Kansas State University students is made on the basis of need as determined by the Parent's Confidential Statement, which must be filed by the applicant's parents. The Office of Aids and Awards has committed itself to providing adequate financial aid packages consisting of grants, loans, and Work-Study funds to eligible Project SOAR students. The extent to which this commitment can be fulfilled depends greatly upon the availability of Federal funds for the assistance programs.

A flexible retention policy will be followed by the University in furthering the UB student's chances for academic success. The case of each UB student who finds himself in conflict with University retention policies will be reviewed by the UB Project Director and staff, UB advisory board, the UB student's academic advisor, and the academic dean of the college in which the student is enrolled. Based upon the assessment of each individual case, up to a 2 year retention period will be strongly encouraged.

While the University grading policies will remain in effect for UB students, students will be advised on the various academic options open to them regarding grades. Such options include taking courses on a credit-no credit option, withdrawing from a course if academic success is considered to be highly unlikely, and taking a temporary grade of incomplete in courses where the academic semester does not allow the student sufficient time to complete course requirements.

B.

PROGRAM

B-4.

Proposed Upward Bound Project
at Kansas State UniversityMAJOR OBJECTIVES

Kansas State University's Upward Bound Project is designed to meet the unique educational, social, and psychological needs of target students. The following major objectives have been identified in pursuing this task:

- I. To identify and recruit 51 eligible high school students in Manhattan and Junction City to participate in Kansas State University's Upward Bound Project beginning in September 1973 with particular emphasis on the recruitment of Spanish-surnamed and native American students.
- II. To provide target students with guidance, remedial, and motivational experiences aimed at improving their academic attitudes and competencies.
- III. To assist the target students throughout their entire involvement in the program in securing admission and financial aid to obtain a post-secondary education or career training option.
- IV. To develop and implement a system of formative and summative evaluation for the Kansas State University Upward Bound Project SOAR.
- V. To coordinate University and community supportive services in assisting target students and to facilitate positive attitudinal changes in the University and general communities.

The goals, tasks, resources, and evaluative procedures of the Upward Bound Project designed to attain these objectives are presented in flow-chart and outline form on the pages that follow.

Major Objective	Resources	Tasks	Evaluation
<p>1. Identify and recruit 51 eligible students from Manhattan and Junction City to participate in the Upward Bound Program (UB) with particular emphasis on Spanish surnamed and Native American students.</p>	<p>(1) Project Director Fringe Benefits 13,656</p> <p>(1) Secretary 4,248 Fringe Benefits 4,834</p> <p>Area Travel 1,080</p> <p>Communication - phone, mailing, etc. 600</p> <p>Office Supplies 432</p>	<p>July - August PROGRAM ACTIVATION</p> <p>1. Hire core staff. Consult with Advisory Board by July 1.</p> <p>2. Staff training. Core staff training will consist of becoming thoroughly familiar with the aims and objectives of Upward Bound Programs in general and Project SOBK in particular. Staff will become attuned to the special needs of UB students. Training will be conducted by the Project supervisor, Project director and University staff.</p> <p>3. Prepare Program Evaluation Forms.</p> <p>4. Prepare all recruitment material by September 1.</p> <p>a. Application for Admission b. Personal interview form c. Income documentation d. Get permission from parents on participation and medical services e. Prepare and distribute handbook f. Prepare letters of acceptance/no-acceptance g. Contracts with parents h. Declaration of eligibility i. Recommendation forms</p> <p>5. Distribute materials to high school counselors at Manhattan and Junction City high schools, Douglas Center, MECHA & BSU, CAP Agency, NYC, Advisory Committee, other agencies.</p> <p>6. Arrange for student interviews at Douglas Center and the high schools or where convenient for students and resources.</p>	<p>1. 100% of core staff to be hired by August 1.</p> <p>2. Train 100% of core staff by August 15.</p> <p>3. By October 15, 51 students will have been selected from Junction City and Manhattan as follows: 17 sophomores 17 juniors 17 seniors 51</p>

Major Objective	Resources	Tasks	Evaluation
		<p>7. Conduct student interviews.</p> <p>8. Get parents' permission and signatures to establish income criteria and for medical services.</p> <p>9. Make final UB selections with the assistance of resource persons. Confirm selections with the advisory committee.</p> <p>10. Issue letters of acceptance and alternatives.</p> <p>11. Visit each home to secure student/parent signatures and complete contracts.</p>	
<p><u>Second Year Major Objectives:</u> Identify and recruit 17 eligible students to participate in the KSU Upward Bound Project SOAR in the fall of 1974.</p>	<p>Resources same as first year's.</p>	<p>Tasks will be the same as for first year with modifications to improve services to students.</p>	<p>New student recruitment will begin in the summer. The UB Program will be providing services to 51 students by mid-September. Additional community resources will be acquired.</p>
<p><u>Third Year Major Objectives:</u> Third year objectives will be the same as the first and second year. All phases will be improved upon with weak areas strengthened.</p>			<p>Drop-out rates decreased in the target areas.</p> <p>Changes in attitudes evident as shown by high school grades.</p>

Major Objective	Resources	Tasks	Evaluation
<p>II. Assist the Upward Bound bridge student through his entire involvement in the program in securing admissions and financial aid to obtain a postsecondary education or assisting him in pursuing a career option such as technical or business college or employment.</p>	<p>(1) Program Counselor 700/mo x 9 mo @ 50% Fringe Benefits 435 3,385</p> <p>(2) Area High School Instructors 670/mo x 8 mo @ 15% Fringe Benefits 1,608 1,222 1,830</p> <p>(3) Tutor-Advisors 1.70/hr x 15 hr/wk x 36 wks x 20% work study 551</p> <p>(3) Tutor-Advisors 1.70/hr x 40 hr/wk x 9 wks x 20% work study 367</p> <p>(17) Student board & room \$225/double x 9 rms 2,295</p>	<p><u>Academic Year</u></p> <p>1. Hire additional staff.</p> <p>2. Secure classroom space and reserve transportation for staff and students. Office space during the week for staff-student meetings at the high schools will be provided by Junction City and Manhattan high schools. Arrange for meals and software.</p> <p>3. Tutor-Advisors to be hired by September 15.</p> <p>4. Instructors to be hired by October.</p> <p>5. Program Counselor and core staff will conduct orientation to acquaint everyone with goals of Project SOAR. Emphasis will be on recognizing and meeting the needs of UB students. Staff-student relationships will also be emphasized.</p> <p>6. Senior students identified and contacted by October 15. Assign Tutor-Advisors to students.</p> <p>7. The project director will acquaint everyone with administrative procedures and staff responsibilities.</p> <p>8. Staff assignments will be as indicated in the attached narrative.</p>	<p>1. 100% of UB Project staff to be hired by October 1.</p> <p>2. 100% staff training to be completed no later than October 15.</p>

- Program Description
9. Academic year work will consist of developing reading, writing, and study skills as shown in the attached "Academic Year Schedule."
 10. Meetings will be approximately three times per month with one weekend reserved for field trips or athletic events. Emphasis will be on tutor-assisted study in classroom subjects that give students difficulty.
 11. Secure admissions and financial aid forms, etc., from selected institutions for bridge students no later than mid-November.
 12. Counsel and assist the student and his parents in completing and submitting required forms prior to deadlines for college or vocational technical schools.
 13. Provide required college entrance tests such as ACT, SAT, etc. to be in timing with test schedules. (Tests conducted on campus.)
 14. Serve as student advocate in negotiating with institutions for student admission and financial assistance.
- Career Counseling
15. Concentrate on career counseling for seniors to assist them in deciding which course of action is best for them (refer to the attached "Senior Mid-Year Schedule.")

Major Objective	Resources	Tasks	Evaluation
Tuition & Fees 17 x \$19/hr x 6 hrs Student Books & Supplies @ \$25/stu x 17	\$ 1,938 425	16. Assist seniors in developing techniques on interviewing for jobs, preparing resumes, and gaining self-confidence. Students will fill out applications for employment and go through a mock interview session.	3. By August 15 all students who completed necessary forms for college of their choice or vocational schools will be accepted at their choice school with adequate financial assistance.
Services (medical, optical & dental) @ \$10 ea x 17	170	Summer Program The summer program will begin as shown in the attached "US Summer Program Weekly Schedule." Begins June 4.	
Stipends 17 x 7.50/wk x 8 wks 17 x 5.00/wk x 36 wks	1,020 3,060 4,080	Program Description Bridge students will enroll in an eight week summer session for six hours credit as shown in the attached "Bridge Summer Schedule." Following completion of the summer program, students will be accepted unconditionally into KSU and will receive financial support. Graduates will be worked into leadership roles within the US Program.	
Staff travel to Junction City 1 wk x 36 wks @ 38 mi/wk x .09/mi Student Travel - summer 8 (Junction City) x 8 trips x 38 mi @ .09/mi	124 219	19. Follow through with students after the end of the bridge summer to insure admission to chosen institution or employment is found.	
(17) Cultural Enrichment 2 functions @ \$1/stu	34		
(17) Contingency \$5/student	85		
(17) Meals (Academic yr.) \$1/meal x 1/wk x 36 wks	612		

Major Objective	Resources	Tasks	Evaluation
<u>Second Year Major Objectives:</u>	Resources same as first year's.	1. Analyze and evaluate previous year's program to identify and improve on weak areas.	Previous year's program will be repeated with adjustments on the schedule of activities. Changes will be made following careful program evaluation.

Major Objective	Resources	Tasks	Evaluation	
	<p>(34) Cultural Enrichment 2 functions @ \$1 ea</p> <p>(34) Meals (Academic Year) \$1/meal x 36 wks</p> <p>Contingency 34 @ \$5 ea</p> <p>Field Trips 5 days @ \$146/day</p> <p>Supportive Material (Lectures, Periodicals, etc.)</p> <p>National Conferences Travel to three national conferences (professional development) for UB Project Director @ \$250/conference</p>	<p>68</p> <p>1,224</p> <p>170</p> <p>730</p> <p>175</p> <p>750</p>	<p>Summer Program</p> <p>9. Conduct staff orientation one week before beginning of summer program. Classroom space, transportation, housing and meals and software will have been prepared no later than May 1. (Refer to "UB Summer Program Weekly Schedule.")</p> <p>10. Program counselors will conduct staff training to provide an awareness of some of the problems to be faced by staff with UB students. Staff roles will be explained to better cope with the problems UB students encounter.</p> <p>11. There will be staff meetings once per week to evaluate program and student progress and to make needed changes.</p> <p>12. The summer program will consist of a six week session. During the first week students will receive a two day University orientation session to help students become familiarized and at home in their new surroundings.</p> <p>13. Orientation will consist of visits to:</p> <ul style="list-style-type: none"> -Student Health Center -Library and Minority Research Center -Student Government Offices -Student Union and Recreation Areas -Center for Student Development -International Center -Colleges and Departments -Drug Counseling Center -Other campus facilities 	

Major Objective	Resources	Tasks	Evaluation
14.		<p>The summer program will provide students with concentrated remedial and motivational experiences aimed at improving students' academic attitudes and performance. As shown in the attached "193 Summer Program Weekly Schedule," students will be enrolled in reading, writing and study skills labs during the mornings.</p> <p>Field Trips</p> <p>One day per week (Friday) will be reserved for all day field trips to area points of historical and cultural significance such as:</p> <ul style="list-style-type: none"> -Kansas State Historical Society -Eisenhower Museum -Fort Riley Military Museum and Fort facilities -Local Community Agencies such as welfare, employment, law, government, etc. -Manhattan Area Vocational Technical School 	
15.		<p>Afternoon sessions will stress development of good study habits through tutor assisted study. Afternoons will also include organized recreation.</p> <p>Leadership Development</p> <p>Students' routine schedule will be such as to allow them to arrange leisure time activities while developing leadership abilities by organizing various committees such as social, recreational, and speakers committees.</p> <p>Recreation</p> <p>Recreation will consist of tennis, football, bowling, pool, music, television and other activities available at the student union. Coeducational activities will include volleyball, dancing, ping pong and other activities.</p>	<p>2. Students will demonstrate leadership abilities through participation in school and community affairs.</p>
16.			
17.			
18.			

Major Objective	Resources	Tasks	Evaluation	
<p>III. During the first year, provide selected non-bridge students with guidance, remedial and motivational experiences aimed at improving the students' academic attitudes and performance.</p>	<p>(2) Area High School Staff 8 weeks Fringe Benefits 370 3,050</p>	<p>Academic Year</p> <p>1. Conduct orientation with staff by mid-October to provide services no later than November 1.</p>	<p>1. It will be expected that 80-90% of the students will have passed all their courses and will be prepared to enter into the summer program without difficulty.</p>	
	<p>(1) Program Counselor 1,750 10 wks 100% Fringe Benefits 242 1,992</p>	<p>2. Purchase recreational and software material.</p>	<p>2. Purchase recreational and software material.</p>	
	<p>(3) Tutor-Advisors 1.70 x 15 hr/wk x 36 wks @ 20% 551</p>	<p>3. Tutor-Advisors 1.70 x 40 hr/wk x 7 wks @ 20% 286</p>	<p>3. Visit Junction City high school once per week to provide improvement of reading, writing, and study skills as well as counseling, tutoring, and recreation. These activities will be provided on campus for Manhattan students during the academic year. (See "Academic Year Schedule.")</p>	
	<p>Stipends 6,120 34 x 5.00 x 36 wks 1,530 7,650</p>	<p>4. Outreach Post Manhattan and Junction City high schools will provide office space for staff-student meetings during school days.</p>	<p>4. Outreach Post Manhattan and Junction City high schools will provide office space for staff-student meetings during school days.</p>	
	<p>Room and Board 34 stu + 7 staff 225/double x 21 rooms 5,355</p>	<p>5. Program Description Emphasis will be on tutor assisted study in classroom subjects giving students difficulty.</p>	<p>5. Emphasis will be on tutor assisted study in classroom subjects giving students difficulty.</p>	
	<p>(34) Services (Medical, dental, optical) \$10/stu 340</p>	<p>6. A study option will include individual or group readings selected by the students for discussion topics.</p>	<p>6. A study option will include individual or group readings selected by the students for discussion topics.</p>	
	<p>(34) Student travel Junction City 6 trips x 38 mi x .09/mi 349</p>	<p>7. Students will be given an opportunity to develop leadership abilities through election and participation in recreation and program committees.</p>	<p>7. Students will be given an opportunity to develop leadership abilities through election and participation in recreation and program committees.</p>	
		<p>8. One Saturday per month will be reserved for cultural, social, or athletic events.</p>	<p>8. One Saturday per month will be reserved for cultural, social, or athletic events.</p>	

Major Objective	Resources	Tasks	Evaluation
		<p>19. Evenings will be reserved for study and supplemental classroom material such as films, guest lecturers, or social events planned by students and staff.</p> <p>20. Lecturers will be invited evenings to speak on such topics as drugs, law enforcement, urban planning, family and child development plus career topics such as carpentry, plumbing, etc.</p> <p>21. Social awareness will be emphasized during week five with a field trip to local community agencies offering various social services such as city government and departments, social welfare, police department, recreation department, plus other local agencies.</p> <p>22. Career counseling will be emphasized during the sixth program week and will be capped with a field trip to the Manhattan Area Vocational Technical School. Throughout the week the services of the University Career Planning and Placement Center as well as departments throughout the University will be involved. Students desiring more information on college related careers such as engineering, science, business, architecture, agriculture, etc., will meet with appropriate department heads, professors, or deans. Evenings during this week will involve guest lecturers on career topics.</p>	<p>3. Students will have a greater social and cultural awareness of themselves and their surroundings.</p> <p>4. Diagnostic testing will reveal strength and weaknesses of students.</p> <p>5. Program evaluation with staff will be held the week following the close of the summer program. At least 75% of tasks assigned students in skills development should be completed. Goals and objectives for the next session will be charted.</p>

Major Objective	Resources	Tasks	Evaluation						
<p>Second Year Major Objectives: <u>Expand the summer program services to provide students with high school credit in those subjects identified as stumbling blocks and for which they have the most need for tutorial services.</u></p>	<p>Area High School Staff, 8 wks Fringe Benefits</p> <table border="0"> <tr> <td>\$ 2,827</td> <td></td> </tr> <tr> <td> 390</td> <td></td> </tr> <tr> <td><u> </u></td> <td><u>3,217</u></td> </tr> </table>	\$ 2,827		390		<u> </u>	<u>3,217</u>	<p>Hire two additional instructional staff to assist in teaching English/History/Government/Science/Math.</p>	<p>Students will receive high school credit for courses taken on campus.</p>
\$ 2,827									
390									
<u> </u>	<u>3,217</u>								

Major Objective	Resources	Tasks	Evaluation
<p>IV. Develop and implement a system of formative and summative evaluation for Kansas State University Project SOAR (Upward Bound).</p> <p>(Note: Objective will remain the same for second and third years.)</p>	<p>Data Processing and analysis (computer operations, programming, consultant services, software, etc.)</p> <p>\$ 400</p>	<p>Formative Evaluation</p> <ol style="list-style-type: none"> 1. Plan evaluation procedure and timetable for data collection. Identify data which must be collected and that which is available from other sources. 2. Develop evaluation instruments to collect data from three sources: <ol style="list-style-type: none"> a. UB students b. UB staff c. All assisting and consulting staff from sources within and outside the University. 3. Tutor-Advisors will conduct debriefings with all UB students assigned to them on weekly basis in which students will be asked for feedback on previous weeks' activities. 4. All UB staff will meet on weekly basis to discuss currently operating segments of UB citing areas which need changing. Consideration will also be given to findings from student debriefings. 5. Consulting and assisting staff from within and outside the University will be asked for feedback concerning activities in which they are involved. 6. Evaluation instruments will be administered during specific activities and throughout the academic semester to determine the extent to which the tasks are being performed effectively. 	<ol style="list-style-type: none"> 1. A continually operating system of feedback - analysis change will begin operating immediately upon implementation of the UB Program. This system will provide an effective monitor of students and staff needs and student and staff reactions to experiences designed to meet these needs. Such a formative evaluation system will permit UB administrator and staff to remain highly sensitive to student needs, thus permitting the informed flexibility necessary for a responsive program. 2. Complete summative evaluation findings, including recommendations for change, will be available to UB Director, staff, assisting staff and consultive staffs and United States Office of Education by July 15 following end of academic year.

Major Objective	Resources	Tasks	Evaluation
		<ol style="list-style-type: none"> 7. Data collected from each source will be analyzed and synthesized by evaluator. 8. Feedback with recommendations will be presented to UB Director, UB staff, UB students and relevant consulting and assisting staff within and outside the University. 9. Recommendations will be considered. 10. Changes will be implemented in tasks and their execution. 11. Evaluation of changes implemented by repetition of points 2-9. 	
		<p style="text-align: center;">Summative Evaluation</p> <ol style="list-style-type: none"> 1. Plan evaluation procedure and timetable for data collection. Identify data which must be collected and that which is available from other sources. 2. Develop and/or purchase evaluation instruments to assess the degree to which major program objectives are accomplished at end of academic year. 3. Collect pre-test data during program orientation or at beginning of tasks designed to accomplish a specific major objective. 4. Collect post-test data at end of academic semester or at end of a specific series of tasks. 	

Major Objective	Resources	Tasks	Evaluation
		<p>(Note: While major efforts at collection of summative evaluation data will occur at start and finish of academic periods, the collection process will operate continually throughout program.)</p> <p>5. Additional summative data will be collected from KSU academic records, UB Program records, records of assisting and consulting services.</p> <p>6. Additional summative data collected through techniques of survey, interview, ratings, questionnaires, etc., administered to:</p> <ul style="list-style-type: none"> a. UB students b. UB staff c. Assisting and consulting personnel within and outside University. <p>7. Summative data will be analyzed and synthesized by evaluator.</p> <p>8. Feedback and recommendations will be presented to UB Director, UB Staff, UB Students, consulting and assisting staff within and outside University, United States Office of Education.</p> <p>9. Recommendations will be considered.</p> <p>10. Changes will be implemented during second year of program.</p>	

Major Objective	Resources	Tasks	Evaluation
V. Coordinate University and community services to assist UB students and help facilitate positive attitudinal changes in the University and general community.	<p>Travel - Advisory Committee 2 Junction City x 38 mi x .09 x 4 \$ 28</p> <p>Brochures, advertisements, etc. 150</p> <p>Sub Total 60,185 8% sub total <u>4,815</u></p> <p>TOTAL FEDERAL FUNDS REQUIRED \$65,000</p>	<p>1. Announcements of meetings publicizing activities and achievements of UB students.</p> <p>2. Regular meetings of advisory groups. Solicit program input. Assist in project application review.</p> <p>3. Review program evaluation material.</p>	<p>1. 70-80% active participation by Advisory Board members.</p>
<p>Second Year Major Objectives: Make new inroads into community supportive services. Seek out other sources of funding.</p>	<p>TOTAL FEDERAL FUNDS REQUIRED \$65,000</p> <p>5.5% x 103,865 (inflation + new staff) \$71,792</p>	<p>1. Explore other possible funding such as United Fund and local contributors.</p>	
<p>Third Year Major Objectives: Third year objectives will be the same as the first and second year. All phases will be improved upon with weak areas strengthened.</p>	<p>FEDERAL FUNDS REQUESTED \$75,741</p> <p>5.5% inflation</p>	<p>1. Tasks same as for first and second year with modifications for improving committee member input.</p>	

COMPONENT PROGRAM SCHEDULES

34

Academic Year Schedule

Time	Activity
8:00	Refreshments
8:30	Announcements and general meeting
9:00	Study Skills Lab Writing Skills Lab
10:00	Reading Skills Lab
11:00	Study Options and individual tutoring
12:00	Lunch
1:00	Study Sessions
2:00	or tutoring
3:00	Organized Sports (optional)

Senior Mid-Year Schedule

8:00	Refreshments
9:00	Announcements
10:00	Career Information
11:00	Interview techniques - mock interviews
12:00	Applications and examinations
1:00	Study Options
2:00	Study Options
3:00	Sports

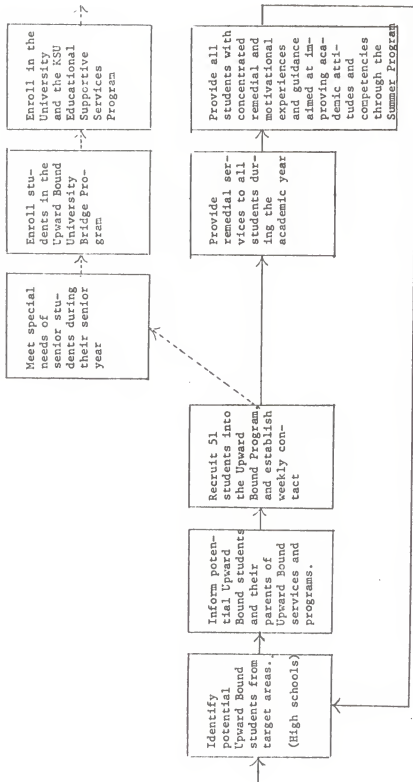
Bridge Summer Program Schedule

Time	Course	Department	Credits
8:00 - 12:00	Leadership Training	Administration & Foundations	3
Option Block	Physical Education Concepts	Physical Education	credit
	Developmental Reading Lab	Curriculum & Instruction	
	Math	Mathematics	
12:00	Lunch		
1:00 - 4:00	Study Tutor Assisted		
4:00	Recreation		
5:00	Supper		
6:00	Free Time		
7:00 - 10:00	Study or Group Activity (with non-bridge students)		

U.B. Summer Program Weekly Schedule

Time	May-June 28 - 1	June 4-8	Wk 1 June 11-15	June 18-22	3 June 25-29	4 July 2-6	5 July 9-13	6 July 16-20	July 23-27	July-Aug 30 - 3
8:30	Staff Orientation	Bridge Enrollment see Bridge Program Schedule			Reading Skills				U.B. Program Evaluation with staff.	Follow through on Bridge student college enrollment.
9:30					Writing Skills				Last week of Bridge Program	Evaluate Bridge Comp.
10:30					Study Skills					
11:30					Educational Sessions Drug Ed., Careers, Community					
12:00					Lunch					
1:00					Tutor Assisted Study					
2:00										
3:00										
4:00					Organized Rec. Tennis, Basketball, Bowling, etc.					
5:00					Supper				Note:	
6:00					Free				Field Trip - one per week on Fridays	
7:00					Evening Activities				Wk 2 Topeka - Kansas State Historical Society Museum & State Capital	
8:00					1. Study				Wk 3 Abilene - Eisenhower National Museum	
9:00					2. Films & Guest Lecturers coordinated with Classroom activities				Wk 4 Ft. Riley - Military Museum & Tour of Fort Facilities	
10:00					a) Drug Education b) Career Counseling 3. Social Activities				Wk 5 Local Community - Service Agencies	
									Wk 6 Area Vocational & Technical School	

A FLOW CHART DESCRIPTION OF THE
KANSAS STATE UNIVERSITY UPWARD BOUND PROGRAM

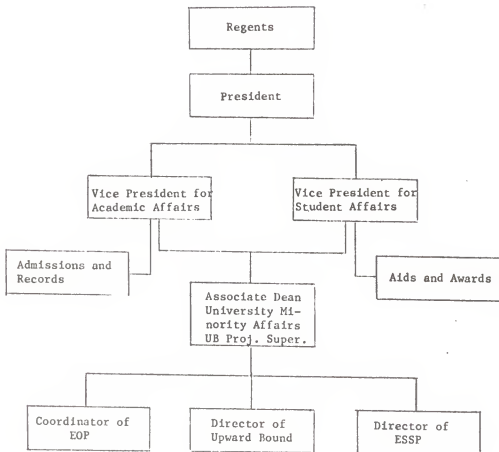


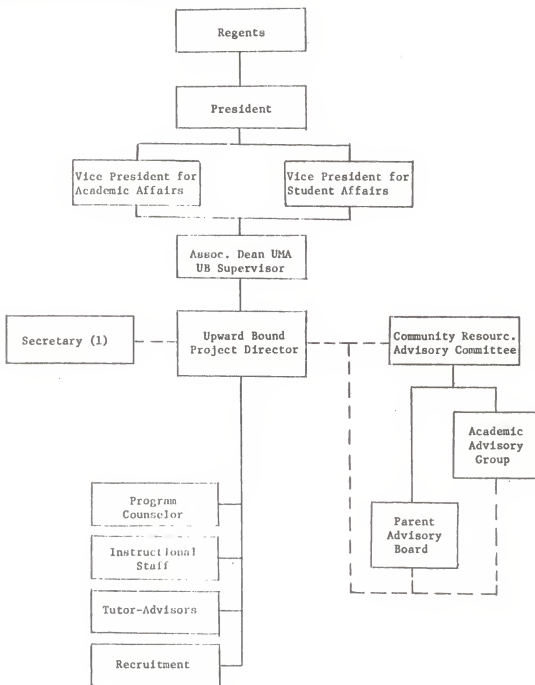
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STAFFING

C-5.

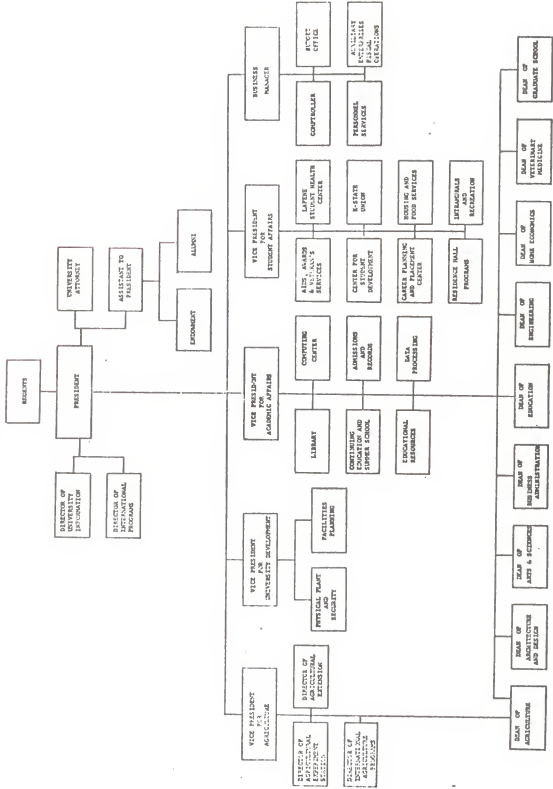
Organizational Charts

UPWARD BOUND PROGRAM, STRUCTURE I

UPWARD BOUND PROGRAM, STRUCTURE II

ADMINISTRATIVE ORGANIZATION
KANSAS STATE UNIVERSITY

7/1/72



C-6.

Staff Positions

The staff of Kansas State University's Upward Bound (Project SOAR) Program will consist of individuals who have demonstrated sensitivity to, and respect for, those students who have a need for these services. Wherever possible, the staff selected will be representative of the target populations.

UPWARD BOUND PROGRAM SUPERVISOR

This person will represent the Chief Administrator of Kansas State University in supervising the Upward Bound Program and will hold faculty rank at the level of assistant professor. He will supervise the work performance of the Project Director and will promote University awareness and support of the Upward Bound Program. Some of his other project responsibilities will include assisting in identifying, selecting, and training program staff, periodically reviewing the structure and effects of programs, and public relations work in disseminating program information to the local community. In the event that the proposed program is funded, the individual selected by the University to become Program Supervisor currently serves in numerous influential capacities within the organizational structure of Kansas State University. His present administrative role and assignments to University policy making bodies include memberships on the Faculty Senate and Faculty Senate's University Public Relations Committee, the University Loan Committee, the University Administrative Consultative Council, the University Fair Practice and Housing Committee, the Center for Student Development's Steering Committee, and the Minority Committee for the University's Affirmative Action Program.

DIRECTOR OF UPWARD BOUND PROGRAM

The Upward Bound Program Director will devote all of his time to the

execution of the Upward Bound Program activities. Although his primary responsibility will be staff and program supervision, he must maintain a close contact with students on a frequent basis. He will work closely with the Advisory Committee in the implementation of the program and in the submission of proposals for second and third year funding. Public relations, community support, and seeking additional program resources will be primary tasks for the Director. He will hire staff and conduct staff training. This individual will hold faculty rank at Kansas State University.

The Program Director should hold a master's degree in counseling or a related field. He must be sensitive to the special needs of target students and have highly developed human relations skills. He should also possess experience in administration and supervision.

PROGRAM COUNSELOR

This person will be employed full-time during the summer program and half-time during the academic year. He will provide educational, financial, and personal counseling to target students as needed, make referrals to supportive agencies, and assist in the supervision of Student Tutor-Advisors. Qualifications for the Program Counselor should include experience as a high school counselor or equivalent related experience and training.

STUDENT TUTOR-ADVISORS

Student Tutor-Advisors will assist in the recruitment of target students, identify and develop resources, coordinate tutorial services, and act as liaisons for target students with referral agencies and individuals involved with the students. Requirements for Student Tutor-Advisors will consist of being an upperclassman and having displayed academic success, leadership potential, capacity to think and plan creatively, and an ability to distinguish realistically

between what is desired and what is possible.

Six Student Tutor-Advisors will be salaried under the Work-Study Program. They will work 15 hours per week during the regular academic year and 40 hours per week during the summer session. Each Advisor will be assigned to work with ten students directly and will receive immediate supervision from the Program Director and Program Counselor.

CLERICAL STAFF

One full-time secretary will be employed to supervise the related clerical duties. This individual will hold a rating comparable to Kansas Civil Service requirements.

INSTRUCTORS

Instructors will be employed full-time during the summer program and 15% time (6 hours per week) during the academic year. Instructors will provide students with remedial experiences in reading, writing, and study skills aimed at improving students' academic attitudes and performance. They will assist in providing guidance and motivational experiences for target students. Instructors will be area high school staff or University faculty with teaching experience in remedial skills courses. They will be responsible to the Program Director.

C-7. Resume of Directors of Program Components

In as much as the interviewing and hiring of a director for the Upward Bound Project is contingent on program funding, resumes of candidates for Program Director are not available at this time.

D. ADVISORY COMMITTEES

D-8. Community Resources Advisory Committee

The Community Resources Advisory Committee consists of a representative group of parents, students, and professionals. Its functions are to: enlist support and resources; serve as public relations to agencies and the broader community; advise the University on Program issues; work on solutions to the housing, medical, dental, transportation, legal, social, and personal problems confronting Program students; and provide volunteer services from individuals, agencies, and institutions that will benefit the Program and its students.

A membership chart of the Community Resources Advisory Committee is given below. The group meets a minimum of five times yearly. The Parent Advisory Group and Academic Advisory Committee are consulted more frequently.

Community Resources Advisory Committee

<u>Academic Advisory Group</u>	<u>Race or Ethnic Background</u>	<u>Sex</u>	<u>Role</u>
Veryl Switzer	B	M	Dir. Min. & Cult. Prog.
Julia Boddie	B	F	Dir. Spec. Serv.
Gene Kasper	W	M	Dir. Cent. Stu. Dev.
Jesus Hernandez	M.A.	M	Student
Yvette Norton	B	F	Student Advisor
Ralph Simon	I	M	Student Advisor
Ernie Downs	B	M	Counselor
Gerald Bergen	W	M	Dir. Fin. Aids & Awards
Jim Lewis	W	M	Dir. of Admissions
John Mendoza	M.A.	M	Graduate Student
<u>Community Resources Group</u>			
Larry Nicholson	B	M	Coord., Human Relations, Manhattan
Joe Knopp	W	M	KSU Student Body President
Wendy Patton	B	F	CAP
Larry Dixon	B	M	Douglass Community Center

Community Resources Advisory Committee
(continued)

Darrell Brensing			W		M		Area Voc. Tech. School NYC*
Dr. C. Herbert Crane			W		M		Welfare*
Pete Silva			M.A.		M		M.D. Photographer, newspaper
Parent Advisory Board			M.A.		M		Manhattan
					F		
			B		M		Junction City
					F		
	Blacks	M.A.	Ind.	W	M	F	Faculty
Total	9	5	1	6	16	5	5

*Not included.

Academic Advisory Group

The Academic Advisory Group will consist of college faculty; high school counselors; college students; Aids, Awards and Veterans' Service counselors; Center for Student Development staff; and Minority and Cultural Program staff. The group provides guidance for the Program Director and performs the following functions: assists in the development and reviewing of curricula; participates in and gives leadership to Program evaluation; serves as a liaison between Program instructional staff and the schools served by the Program; assists in the development of Program applications; and promotes positive attitudes on campus toward the Program.

Parent Advisory Group

This group allows parents to participate in and become informed about Program activities. Members are appointed by the Program Director to insure

their active participation. This group is part of the larger Community Resources Advisory Committee but functions autonomously. Parents are encouraged to make suggestions and express ideas for improving the program. They assist in developing the Program grant application before its submission; suggest approaches to participating institutions to provide greater cooperation and change within institutions as they relate to the Program and student needs; and act as a liaison to other community groups and organizations to show the need for continued community support for the Program.

ADDENDUM 1

UPWARD BOUND PROGRAM (PROJECT SOAR) BUDGET SUMMARY

Kansas State University Manhattan, Kansas 66506		From: July 1, 1973			To: June 30, 1974		
A. Direct Cost - I. Personnel							
Type of Position	No. of Persons	Salary/ Month	Percent Time	Months Employed	Federal Funds	Non- Federal Funds	Total
Project Supervisor	1	1554	10%	12		1866	1866
Project Director	1	1000	100%	12	12,000		12000
Program Counselor	1	700	100%	12	4,900		4900
Instructors	2	670	50%	12			
			100%	8	4,288		4288
Tutor-Advisors	6	Hrly-	Hrly-	11	1,755		1755
		Work-Study	Work-Sdy				
Secretary	1	354	100%	12	4,248		4248
1	Totals				27,191	1866	29057
	Employee Benefits (13.8% on salaried employees)				3,511	258	3769
	Total Personnel				30,702	2124	32826
2	Travel						
	A. Staff				1,954		1954
	B. Student				1,298		1298
	C. Other (Advisory Committee)				28		28
	D. Total Travel				3,280		3280
3	Equipment						
	EQUIPMENT AND FURNITURE TO BE FURNISHED BY KANSAS STATE UNIVERSITY						
4	Room and Board				9,486		9486
5	Stipends				11,730		11730
6	Tuition, Fees, Books				2,363		2363
7	Services				510		510
8	Other (see detailed budget)				2,114		2114
9	Total Direct Costs				60,185	2124	62309
	B. Indirect Costs (47.5% S & W + F.B.)				* 4,815	10777	15592
	C. Total Project Costs				65,000	12901	77,901
	D. Federal Share				65,000		
	E. Non-Federal Share					12901	

*8% TDFC



SENIOR HIGH SCHOOL

Junction City, Kansas 66441

March 22, 1973

Mr. Verl Schweitzer, Director
Minority and Cultural Program
Holtz Hall, K.S.U.
Manhattan, Kansas 66506


Dear Mr. Schweitzer:

This will confirm my intention as Principal to give you unlimited support by this high school and staff for your "Upward Bound" program.

I think what you are attempting to do is most laudable and it would certainly be a shame if funding for the program did not materialize. As we discussed the many ways in which we thought this particular high school might assist you, I could not help thinking what a tremendous opportunity for all of us involved with the program to help some students find a worthwhile identity.

If you need any additional information, or any other help of any kind, please let me know.

Sincerely,



Thomas G. Kugler
Principal

Claire Crumbaker, Clerk
B. L. Chalender, Superintendent

Elmer G. Heyne, President
C. Herbert Crane, Vice-President

D. Esther Toothaker
Gene Kasper
Roy Langford
Bob Newsome
Veryl Switzer

The Board of Education
Unified School District No. 383

Manhattan, Kansas 66502

Office of The Clerk

March 28, 1973

Mr. Veryl Switzer
Asst to Vice-President, KSU
Student Affairs
Manhattan, Ks. 66502

Dear Veryl,

The Board of Education and Administrators of USD #383
enthusiastically support KSU's "Upward Bound Program" proposal.
They believe the program would be of immense value to the students
of Manhattan High School and would appreciate effort extended
in behalf of the students and the community.

Sincerely,


Superintendent of USD #383

APPENDIX B
APPROVAL SHEET FOR SPONSORED PROJECTS

KANSAS STATE UNIVERSITY
Manhattan, Kansas

Approval Sheet for Sponsored Projects
(complete appropriate items)

1. Proposal Agreement Renewal of KSU Project No. _____
 Change to KSU Project No. _____ Other (specify) _____

2. Sponsor or other party _____

3. Title (or purpose) of project _____

4. Activity:

- Research Instruction Extension including Continuing Education

5. For research proposals only:

a. Science field category code number _____

- b. Basic Research Development
 Applied Research Concept Formulation

6. The document described above and these classifications are approved.*

- a. Project Director _____
- b. Department Head _____
- c. Director, Experiment Station
or Bureau of General Research _____
- d. Dean _____
- e. Director of the Division
of Continuing Education or
Cooperative Extension _____
- f. Dean of the Graduate School _____
- g. For Special Approvals _____

*Signatures are needed as follows:

- a. Needed for all items
b. Needed for all items
c. Needed for research items only
d. Needed for instructional items only
e. Needed for continuing education or extension items only
f. Needed for graduate student activity only
g. Needed for special items, e.g. data processing equipment, etc.