HLC Accreditation 2020-2021

Evidence Document

Strategic Engagement and Planning

Office of Special Programs

Haysville GEAR UP and Upward Bound Math & Science Center Programs Annual Reports, 2018-2021

Additional information: This evidence includes four Annual Reports detailed mission, vision, activities and services provided by these Wichita State TRIO programs in 2018-2021.

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HAYSVILLE
GEAR UP
IMPACT REPORTS
2020 - 2021

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- Program Description
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- Student Participation
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  - Virtual Summer 2020
  - Fall 2020 - Spring 2021
  - Remote Learning
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PROGRAM DESCRIPTION

Haysville GEAR UP Haysville GEAR UP is a partnership grant that is administered by Wichita State University. Haysville GEAR UP follows a cohort or whole-grade model, meaning that services are provided to all students in the participating grade level, rather than a selected group of students. This grant provides college access and success services to all cohort students starting in the 6th and 7th grade and will continue to provide services through their first year of postsecondary education.

Haysville GEAR UP works with community-based partnership in USD 261 district to accomplish these goals. Through such partnership, Haysville GEAR UP provides students with direct services, including mentoring, tutoring, college visits, and financial aid counseling. The program will serve a minimum of 750 students each year. Class of 2024 and 2025 will be directly impacted by the program. The program looks to shift the district educational culture. Haysville GEAR UP aims to develop long-term, successful partnerships to support students in reaching college and providing them with the resources to succeed in college.

HAYSVILLE GEAR UP

SERVICES & ACTIVITIES

Key Services

Successfully Implemented 2020 - 2021

Student Engagement

* Equity Warrior
* Workshops
* Weekend Events
* College & Career Prep

Student Support

* Mental & Emotional Support
* Individual Success Plan
* Academic Advising
* Homework Assistance
* Mentoring

USD261 Support

Admin, Teachers & Counselors

* Data & Reports
  - Academic, Program Services
  - COVID-19 Impact
* Student Case Load
  - Identifying students at risk
* Tools and Resources
  - Technology and Supplies

Virtual Summer Program

* Weekly Projects
  - Dream Job
  - Entrepreneurship
  - Create Your Own World
  - Dream Vacation

Family Engagement

*Parent Webinars
*Monthly News Blast
*Parent Toolkit

STUDENT PARTICIPATION

Remote & In-Person

SUMMER 2020 / FALL 2020 - SPRING 2021

Communication
876 Students
95%

Individual Success Plan
886 Students
96%

Mentoring
718 Students
78%

Special Programs
581 Students
63%

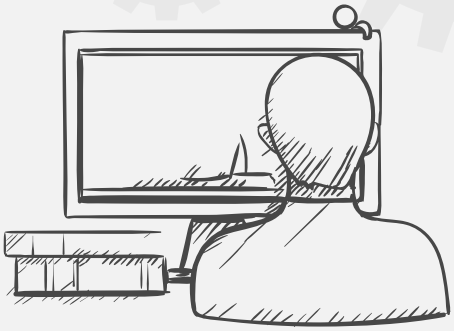
Homework Assistance
166 Students
18%

Summer Program
123 Students
12%

IMPACT REPORTS

The program transitioned to remote learning in March 2020. Continued to provide services and support remotely, and executed a virtual summer program.

Fall 2020 - September 4th, USD261 offered “parents choice” at the beginning of the school year .



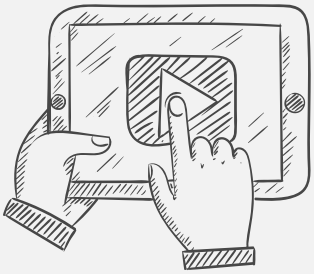
Virtual Summer 2020

Student participation - 123 registered.
Weekly Projects - total of 4 projects
Each project had Math, English and College Prep component.

Fall 2020 - Spring 2021

Fall 2020 - September 4th
- 70% students opted for in person
- 30% students opted for remote learning

Fall 2020 - November
Students went fully remote and came back in person in March 2021.
Last nine weeks, students had a choice to be back in person or continue to stay remote.



Remote Learning

20% of students continued to stay remote.
GEAR UP team continued to provide services both in person and remote for students.

IMPACT REPORT

VIRTUAL SUMMER 2020

DREAM JOB

Life Style
Research - Salary
Budget - Expenses
Building a Resume
Mock Interview

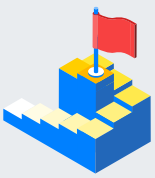
START YOUR OWN BUSINESS

Business Plan
Research - Type of Business
Budget - Capital
Sales Pitch
Commercial

DREAM VACATION

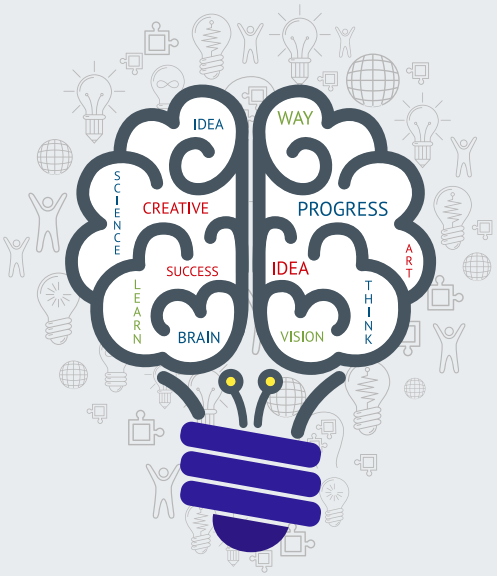
Destination
Research - Culture
Budget - Travel
Create a Brochure
Why should we go there?

CREATE YOUR OWN WORLD



Type of World
Research - Nature, Culture, Religion, Government.
Budget - Economy
Present Your World

WEEKLY PROJECTS



Virtual Hang Outs

Research

Critical Thinking

Creativity

TOP 8 Projects were chosen each week. Students were given points by attending virtual hangouts and completing assignments on time.

REGISTRATION

123 Students

PARTICIPATION

86%
Completed
Virtual Camp

ASSIGNMENTS

Over 350 Projects Submitted

Life Skills

English

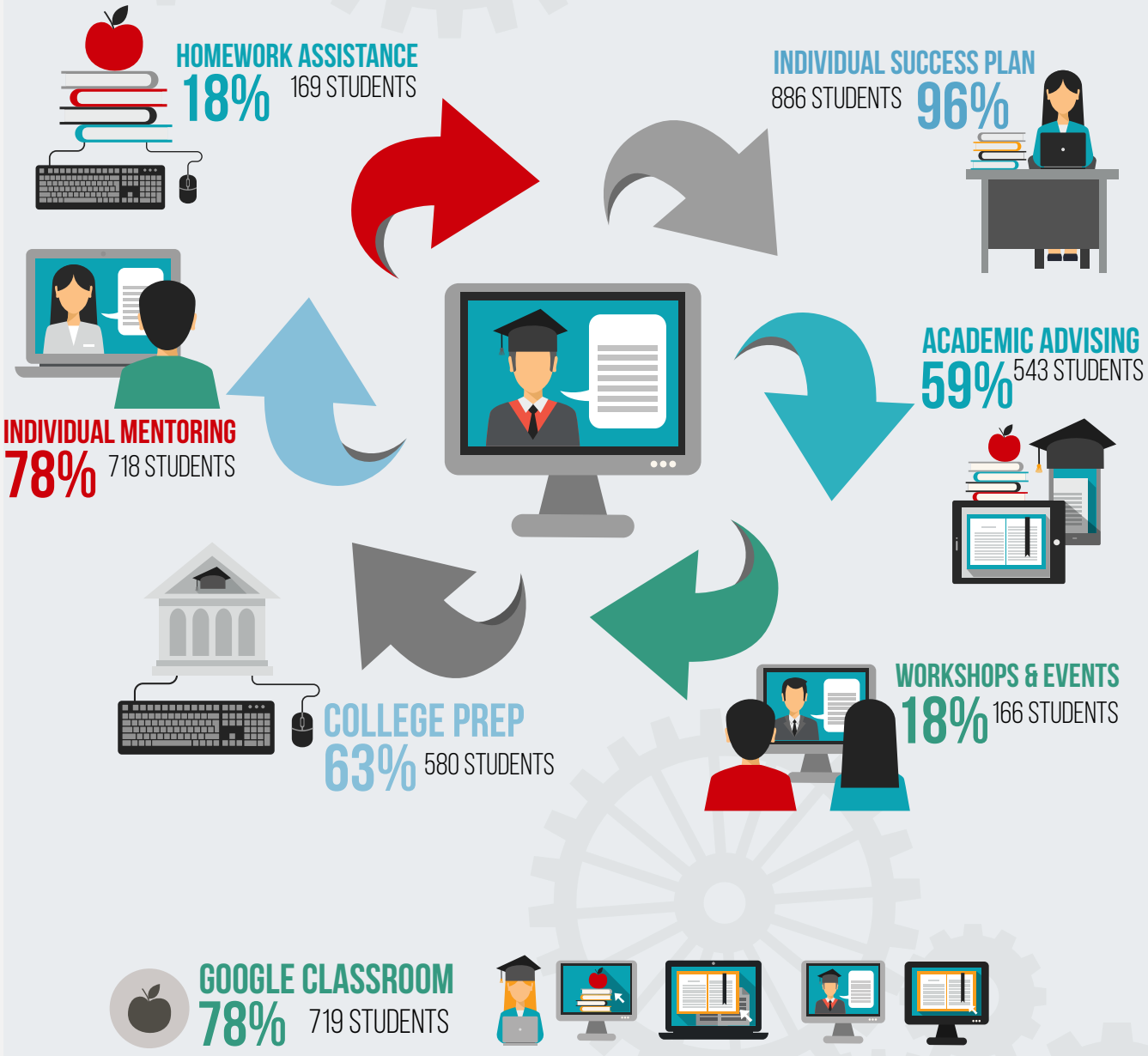
Math

GRIT

IMPACT REPORT

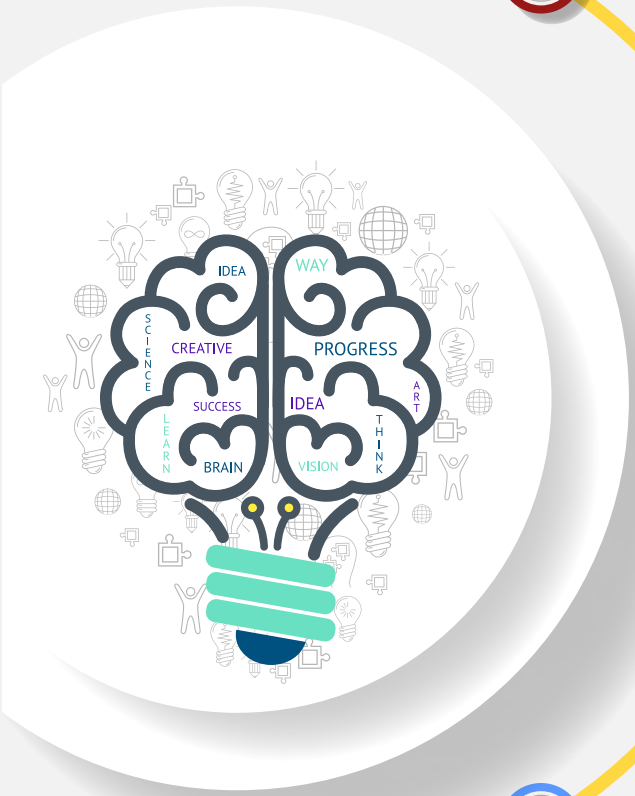
Fall 2020 - Spring 2021

SERVING IN - PERSON AND REMOTE STUDENTS - CLASS OF 2024 & 2025



Remote Learning

ENGAGING STUDENTS



Virtual Platforms

Google Classroom
Zoom
Social Media
Call & Text

Homework Assistance

Monday - Thursday
3:00 pm - 5:00 pm
Daily link to join in Google Classroom

Google Classroom

English & Math
College & Career Prep
STEAM
GRIT

Google Meet

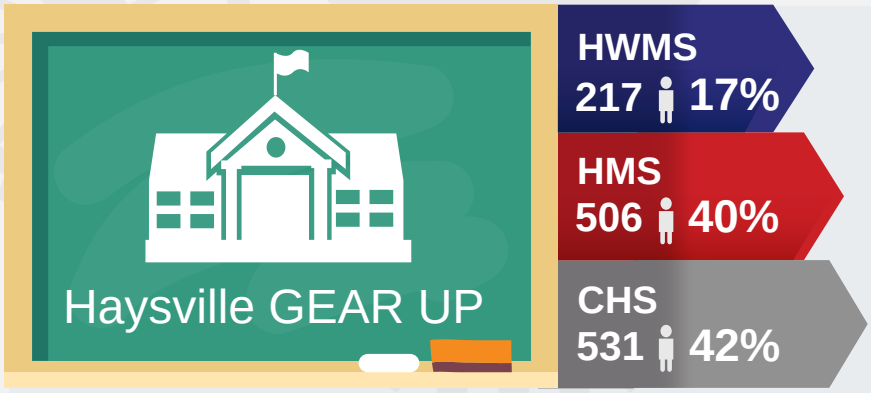
Virtual Workshops
Tuesday - Thursday
11:00 am - 12:00 pm
2:00 pm - 3:00 pm
Daily link to join in Google Classroom

Social Media

Messages & Facetime
Announcements
Resources
Reminders

@HaysvilleGEARUP

COVID-19 IMPACT



COVID-19 IMPACT SURVEY

1254 Total Student Responses

USD 261 HAYSVILLE SCHOOLS

BOYS 38%

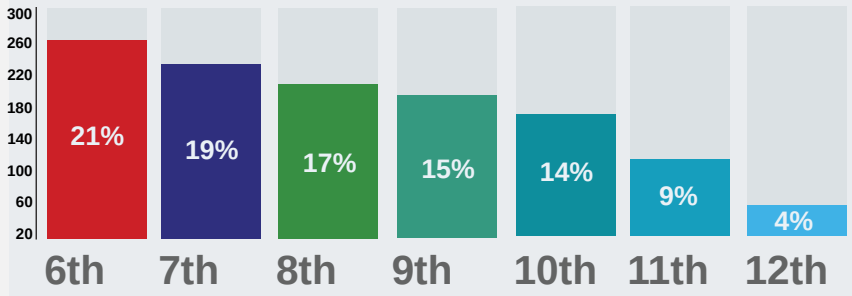
GIRLS 55%

OTHER 7%

Haysville GEAR UP surveyed students attending Haysville Middle, Haysville West and Campus High School. Survey consisted a total of 8 questions regarding the impact COVID-19 has had this past year.

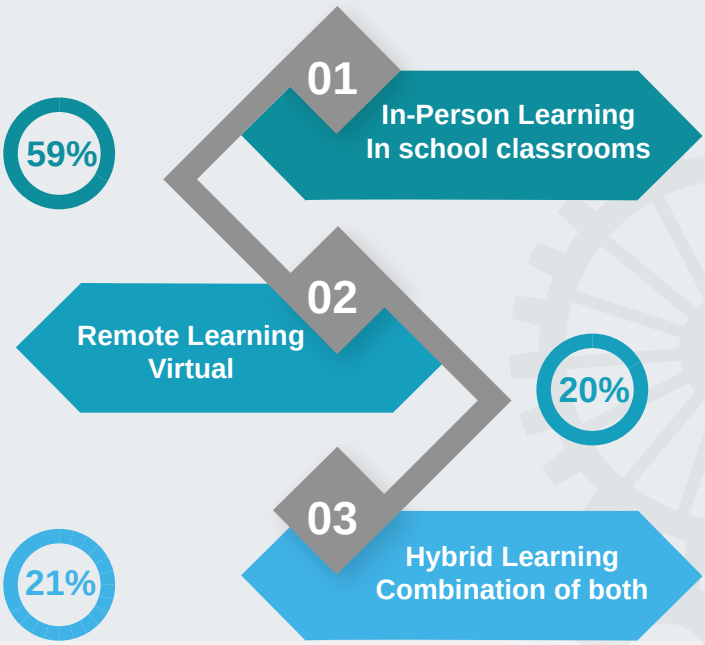
A total of 1254 students represent 45% of student population between all three schools. Students Response per school:
42% of students attending Haysville West Middle School.
65% of students attending Haysville Middle School.
35% of students attending Campus High School.

School Grade Level



Education Models

Students selected their preference



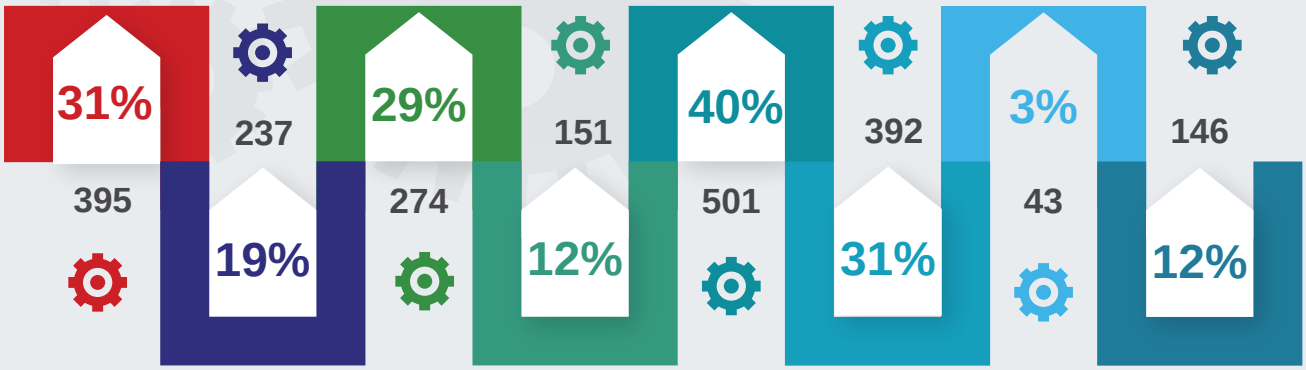
COVID-19 IMPACT

FAMILY IMPACT

Students selected all that applied.

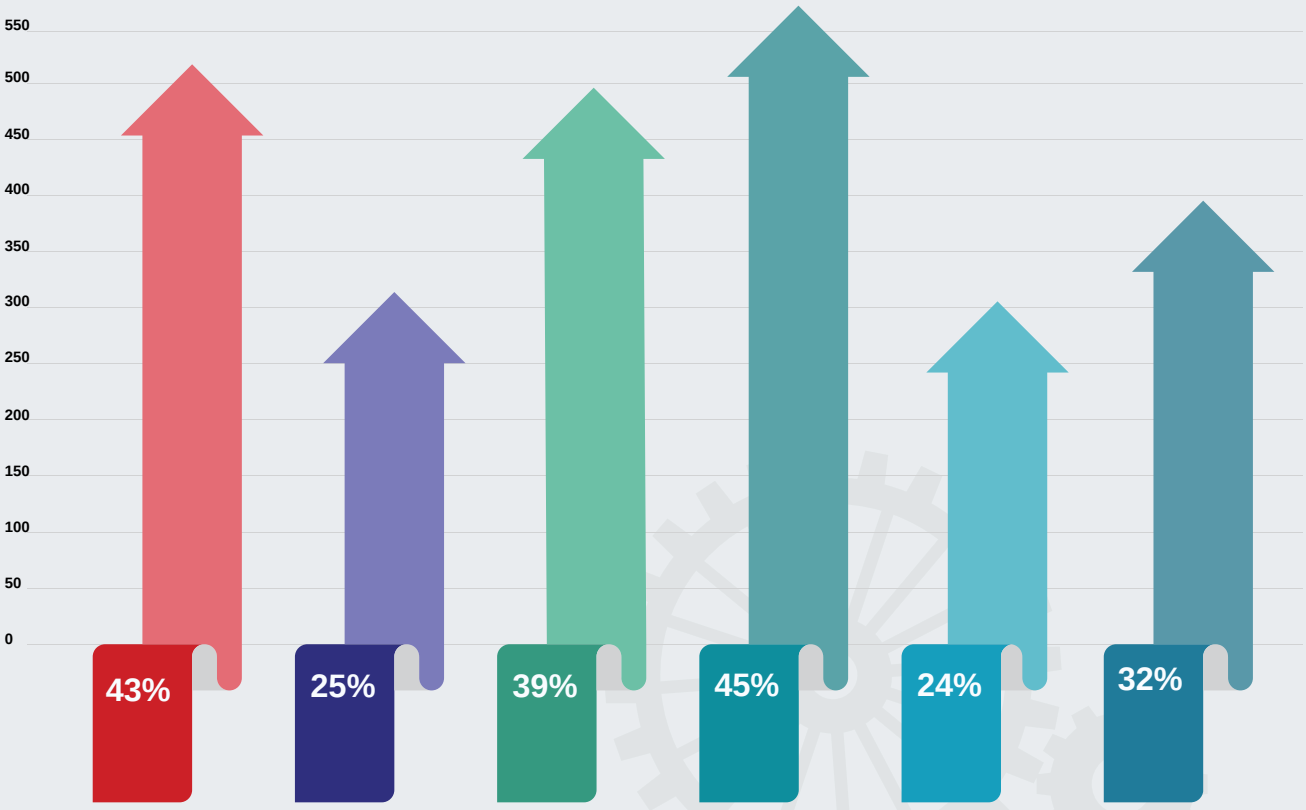
No Impact | Illness | Mental Health | Death

Job Loss | Food | Financial Stress | Other



Challenges

Students selected all that applied.



School
Learning and/or attending

Family
Issues, arguments, seperation

Activities
Participating in social settings

Mental
Mental health

Physical
Physical health

Day to Day
Functions and routine

COVID-19 IMPACT

Skills

Acquired during the pandemic

Students selected all that applied.

01 Accountability 229 - **18%**

Adaptability 452 - **36%** 02

03 Appreciation 354 - **28%**

Cooking 489 - **39%** 04

05 Critical Thinking 255 - **20%**

Daily Routine 433 - **35%** 06

07 Asking for Help 331 - **26%**

Multitasking 600 - **48%** 08

09 Patience 572 - **46%**

Problem Solving 519 - **41%** 10

11 Reliability 251 - **20%**

Resilience 147 - **12%** 12

13 Gratitude 63 - **5%**

Respectfulness 339 - **27%** 14

15 Communication 477 - **38%**

Scheduling 394 - **31%** 16

17 Self-Care 227 - **18%**

Time Management 452 - **36%** 18

19 Self- Discipline 470 - **37%**

Other 167 - **13%** 20

ANNUAL REPORT

2019 - 2020

CONTENT

Mission

Team - Equity Warriors

Program Overview

Impact Report

Services

National GEAR UP Day

Fall 2019 - Spring 2020

Virtual - Continuous Learning

Virtual Summer 2020

GEAR UP

MISSION

The program's mission is to expand the college going culture within USD 261 using the cohort model. Haysville GEAR UP will be following the class of 2024 and 2025 through their first year of college. Through partnership with USD 261, Haysville GEAR UP provides students with direct services, including academic advising, mentoring, tutoring, college visits, and financial aid counseling.

OUR TEAM

Message from the Director

On October 1st, 2018, Wichita State University was awarded $4.2 million dollars in funding from the U.S. Department of Education to implement GEAR UP in Haysville school district USD 261 through 2025. This opportunity would not have been possible without the essential help and assistance in writing the grant from the following people: Ms. Deltha Colvin, Associate Vice President of Office of Special Programs; Mrs. Corinne Nilsen, Director of Kansas Kids @ GEAR U; and Dr. Alana Dsouza, Policy & Analyst Director. The Haysville Gear UP team and our students thank you for your help in making this possible.

As a new program we had to start from the ground up and became fully staffed in April of 2019. Our office is comprised of a Director, one Database Coordinator, two College Access Coordinators, four College Access Advisors, and four College Access Mentors. All College Access Advisors carry a case load of students and are assigned to specific schools. Staff also work collaboratively to create and implement workshops, campus tours and educational activities outside of the school day.

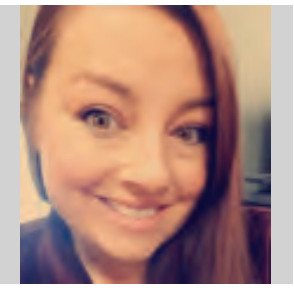
Fall 2019 brought on tremendous change for both Haysville middle schools as the GEAR UP program became fully integrated into everyday school life. Haysville GEAR UP excitedly anticipated this season of change as it was the beginning of after-school programs, homework assistance, weekend fun (GEAR UP U Series), college trips and of course, National GEAR UP Week.

Spring 2020 started off strong with campus visits, GEAR UP U Series workshops and family events. With the arrival of the COVID-19 pandemic we had to make major adjustments in order to make this a successful semester. The Haysville GEAR UP team was able to rise to the call and embrace change as we transitioned all of our services to a virtual platform. The program continued to serve and connect with students and families as we navigated to remote learning. We are proud to have connected with over 80% of our students during this time and set the stage for our virtual summer program.

Our virtual summer program was a complete success. Students completed weekly projects over the course of four weeks. Each project consisted on building their math, english, soft and cognitive skills. The students embraced the opportunity and the challenge the program offered by thinking outside of the box and integrating critical thinking.

Our strong partnership with Haysville District Public Schools has been fundamental to reach our goals and objectives as program. Though we begin this year navigating through uncharted waters that is this pandemic, I am confidant Gear UP will build on a fruitful first year and continue to serve and provide the support necessary for students to be successful thanks to the partnerships created and everyone's hard work and support.

Equity Warriors



Kelli Bennett **// Database Coordinator**

Kelli graduated with a Bachelor of Science in Health Care Administration and Emergency Management from University of Phoenix.

Kelli tracks students grades, attendance, and activities with the program.

Abby Powell **// College Access Coordinator**

Abby graduated from Trinity University in San Antonio, Texas with a BS in Neuroscience and a minor in Spanish.

Abby serves as College Access Coordinator for Haysville West Middle School.

Jose Hinojosa **// College Access Coordinator**

Jose graduated from University of Texas at El Paso (UTEP) with a Bachelors of Arts in Philosophy and received his Juris Doctor from Washburn University School of Law.

Jose serves as College Access Coordinator for Haysville Middle School.

Brett Lukert **// College Access Advisor**

Brett graduated from Wichita State University with a Bachelors of Science in Business Administration.

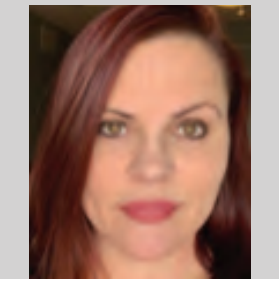
Brett works with the 7th grade class (class of 2025) at Haysville West Middle School.

Danielle Whitmer **// College Access Advisor**

Danielle graduated with a Bachelors of Arts in Psychology from Wichita State University. She is in school presently for her Masters in School Psychology at Wichita State University as well.

Danielle works with the 7th grade class (class of 2025) at Haysville Middle School.

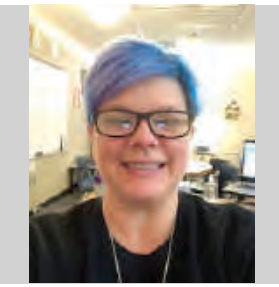
Equity Warriors



Laci Guthery // College Access Advisor

Laci graduated from University of Phoenix with a Bachelors of Science in Psychology and Walden University with a Masters in School Counseling. She is currently licensed in the State of Kansas as a School Counselor.

Laci works with the 8th grade class (class of 2024) at Haysville Middle School.



Niki Lee Smith // College Access Mentor

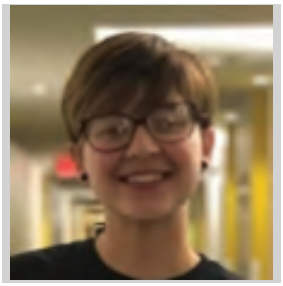
Wichita State University with a BS in Elementary Education, Southwestern College with a Masters in Adaptive Special Education.

Niki helps students in the afterschool Homework Assistance Program at Haysville Middle School.

Sara Brown // College Access Mentor

Sara has a Bachelors degree in Psychology from Wichita State University. She has worked in Special Education for the last 15 years.

Sara helps students in the afterschool Homework Assistance Program at Haysville West Middle School.

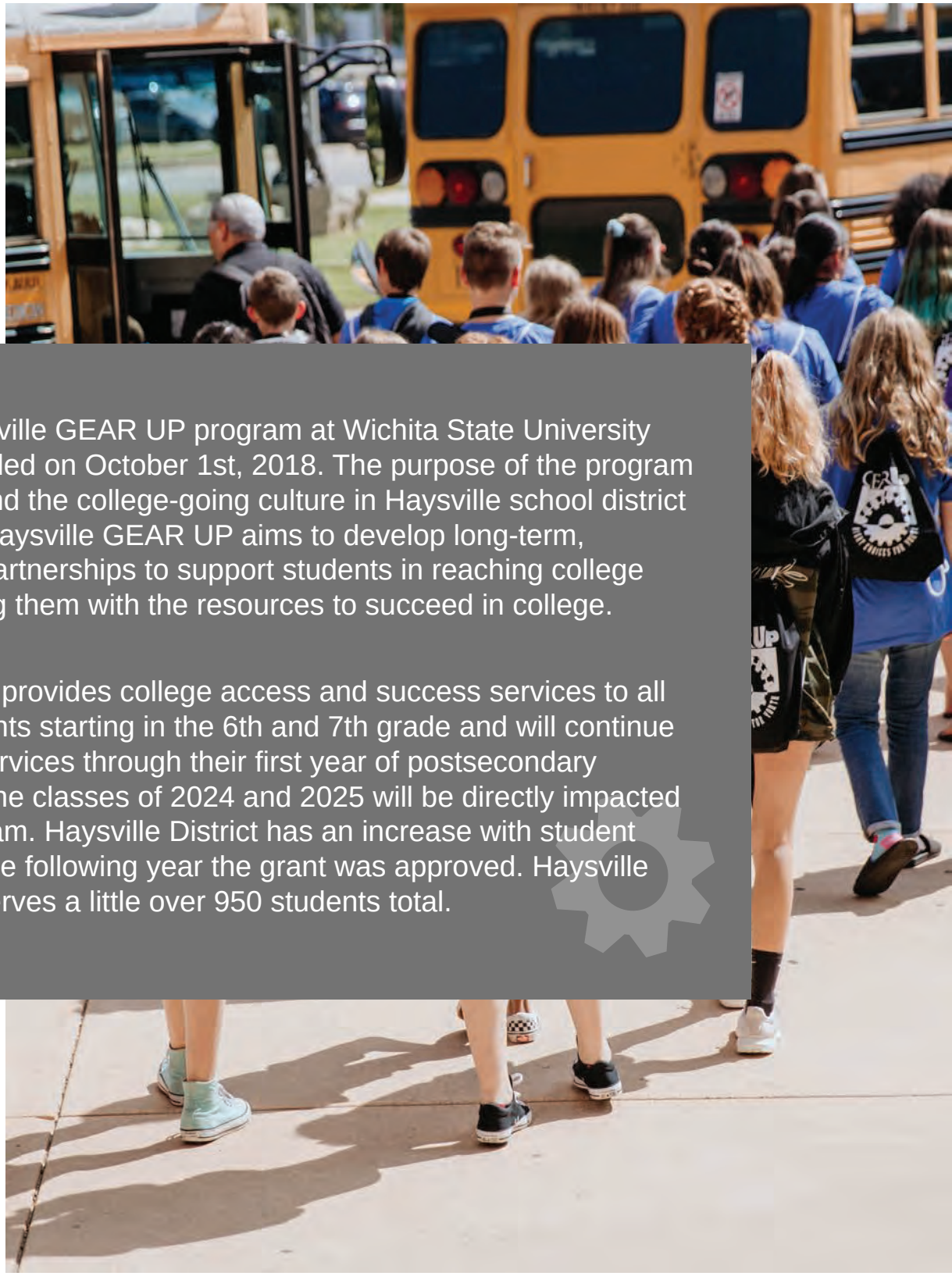


Savannah Gann // College Access Mentor

Savannah is currently a Sophomore at Wichita State University. She is majoring in Communications with an emphasis in Journalism and a minor in Anthropology.

Savannah helps students in the afterschool Homework Assistance Program at Haysville Middle School.

HISTORY



The Haysville GEAR UP program at Wichita State University was first funded on October 1st, 2018. The purpose of the program was to expand the college-going culture in Haysville school district (USD261). Haysville GEAR UP aims to develop long-term, successful partnerships to support students in reaching college and providing them with the resources to succeed in college.

This grant provides college access and success services to all cohort students starting in the 6th and 7th grade and will continue to provide services through their first year of postsecondary education. The classes of 2024 and 2025 will be directly impacted by the program. Haysville District has an increase with student enrollment the following year the grant was approved. Haysville GEAR UP serves a little over 950 students total.

Overview

Haysville GEAR UP follows a cohort or whole-grade model, meaning that services are provided to all students in the participating grade level, rather than a selected group of students.

- 912 Students
- Academic Support
- College & Career Prep
- Workshops: STEM, Soft & Cognitive Skills, GRIT and summer program

PROGRAM GOALS

Mission of GEAR UP is that all students are academically, socially and financially prepared to enter and complete the postsecondary program or institution of their choice.

Haysville Middle School

Serving 270 students in 7th grade.
Serving 269 students in 8th grade.

539

Haysville West Middle School

Serving 170 students in 7th grade.
Serving 203 students in 8th grade.

373

- Increase the academic performance and preparation for postsecondary education for GEAR UP students.
- Increase the rate of high school graduation and participation in post-secondary education of GEAR UP students.
- Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation and financing.

Empowerment Model

USD 261 Haysville Schools

Topics such as STEM, financial literacy, academic (English and Math), social skills, college and career exploration workshops address personal goals and objectives to create a balance between personal and academic growth.

Academic Foundation

College Awareness

Parent Involvement

Non-Cognitive Skills

Academic Foundation

* Individual College Success Plan

These individualized plans created for each student, focuses the students on their need for academic achievement; personal reading remediation plans.

* Remedial Labs
* Tutoring & Mentoring
* Assessments (English and Math)
* Study & Test-taking Skill Development with a focus on ACT prepa-ration
* Extended learning during lunch periods

College Awareness

Test-taking Preparation

College Visits

College Fairs

Career Exploration

Financial Aid

College Access Camp

Academic – 2 week
College Access & Awareness – 1 week
Leadership & Life Skills – 1 week

IMPACT REPORT

Haysville GEAR UP Impact Report

Haysville GEAR UP Activities from: **August 16th, 2019**
to: **May 15th, 2020**

912 students impacted

Academic Services

912 students
Communication

163 students
Absenteeism

376 students
Academic / Grades

316 students
Homework Assistance Program

869 students
Guided Study

Personal Development

429 students
Cognitive Skils

869 students
Individual Success Plan

821 students
College & Career Counseling

909 students
Advising

711 students
Ind Mentoring

Unique Experiences

140 students
After School Clubs

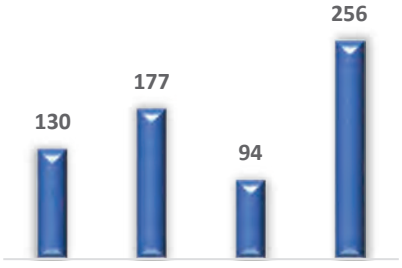
66 students
Weekend Events

564 students
Educational Field Trips

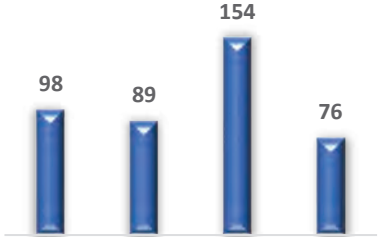
266 students
Campus Tours

35 students
Community Service

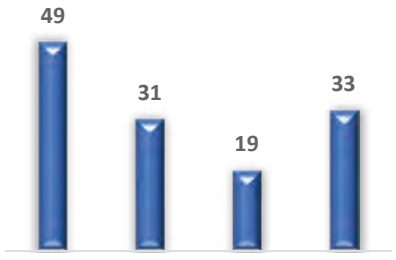
Homework Assistance Program



After School Clubs



Weekend Events



SERVICES

1 Student Services
Academic & College Prep

- Individual Success Plan
- Academic Advising
  - Academic Intervention
  - Attendance Intervention
  - Math & English Labs
- Study Skill & Test Prep
- ACT Prep
- Mentoring
- College Prep
- Career Awareness
- College Campus Tours

2 Non-Cognitive Skills

- GRIT
- Soft & Social Skills
- Motivational Workshops
- Leadership Programming

3 Professional Development

- Financial Literacy Workshops
- College Prep & Career Awareness

Haysville GEAR UP

Clubs

CODING CLUB

Take your creativity to the next level and develop a digital masterpiece. Live by the code!

COLLEGE & CAREER

For students by students. Wanna be the one calling the shots? Come discover your inner leader and get your FUTURE on!

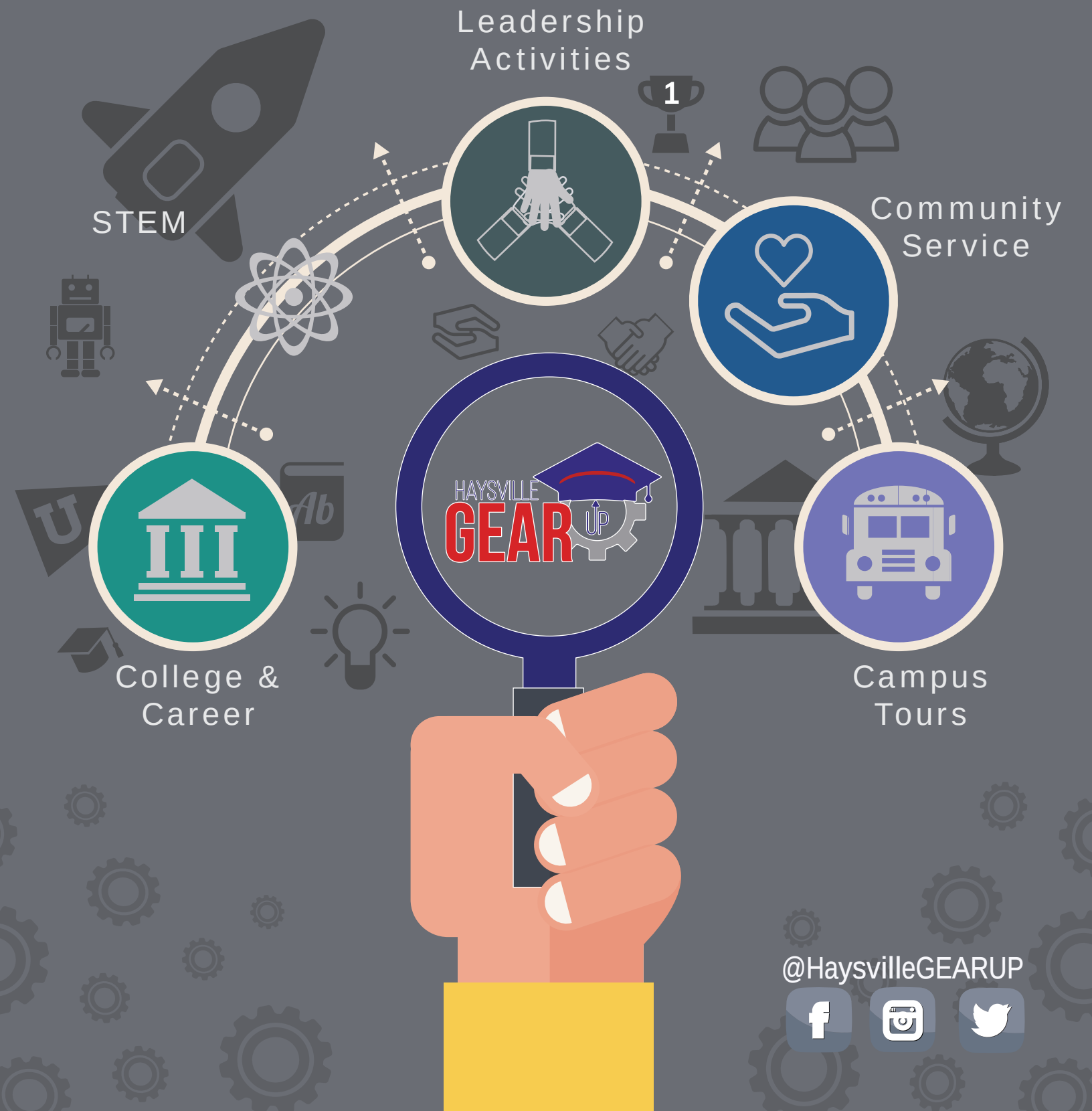
HARRY POTTER

Hogwarts comes to Hawk Country!! Enter the wizarding world of Harry Potter through hands on and fun STEM activities.

HAYSVILLE MIDDLE

Monday - Thursday
4:00pm - 5:00 pm

SUMMER



@HaysvilleGEARUP

GEAR UP KICK OFF!

National GEAR UP Day 2019

NGUD 2019

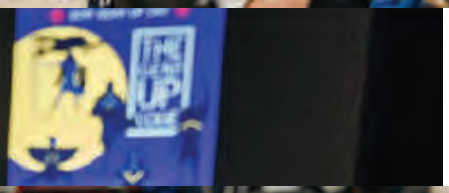
National GEAR UP Day event took place on September 25, 2019 at Century II Performing Arts Center. Nearly 1,500 students in the seventh and eighth grade from Haysville Middle School and Haysville West Middle School, and students with @Kansas Kids GEAR UP attended this event.

The conference themed “The GEAR UP Code” focused around characteristics of GEAR UP and how these characterstics could be applied to life. The powerful message about commitment from keynote speaker, Alex Sheen with “Because I Said I Would,” set the tone for the day. Students made personal commitments on “promise cards” provided by the “Because I Said I Would” organization.

GEAR UP Day

Participants then enjoyed a three-course catered meal. Musical entertainment by Contempo was provided. A meal etiquette lesson by Kianga Crowley of Simply a Lady Co. gave students tips and tricks on how to properly dine.

The students then went to nine separate rooms for workshops. Each student was able to attend two workshops. Each workshop focused on the characteristics of the GEAR UP code. Workshops were put on by GEAR UP professionals, community partners and advocates.



Community Partner Award

Haysville District Public Schools

Fall 2019
Spring 2020

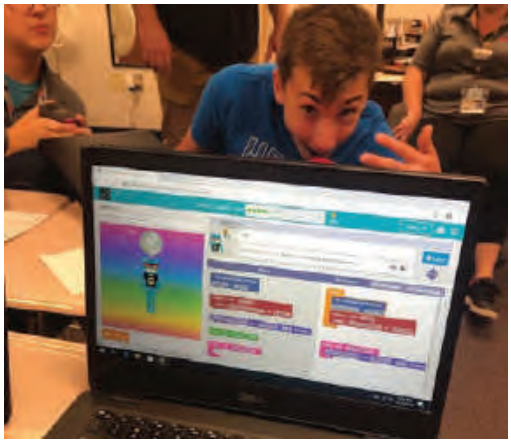
Clubs

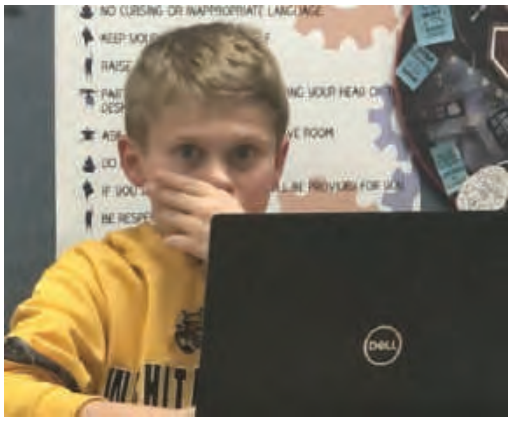
AFTER SCHOOL CLUBS & HOMEWORK ASSISTANCE

After-school clubs and homework assistance program (HAP) began for all GEAR UP students at the beginning of the school year. HAP provided extra academic support. The Harry Potter themed club gives students extra exposure with STEAM. Students also enjoy Harry Potter themed activities like shopping for materials in Diagon Alley, building a magical wand and planting a mandrake (plant).

Clubs

STEAM Coding





GEAR UP U!

GEAR UP U is a weekend series that started Fall 2019 where GEAR UP students participate in an activity that challenges their critical thinking. In September, students participated in an alien themed Escape Room at one of the middle schools. In October, GEAR UP took **GEAR UP U** students to make discoveries outside of this world at the Cosmosphere.

GEAR UP U!

Fire Science

GEAR UP U weekend series give students the opportunity to learn about different career fields. The Sedgewick County Fire Department (District 1) came taught (I need to look up what they covered that day).

College Visit

GEAR UP Haysville students took a trip to the Capitol building while in Topeka visiting Washburn University. The students had the opportunity to learn about Kansas history, tour the Capitol's breath-taking dome top and tour legislation, senate and house chambers.

At Washburn University, students met with admissions, toured campus, learned about campus life and other opportunities for them on campus.

College Campus Tour

CAPITOL BUILDING

College Visit

WSU Tech

SOFT SKILLS

"IF I KNEW I COULDN'T FAIL I WOULD..."

GRIT

Klausmeyer Farm Pumpkin Patch

FALL FESTIVITIES

Giving Back

COMMUNITY SERVICE PROJECTS

GEAR UP students gave back to their community in big ways this past year. As part of fall program acitivities, students spent time at Diversicare Haysville. Students played games with residents and gave away prizes.

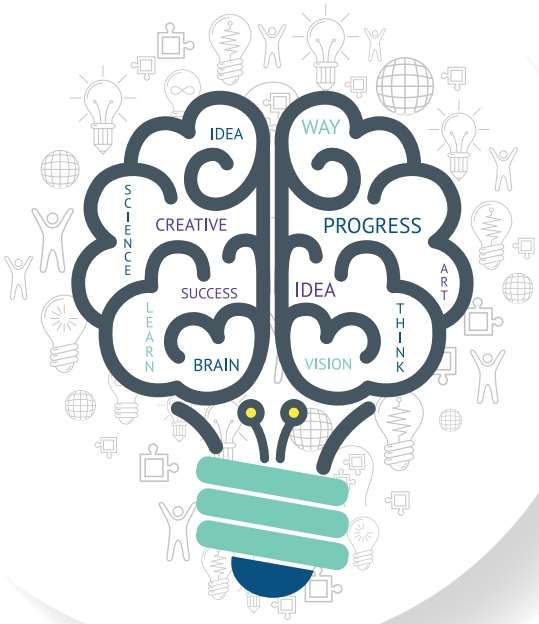
"WE WANT TO INSTILL IN OUR STUDENTS THE IMPORTANCE OF GIVING BACK"

In February, students created posters to create awareness towards healthy relationships and domestic violence. Posters were displayed at each middle school.

2020 Virtual

Continuous Learning

Virtual Services



Virtual Platforms

Google Classroom
Google Meets
Social Media
Call & Text

Student Services

Lessons & Activities
Academic Support
Mentoring
Workshops
Campus Tours

Google Classroom

English & Math
College & Career Prep
STEAM
GRIT

Google Meets

Virtual Workshops
Tuesday - Thursday
11:00 am - 12:00 pm
1:00 pm - 3:00 pm
Daily link to join in Google Classroom

Social Media

Messages & Facetime
Announcements
Resources
Reminders

Virtual Services

Haysville GEAR UP Impact Report

Haysville GEAR UP Activities from: **March 23rd**
to: **May 15th**

682 students impacted

Communication

912 students — Communication

580 students — Phone Call / Text

118 students — E-mail / Letters

552 students — Social Media

128 students — Virtual Hangouts

Academic Development

755 students — Google Classroom

64 students — Workshops

410 students — Academic Advising

210 students — Completed

826 students — Individual Success Plan

Personal Development

32 students — Cognitive Skills

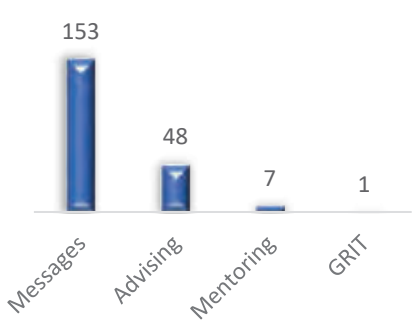
242 students — Mentoring

15 students — Career Exploration

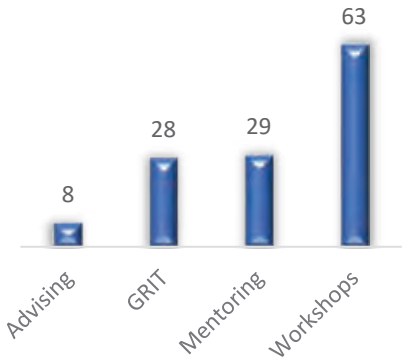
4 students — College Prep

32 students — Virtual Campus Tour

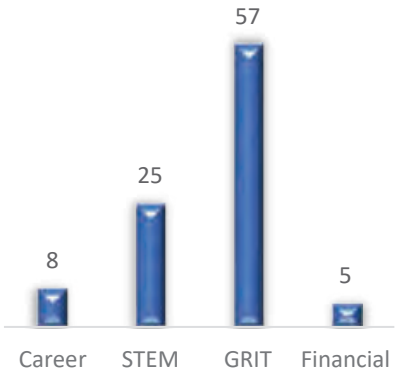
Google Classroom



Virtual Hangout



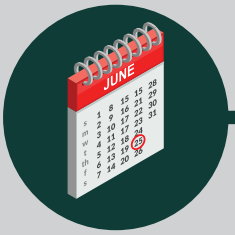
Workshops



VIRTUAL SUMMER

Why Attend??

Fun Activities, Win Prizes and Stay Connected with GEAR UP!



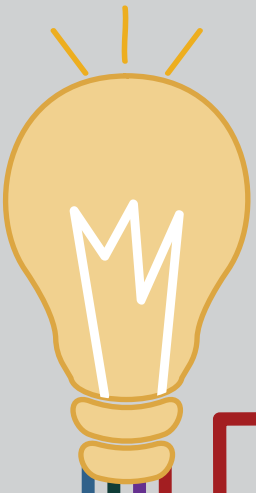
June

1st - 25th

SIGN UP by May 22nd!

Prizes!!

HGU Swag, Snack Buckets, Gift Cards, Airpods, Bluetooth Speakers, and so much more!



Dream Job

What are you passionate about?

Understanding your **Passion and "WHY"** and how that can be a successful career.

Be Your Own Boss

Have you ever thought about **starting your own business**? What would it be?

Learn the basic steps on starting your own business.

Create Your Own World

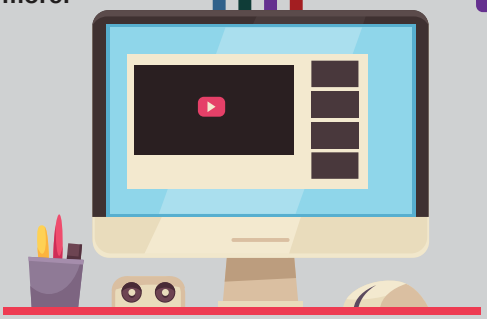
Want to build your own empire?

You will have the chute to create your own government on another planet.

Fantasy Vacation

What would be your top location you would like to visit?

Creating a list of places to visit, fun facts about the location, culture and how much it would cost to visit there.



Impact Report

VIRTUAL SUMMER 2020

WEEKLY PROJECTS

DREAM JOB

Life Style
- Research - Salary
- Budget - Expenses
- Building a Resume
- Mock Interview

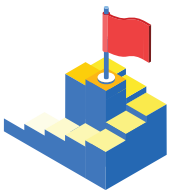
START YOUR OWN BUSINESS

Business Plan
- Research - Type of Business
- Budget - Capital
- Sales Pitch
- Commercial

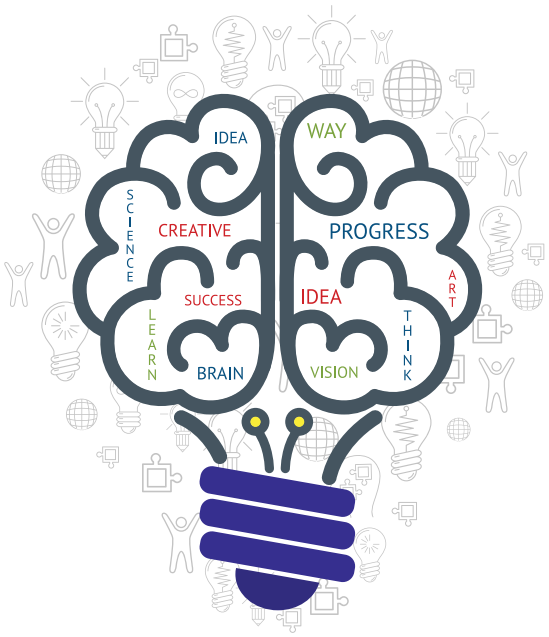
DREAM VACATION

Destination
- Research - Culture
- Budget - Travel
- Create a Brochure
- Why should we go there?

CREATE YOUR OWN WORLD



Type of World
- Research - Nature, Culture, Religion, Government.
- Budget - Economy
- Present Your World



REGISTRATION

123 Students

PARTICIPATION

86% Completed Virtual Camp

ASSIGNMENTS

Over 350 Projects Submitted

Virtual Hang Outs | **Research** | **Critical Thinking** | **Creativity**

TOP 8 Projects were chosen each week. Students were given points by attending virtual hangouts and completing assignments on time.

- **Life Skills**
- **English**
- **Math**
- **GRIT**

HAYSVILLE GEAR UP

CONTACT

316-315-9018

HaysvilleGEARUP@usd261.com

@HaysvilleGEARUP

GEAR UP is 50% funded by the U.S. Department of Education and hosted by Wichita State University under the Division of Diversity and Community Engagement.

ANNUAL REPORT SUMMARY
2019-2020

"Above and Beyond. Excellence is our destination; discipline is our path"

WICHITA STATE UNIVERSITY
DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT
TRIO Upward Bound Math/Science Center

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MESSAGE FROM THE DIRECTOR

On behalf of the Wichita State University Upward Bound Math/Science Program, I welcome you. Our motto this year, "Above and Beyond. Excellence is our destination, discipline is our path", reflects the core values integral to our college preparatory program. This year we are charting in a new territory with the pandemic across the United States. As an educator we still have to maintain a zest and motivating our students that they can achieve even though we are living in uncertainty. Upward Bound Math/Science will continue to provide the support necessary for academic success, as our students transition from high school to college, as well as we go through this pandemic. Additionally, we aim to equip our students with the life skills necessary to enable them to become productive members of our society.

The UBMS team works with students, families, school districts, and the University, to not only prepare students to attend the college/university of their choice but also instill lifelong memories through a transformative, academic, social and cultural experience. We aim to aid and provide our students with the necessary skills to become college graduates and future leaders of tomorrow.

This is an exciting time to be a part of the TRIO/Upward Bound Math/Science community, in any capacity, during this transformative experience to improve student access and educational equity. With so much confusion in today's society, we don't want to lose focus on helping our students be the best they can be and learn how to how to advocate for themselves.

Finally, a special thanks to the staff, which includes Lorene Berg, *Assistant Director*; LaQunda Atkinson, *Program Coordinator*, and Jordan Winston, *Project Advisor* for the Kansas City area, along with our student employees are appreciated for their contribution and dedication. Without their expertise and hard work, the program would not have achieved the success it has. I am forever grateful.

Derrick Veasey

Derrick Veasey
Director, Upward Bound Math/Science

PROGRAM DESCRIPTION

Upward Bound Math-Science

The Upward Bound TRIO Math-Science Center (UBMS) is 100% federally funded and hosted by Wichita State University (WSU) in Wichita, Kansas. With the support of WSU and the cooperation of schools throughout Kansas, the program is designed to serve 74 high school students who have the potential to be the first in their family to attend college and earn a four-year degree, preferably in a science or mathematics field. Naturally, the academic aspect of the Program is critical and is held to the highest standards. Equally important, however, is a students' ability to contribute to the scholastic and social communities. The Upward Bound environment offers participants appropriate ways of achieving individual goals in a cooperative setting."

> "The goal of the Program is to help prepare motivated math and science students for the college experience, and to demonstrate the relationship between higher education, responsibility to community, and respect for oneself and others."

Grant Funding

In the 2019-2020 academic year, UBMS was awarded $328,127 from the U.S. Department of Education in terms of funding. The grant supports the high school students in academic tutoring, STEM educational activities, workshops on preparing for college, ACT/SAT prep, and financial literacy. The UBMS program also received additional funds from the Department of Education of $40,000 STEM supplemental to foster and educate students in STEM-related fields. In addition, Kansas Department of Education awarded the program in the amount of $12,685 for a summer food service program, which provides three meals a day for the summer program.

Daily Operation

The program employs a full-time director, assistant director, and a program coordinator as well as a part-time tutors and student assistants. While most of the grant funds were used to service students and provide creative programming through STEM activities for student's educational engagement. We also included for allowable professional development, equipment, supplies, and other operating expenses to enable the program to serve our student population at a high level.

PROGRAM GOALS & OBJECTIVES

Objective 1: Academic Performance (GPA)

Seventy-five percent (60%) of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

Objective 2: Academic Performance (standardized test scores)

Twenty-five percent (25%) of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/ language arts and math.

Objective 3: Secondary school retention & graduation w/ regular secondary school diploma

Eighty-five percent (85%) of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Objective 4: Completion of rigorous secondary school program of study

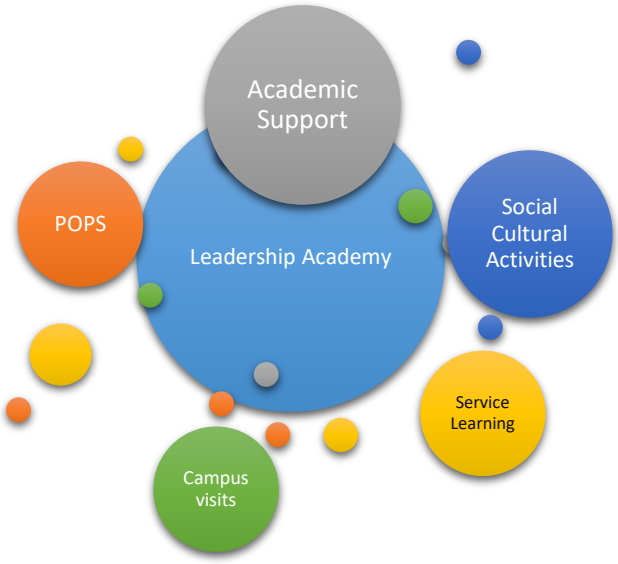
(90%) of all current & prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study & graduate that school year with a regular secondary school diploma.

Objective 5: Postsecondary Enrollment

Seventy percent (75%) of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester.

Objective 6: Postsecondary completion

Sixty percent (55%) of participants, who enrolled in a program of postsecondary education by the fall term immediately following high school graduation or by the next academic term as a result of acceptance of deferred enrollment, will attain either an associate's or bachelor's degree within 6 years following graduation from high school.



SERVICES & ACTIVITIES

The UBMS program facilitates a multifaceted approach to help students engage in building their academic, social, intellectual, and leadership skills. These programming efforts serve the students to a high level combined with the **Leadership Academy**. These components include:

- **Academic Support** (Study Buddies, Individual Academic Support, & Academic Strength Training (AST)
- **Leadership/ Personal Skill Development** (Preparing Ourselves for Purpose! Sessions – POPS)
- **Social/ Cultural Outings**
- **College Planning and Campus Visits**
- **Service-Learning Opportunities** (Community Service Projects)

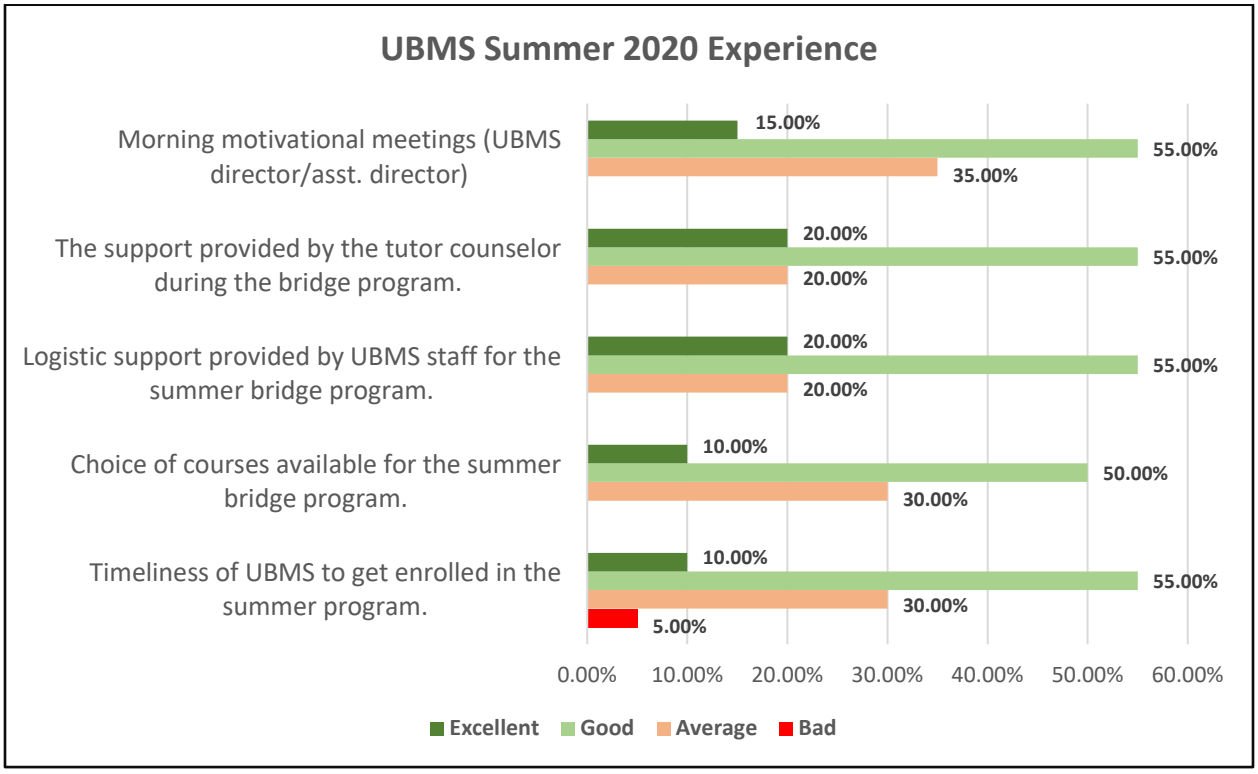
SUMMER 2020 COMPONENT

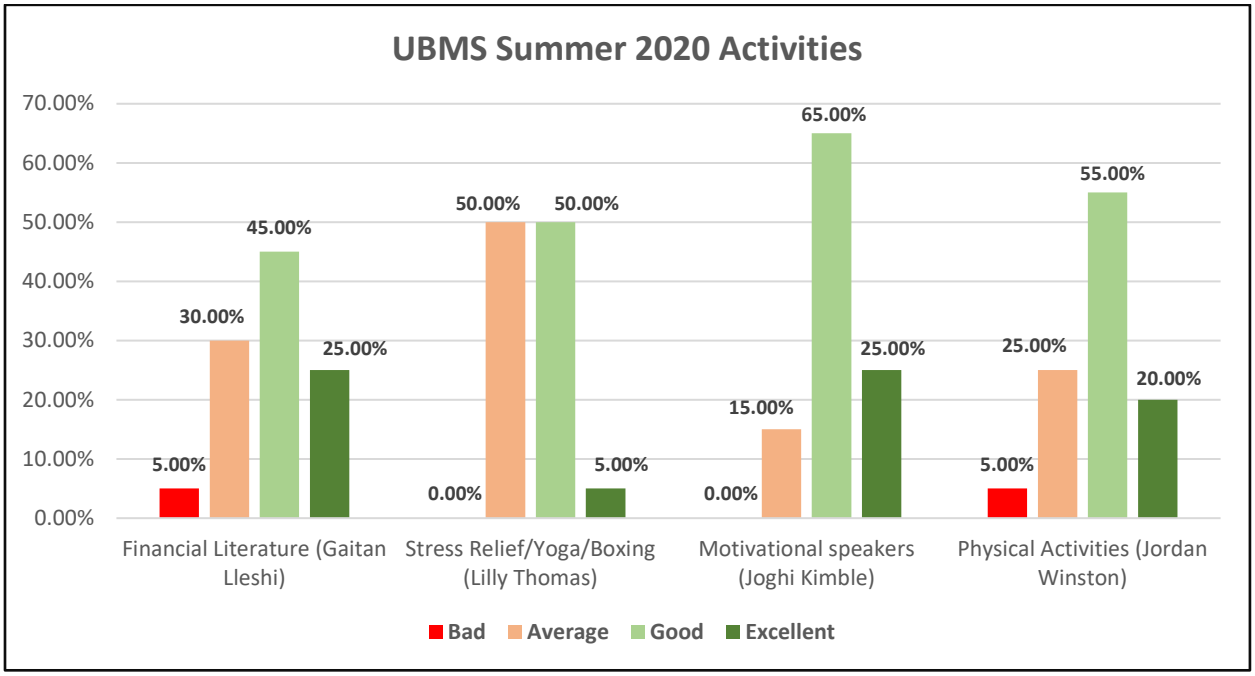
- STUDENT EVALUATION SUMMARY

Q. Why did you decide to participate in the UBMS summer 2020 program?

- I liked the program, and it is a good program to help me go to college, gain some knowledge, and experience college away.
- I thought it was a great opportunity to learn more & get exposed to different careers & plus it was free.
- I wanted to continue doing the summer program like I have the past 3 years.
- It keeps me out of trouble for summer and I'm learning at the same time.
- I have been doing it since 8th grade.
- For college readiness.
- My parents :(
- I decided to participate because I wanted to learn more and grow as a person.
- To learn new things.
- I chose to be in the program because it would give me something to do since I have to stay home.
- I chose to participate in the UBMS summer 2020 because when I saw the classes, I was interested in a few of them like Sign language. I also had nothing to do so I thought I would do it to learn a little more.
- To help keep me distracted while this whole pandemic is going on. And to sort of have a feeling of being at UBMS.
- To get more education during the summer.
- Because I didn't want to quit.
- I wanted to keep myself busy or involved in something in the summer.
- I had to.
- I thought that since I haven't been to school since the school was canceled due to coronavirus. I figured I would try to challenge myself or give me something to do something.
- I want to set up a clearer path for college.

ASSESSMENT OF UBMS SUMMER EXPERIENCE



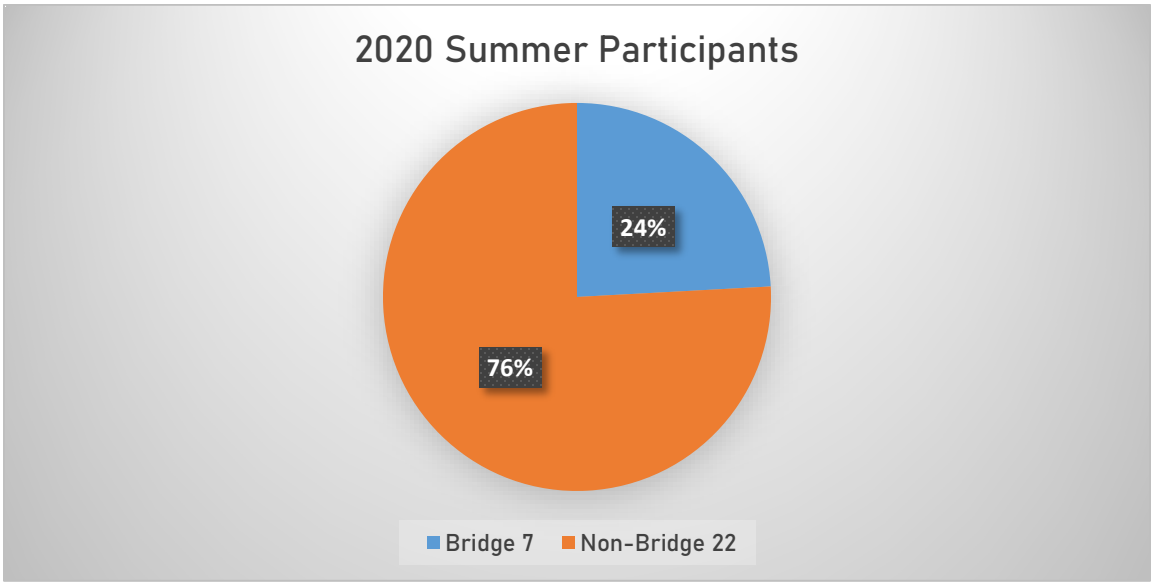


- UBMS STAFF EVALUATION SUMMARY
A. VIRTUAL SUMMER PROS AND CONS

Summer 2020 was conducted online due to the COVID-19 Pandemic. There were many pros and cons to this teaching/learning style for students and summer staff.

PROS	CONS
There was availability for all students to participate in the summer program.	Student's online etiquette was not always used. Often students would be lying in bed during class.
We had no need for overnight staff.	We had many technology issues with students and staff. Some examples were the internet not working, zoom links not working, being kicked out of a zoom class, etc.
We did not work any weekends, so office staff and summer staff had those days off.	Students being late to class was also an issue. Instructors would often have to wait at least 5-10 minutes after class started, waiting on students to show to get the class started.
Summer and office staff gained knowledge and resources for online teaching and learning.	Tutor Counselors struggled with students not responding to their calls or emails when trying to do weekly check-ups or checking on missing classwork.
Overall, fewer hours were worked by office and summer staff as compared to normal summer hours worked.	Student's motivation levels were very low. Many students expressed that online learning was not the best way for them to learn.
Money was saved during this online summer.	Instructors expressed concerns about how to keep students engaged while teaching online.
Students gained experience in how to manage online classes in preparation for their upcoming academic year, which was also online.	Instructors expressed that student in-class participation was low when teaching online.
Office staff developed new ways to conduct summer activities that allowed students to have physically active and gain stress-relieving techniques.	Current and new students were not able to experience life on campus and that included our weekend summer activities and end of summer trip.
We utilized other program online resources, for example, we used FOCUS and Paradigm Shift to conduct virtual camps for our students.	There was lower summer student participation.

B. SUMMER STUDENT PARTICIPATION



During the 2020 summer, we had a lower participation count than normal. We had 22 Non-bridge participants and 7 bridge participants.

Bridge Participants

Bridge classes were conducted from June 1st through June 27th. All college courses were conducted through Wichita State University online classes. Courses included Anthropology, Ethics Studies 360, Chemistry 211, and Comm 111. Bridge participants each took 2 classes that equaled 3 credit hours per class. Our students ended with 6 credit hours obtained from the summer.

Non-Bridge Participants

Non-Bridge classes were conducted from June 8th through July 15th. All summer courses were online with hired summer instructors. Students started class at 9:00 am and were done by 12:30 pm. Courses included Engineering, Statistics, Game Design, Forensics Science, Sign Language, Creative Writing 1, and Creative Writing 2.

Virtual workshops were also made available for students. Workshops were conducted after the academic classes were over and lasted 1 hour from 2:00 pm-3:00 pm. These were conducted after academic classes and were a combination of physical activities, stress-relieving activities, and self-development activities. Workshops included Financial Literacy, Yoga/Meditation, Boxing, Motivational Speakers, and Physical Activity.

Virtual tutoring was made available for all students. This was conducted through iTutor. We did not have many students utilize this service.

C. SUMMER STAFF

Summer 2020 consisted of two main hired staff categories, instructors and tutor counselors. This summer we hired 8 instructors and 3 tutor counselors with Jordan Winston, our project advisor as to the head tutor counselor.

Instructors:

Class and Time	Instructor
Engineering 9 am-10:30 am	Munonyedi Egbo
Statistics 9 am-10:30 am	Dr. Alan Dsouza
Game Design 11 am-12:30 pm	Drew Coleman
Forensic Science 11 am-12:30 pm	Shawn Hamm
Biomed 11 am-12:30 pm	Fariha Tanveer
Sign Language 9 am-9:30 am	Kerry Smith
Sign Language 10 am-10:30 am	Kerry Smith
Creative Writing (Short Literature) 11 am-12:30 pm	Robert Yates
Creative Writing (Poems) 11 am-12:30 pm	Kelsey Abendroth

Tutor Counselors:

Tutor counselors (TC) consisted of a Head TC facilitated by our project advisor, and 3 regular TC's. Hired tutor counselors were Gaitan Lleshi, Lilly Thomas, Jorghialyn Kimble, and Jordan Winston (Head TC).

The duties and responsibilities of the tutor counselor differed a bit from normal to fit the online environment we were in. These duties and responsibilities include:

- Monitors daily virtual activities.
- Serves as a positive role model.
- Provides tutorial support to students during the study period.
- Supports instructional staff.
- Participates in virtual educational, social, and cultural activities with students.
- Attends all scheduled meetings.
- Responsible for record-keeping.
- Evaluates student performance.
- Mentors students.
- Conduct weekly student meetings.
- Monitor students' grades.
- Serve as an alternate substitute for instructors if need.
- Completes any other tasks that assist with the mission of the program.

Stipends

Stipends were given to participating students that met our summer requirements which included a 2.75 GPA, survey completion, and STEM project completion.

Total Stipend disbursed:

- Non-Bridge: $1,972
- Bridge: $504

UBMS PURCHASES SUMMARY

What purchases have been made to promote student growth?

Numerous purchases have been made to promote student growth. Before purchases are made, we always refer back to the goals and objectives of the program. The ultimate goal is ensuring the successful education of our students and to prepare them for college.

We have recently purchased 4 new computers for our new computer lab. We are elated about this purchase because we are able to provide onsite computer access and have a dedicated space for our students. We have also purchased a drone for our drone workshop. This purchase is important because it allows our instructor to teach STEM-related topics such as engineering, math, programming, and chemistry.

As a way to provide motivation and inspire change, we have secured speakers to facilitate on various subjects. Topics have included financial literacy, career development, leadership, college readiness, and social-emotional learning. We have hosted college preparation workshops such as the FAFSA finish line and our 2-day ACT Boot camp. We have also hosted a drone workshop.

From career exploration to entrepreneurship, students have received nuggets of knowledge that can only propel them further. We have enjoyed speakers from various backgrounds including those who come from first-generation families. Not only does it help to see other first-generation students and recipients of the TRIO program in a position of success, but it also shows students that if they invest in themselves they can be successful too!

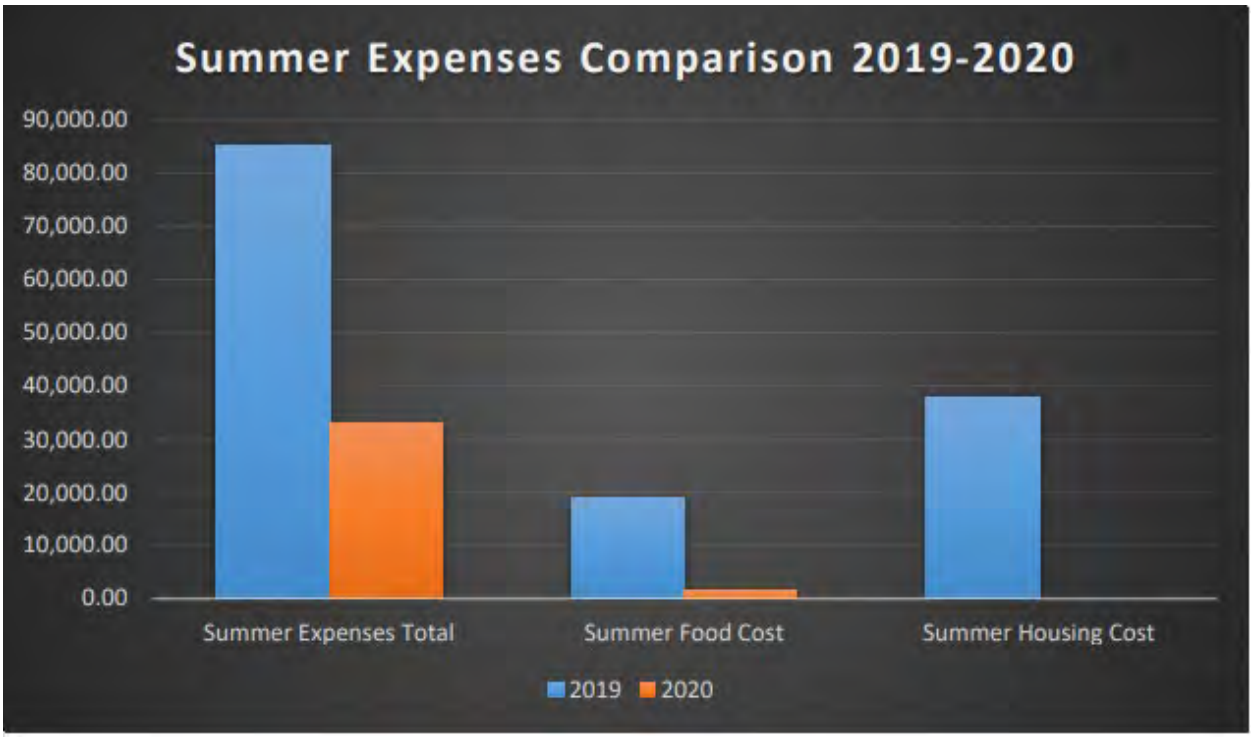
Our summer sessions are always geared toward the education of the Sciences. Summer classes that were offered included Engineering 1 Statistics, Forensics BioMed, Sign Language, Creative Writing, and Game Design. As you can see, we offered a variety of classes that would expose our students to Science in different ways.

We are also aware that mental clarity is imperative for an effective educational experience. We have invested in our students' minds, bodies, and souls. Workshop topics included yoga, physical activities, mental health awareness, and boxing/stress relief. Students were motivated and were given tips that can help them well into their adulthood.

Other purchases that were made to enhance student progress include various educational materials in preparation for our educational workshops, summer sessions, and ACT preparation. As Nelson Mandela once said "Education is the most powerful weapon which you can use to change the world. We believe our purchases have empowered our students to change their world and the world around them! The growth of our students is our priority.

Comparison of summer expenses from 2019-2020.

Our summer expenses will look different compared to 2019. COVID-19 changed the trajectory of our planning and program. In the summer of 2019, we were able to host our residential program. We were also able to experience numerous cultural activities and take our annual summer trip. This year we were not able to do any of those things because of the pandemic and the state-enforced quarantine. Our expenses topped $85,000.00 last year as compared to the right under $33,000.00 this year. Our housing cost last year alone was $38,000.00 which accounted for approximately 44% of last year's expenses.

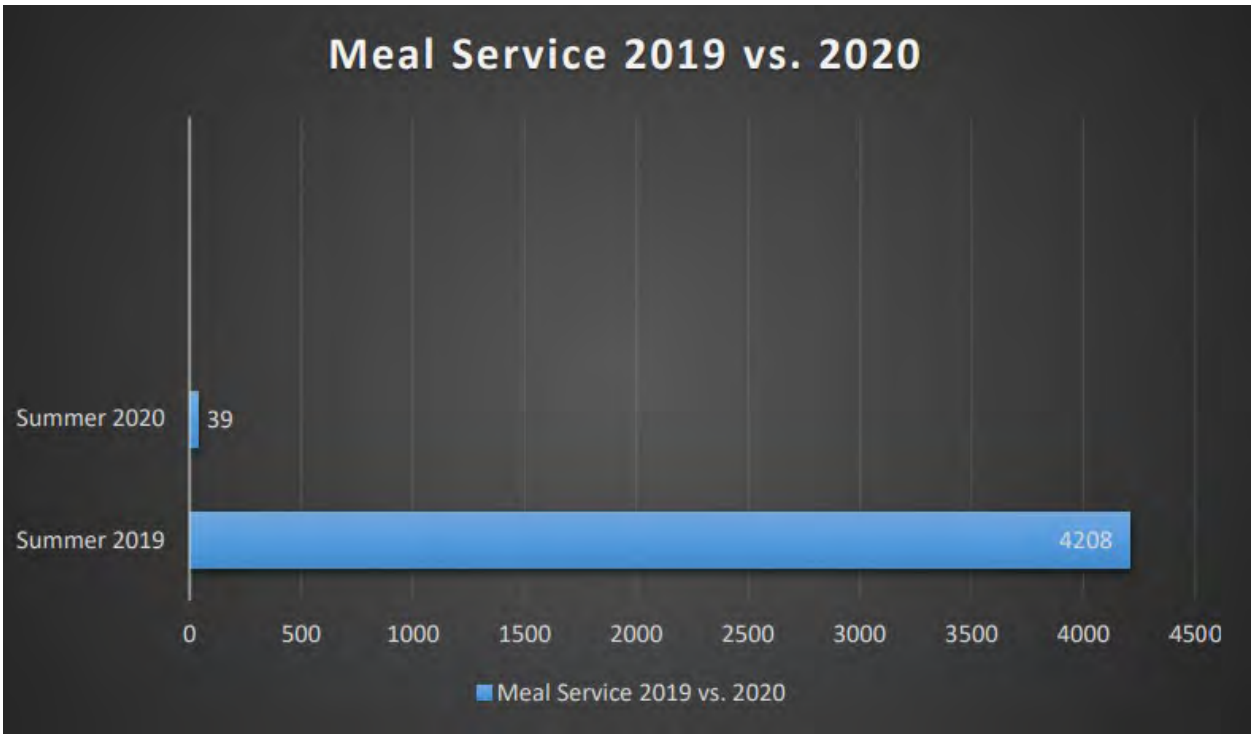


Summer meal services

Meal services were much different this year. The pandemic presented challenges we were not expecting. After much consideration and thought regarding the safety of our students and staff, we declined participation in the Summer Food Program this year. The Summer Food Program could not provide any alternatives to its guidelines for acceptable and accurate participation in the program. The Summer Food Program has strict guidelines that must be followed in order to be eligible for reimbursement and UBMS did not feel it could safely follow these guidelines.

The Summer Food Program requires meal checkers at every meal and students are required to eat in designated areas. The food cannot be taken off the premises. Last year our designated site was Shocker Dining Hall. We had no alternative this year because the campus was closed at the time of our planning. The decision was made to provide lunch service via curbside to our students every other Friday for the duration of our summer program. During the weeks we did not provide a curbside lunch service, we provided a meal stipend of $15 to eligible participants.

Our curbside lunches consisted of nutritious meals from places such as Subway and Chick-fil-A. We selected the box lunch option to cut down on any possible contamination as we were serving our lunches. Students were given options to select that would be in line with the USDA guidelines for nutrition. During our summer sessions in the summer of 2019, we served approximately 650-700 meals per week! During the summer of 2020, we served approximately 20 meals every other week. You will see a dramatic reduction in the number of meals served from the summer of 2019 to the summer of 2020. The pandemic had a huge effect on the number of meals served.



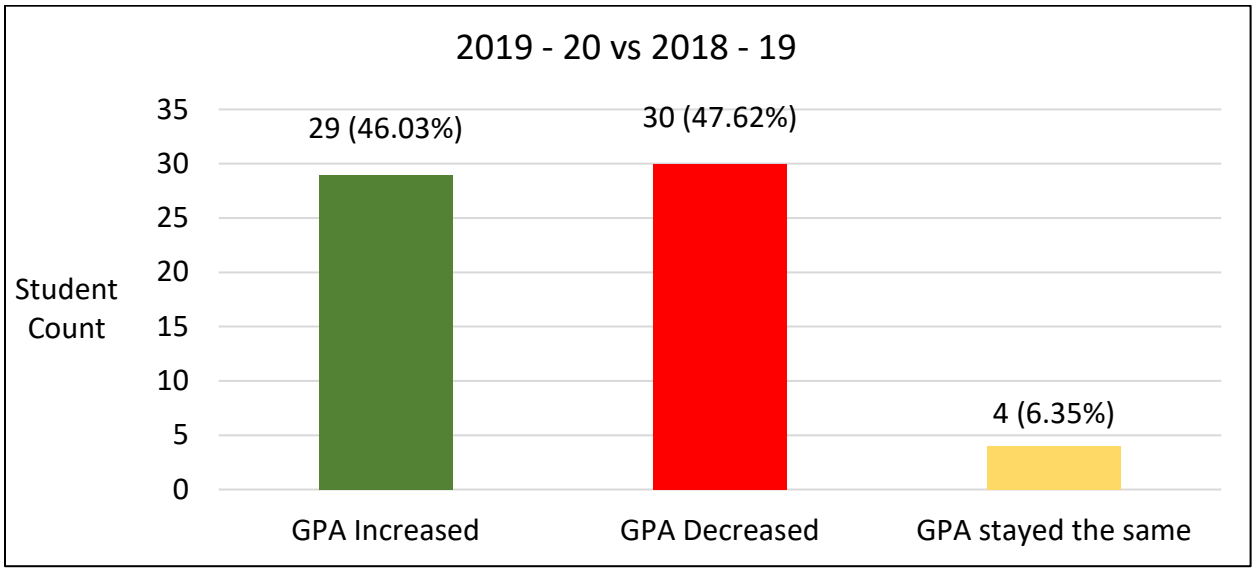
Our total foodservice expenses also drastically changed. In the summer of 2019, we spent approximately $19,020.00 on our food service. Please keep in mind that we received reimbursement and also had carryover funds from the previous summer that took care of the balance. This year we spent approximately $1,418.00. As you can see this is a huge difference.

COVID-19 threw a curveball to the world! We continue to experience quarantines and ever-growing cases of the virus. It has affected everyone including our program. We have been able to persevere in spite of this curveball. Students are still receiving services that will enhance their lives. We have connected with them virtually and when possible in person safely. Thankfully, we are still able to operate and continue imparting knowledge to our students. It is our hope that we can get back to normal and provide even more services.

GPA COMPARISON (2018-19 VS 2019-20)

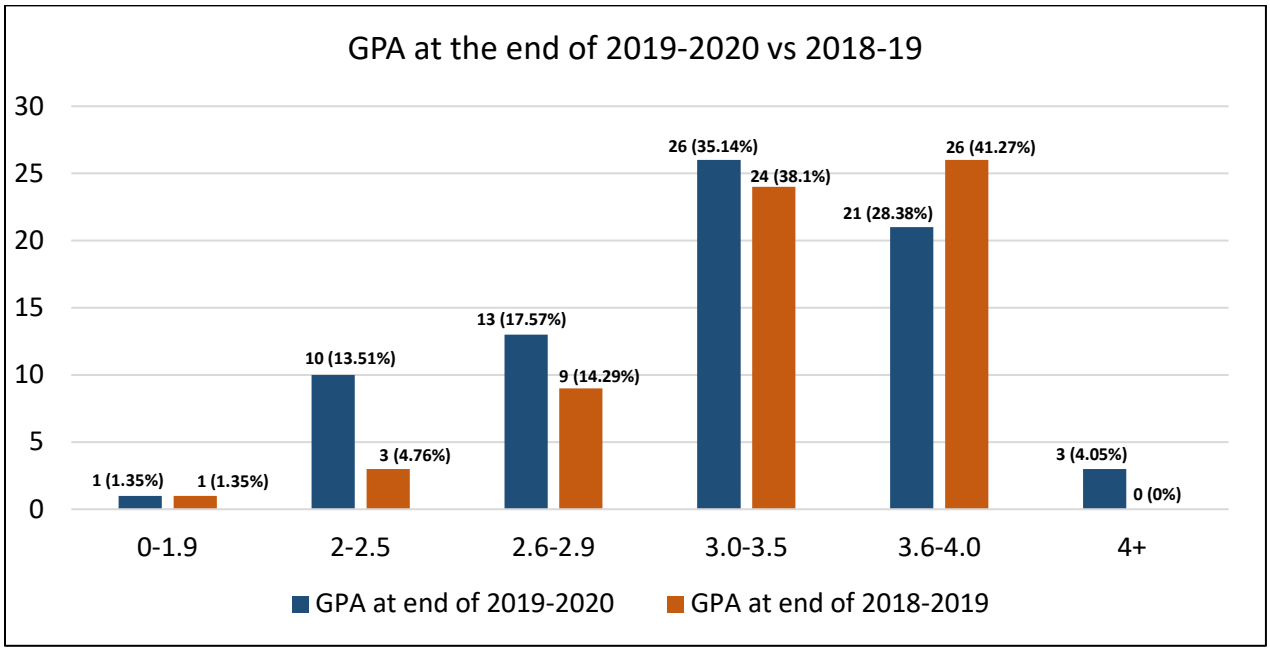
The following graphs denote the trends in student GPAs.

A. GPA INCREASE/DECREASE

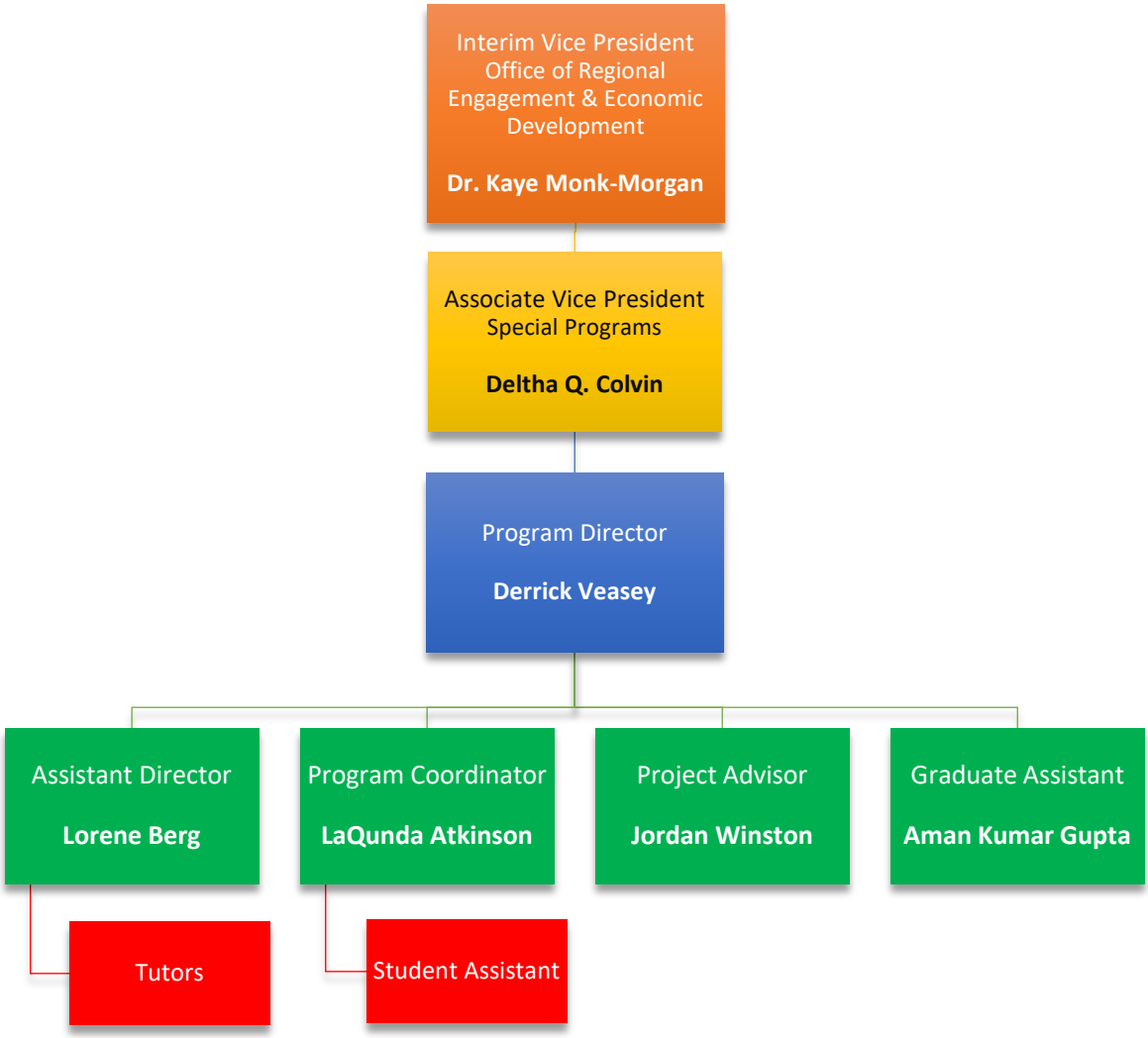


The graph shows 29 students were able to increase their GPAs, 30 students experienced a loss in their GPAs, and 4 students achieved the same GPA.

B. GPA YEAR-END



ORGANIZATIONAL CHART-ACADEMIC YEAR



STEM SUPPLEMENT ACTIVITIES

A. GAME DESIGN COURSE

This course was taught by Mr. Drew Coleman. He is an Enterprise Software Engineer at Wolters Kluwer where he also serves on the STEM committee. He has been mentoring UBMS students since 2019 in various technologies such as computer programming, game design, and drones.

Students were taught the basic fundamentals of game design. This included theory, principles as well as the mechanics of objects on which a certain game is based upon. In addition, basic programming skills were taught in order for them to start creating their very own games using https://code.org/. Code.org® is a nonprofit dedicated to expanding access to computer science in schools and increasing participation by young women and students from other underrepresented groups.

Each class would consist of a topic that Mr. Coleman lectured upon, some practical examples for practice, and a reading assignment. For their final, each student designed and created their own game with the main focus on creativity and conveying a message. The secondary focus was on completeness and technical complexity.

B. DRONES WORKSHOP (COLLABORATION B/W UBMS-WSU & UB-TSU)

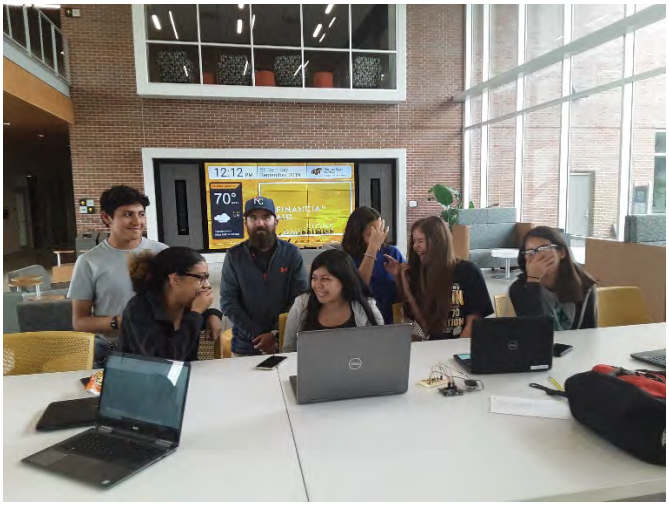
This course is led by Mr. Drew Coleman as well. It is run in collaboration between UBMS@Wichita State University and UB@Texas Southern University. There are 2 mentors, one from each of the Upward Bound programs. Aman Kumar Gupta is the mentor from UBMS@WSU and Xavier Martinez is the mentor from UB@TSU. The workshop is split into 7 classes, one class held each month on a Saturday. The workshop started on October 10, 2o20 and will end on April 10, 2021

The workshop aims to inform and teach students about the drones' technology, giving them a brief history, explain the rules and regulations regarding Drones with real-life examples, and the endless opportunities that having knowledge of drones provides. In each class, the students also view 1-2 videos about a real-life example of drone usage, such as Roof inspections, geological surveys, etc.

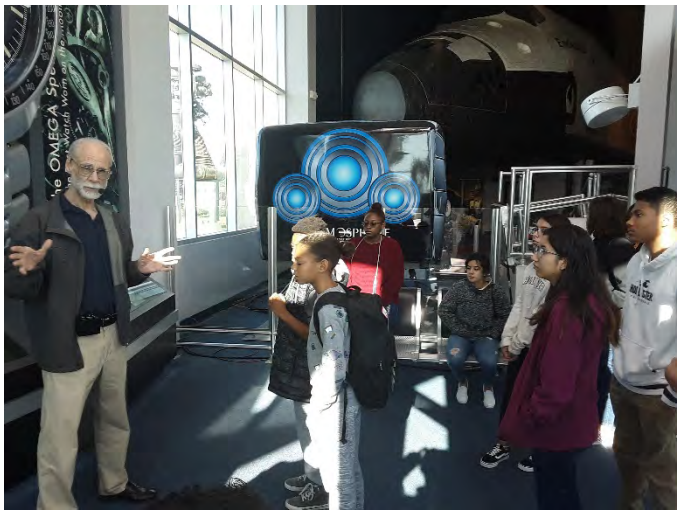
Students are taught with high-level knowledge and are also provided technical details when necessary. The workshop's end goal is to provide practical experience to students by having them fly a drone and prepare them for the drone pilot license test. UBMS has procured a DJI drone and Mr. Coleman would be instructing students on the specifics of flying a drone once the COVID-19 restrictions are lifted.

A visit to the local fire station or the police station is also being planned and will be undertaken with proper social distancing and only if the restrictions are lifted since student safety is of paramount importance. The visit would inspire students and give them real-life examples of how drones are used for emergency operations.

YEAR AT A GLANCE



Saturday Sessions

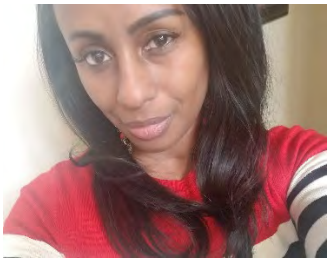


Museum Visit

Community Service

SENIOR SERIES COLLABORATION

This year UBMS-WSU collaborated with 3 different UB/UBMSs from the state of Texas for the Senior Series event that spans over multiple months and takes place on alternating Saturdays.



- **Deanna Ashley-Lemon**
  TRIO Director-Upward Bound Programs
  Texas Southern University
- UB/UBMS at TSU has been active since 1965.
- The UB program serves 96 students and the UBMS program serves 60 students.

"Allows our students to learn and grow together. Build self-esteem and confidence. Give our students the opportunity to meet other Upward Bounders from various institutions of higher learning. Collaborating activities/events are without a doubt cost-efficient."

- **Trissi Johnson**
  Upward Bound Director
  Austin Community College
- UB program at Austin Community College has been active since September 2017.
- The UB program serves 120 students.

"In an attempt to have a more diverse program, it is essential for students from all walks of life to be able to engage and share personal viewpoints. In doing this, students are able to dissect other perspectives in order to enhance their mindset."

- **Yolanda Warren,**
  Director of Upward Bound,
  Alvin Community College
- UB program at Alvin Community College has been active since 2003.
- The UB program serves 63 students.

"I believe it is important to collaborate with other UB/UBMS programs so that students can meet other students from different UB/UBMS colleges and University programs with similar backgrounds as theirs. Students have the potential to connect and learn from others and their cultures. Students are able to make new friends, support, and help each other. Collaborating with other programs in order to provide services not only strengthens the programs but also helps to provide a cohesive approach to our students."

UMBS PROFESSIONAL STAFF

Derrick Veasey, Director

Lorene Berg, Assistant Director

LaQunda Atkinson, Program Coordinator

Jordan Winston, Project Advisor

Notice of Nondiscrimination

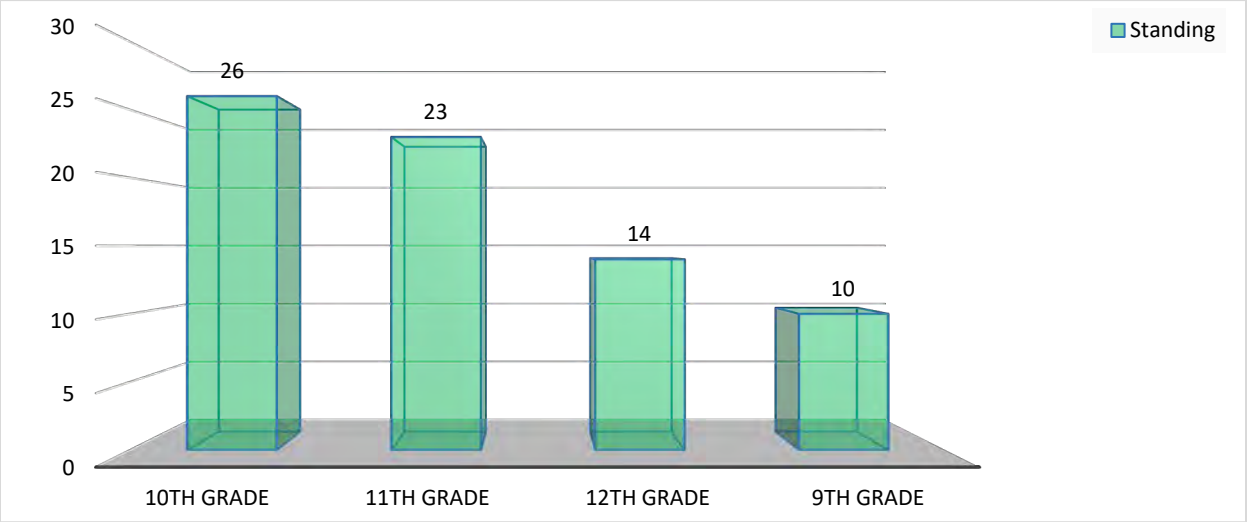
Wichita State University does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, marital status, political affiliation, status as a veteran, genetic information, or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0205; telephone (316) 978-3186.

Notice of Federal Funding

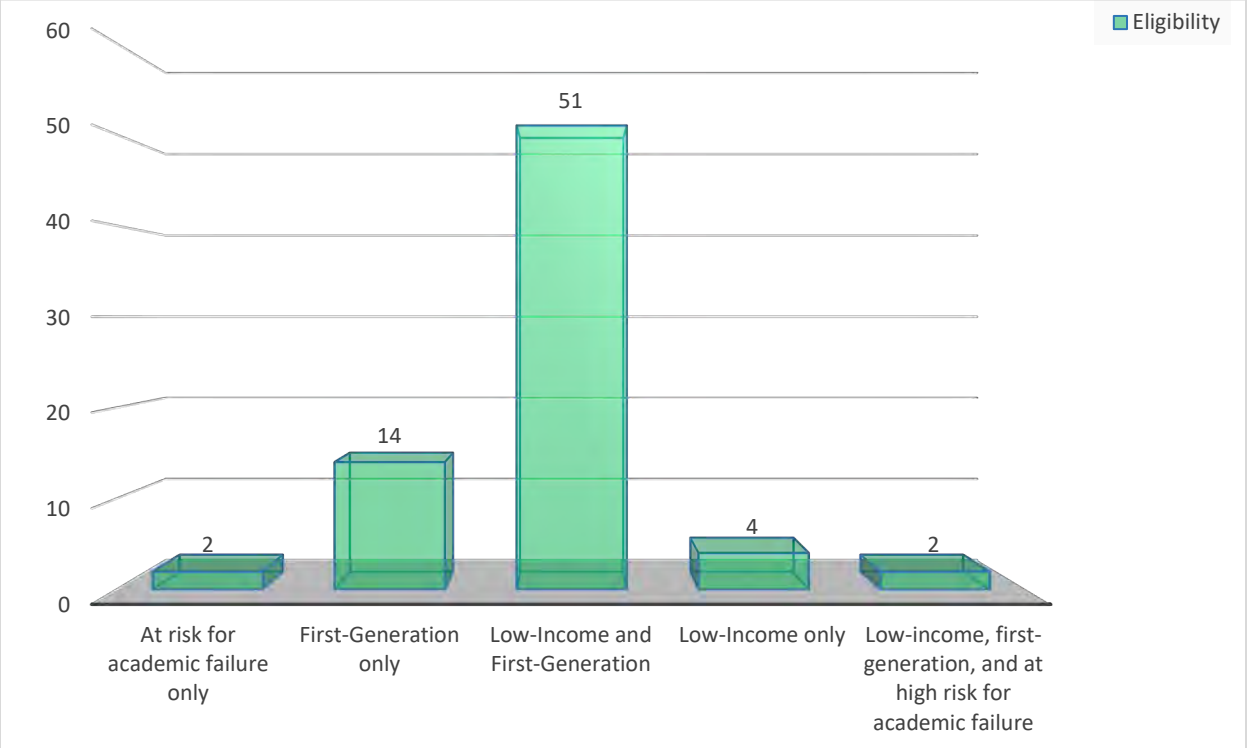
The Upward Bound Math Science Center is federally funded by the U.S. Department of Education for $357,465 (2019-2020).

APPENDIX

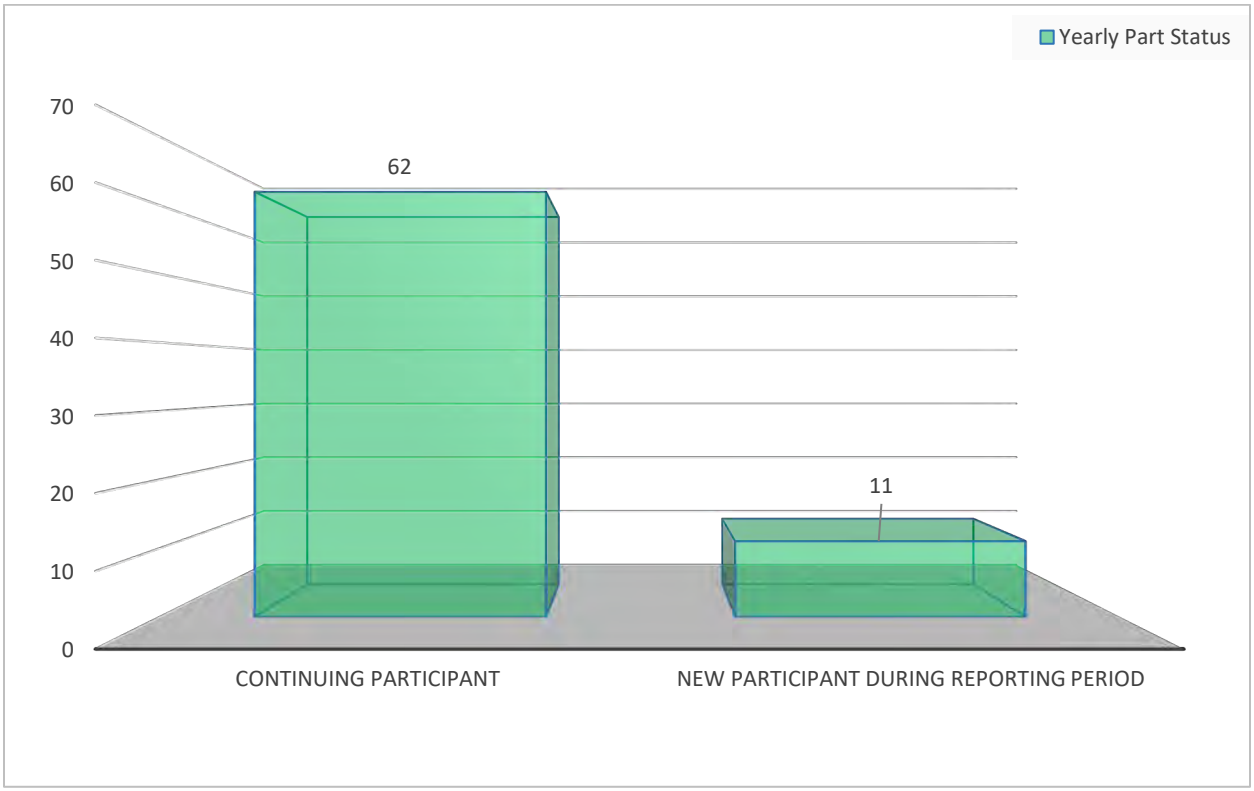
Graph by Grade / Standing



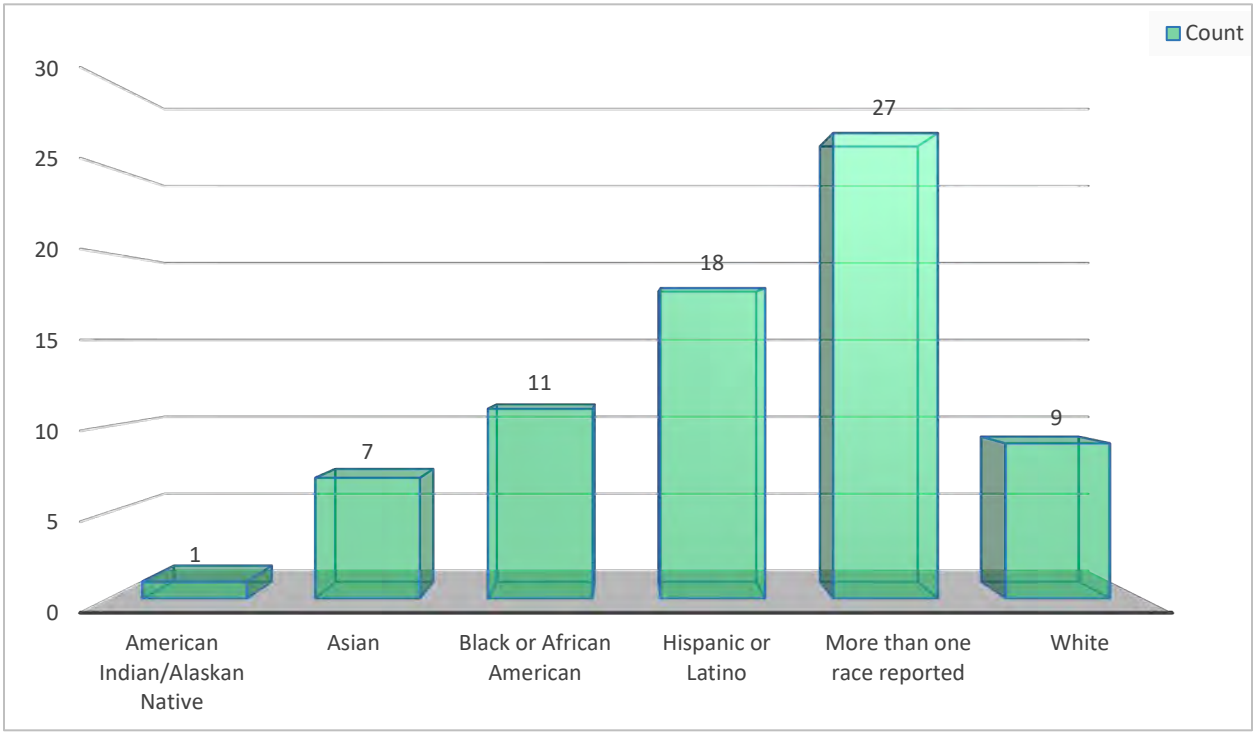
Graph by Eligibility



Graph by Participant Status



Graph by Ethnicity

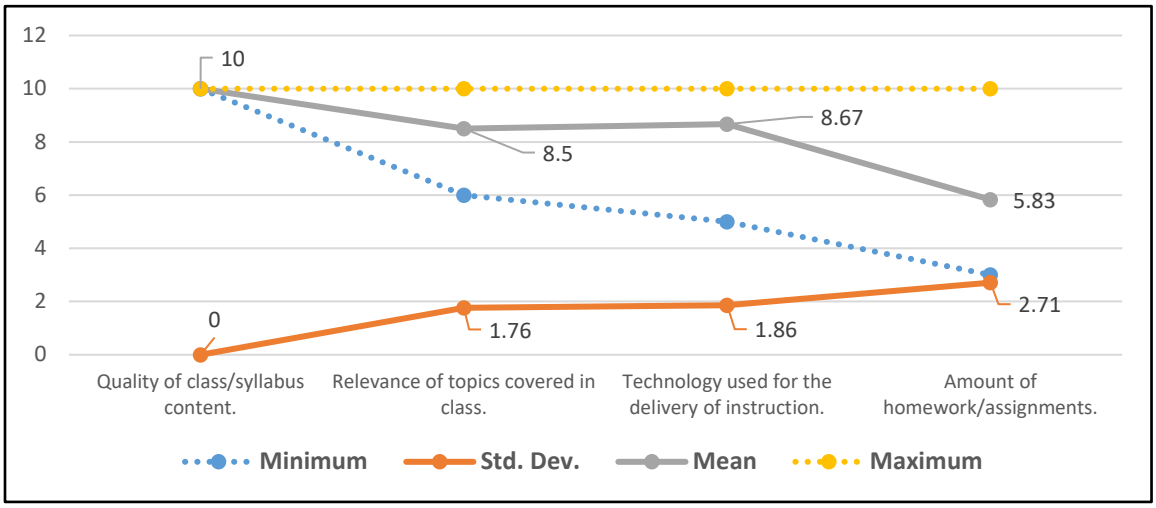


Evaluations of Programs

- SUMMER SESSION COURSE EVALUATIONS

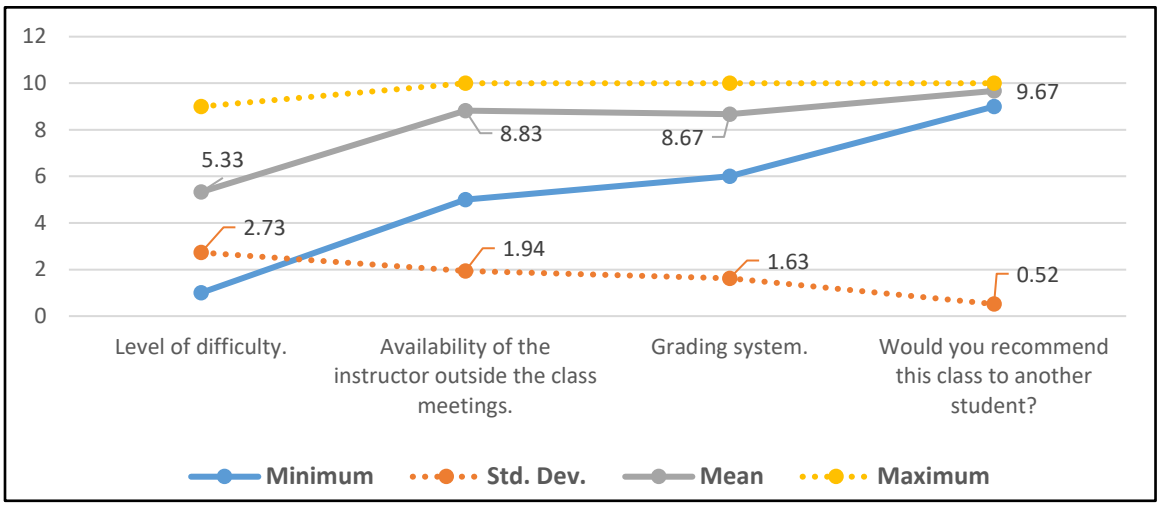
Please note:
1. For every course there are four metrics provided: Minimum score obtained, Maximum Score obtained, Standard Deviation, and Mean/Average.
2. A higher standard deviation means that the responses have differed greatly for that question/item

A. COMPUTER SCIENCE (DREW COLEMAN)



Strong points of the course:

- He always showed us how to do something if we were confused & would help each of us
- The class was fun and very free flowing. If there was anything that was asked to be discussed during class, it would be specified.
- He was very caring and nice to his student he wanted to hear from us no matter what. He likes to connect with his student so he would tell stories to make us laugh etc. His office hours for needing help he was there.
- Very good teaching

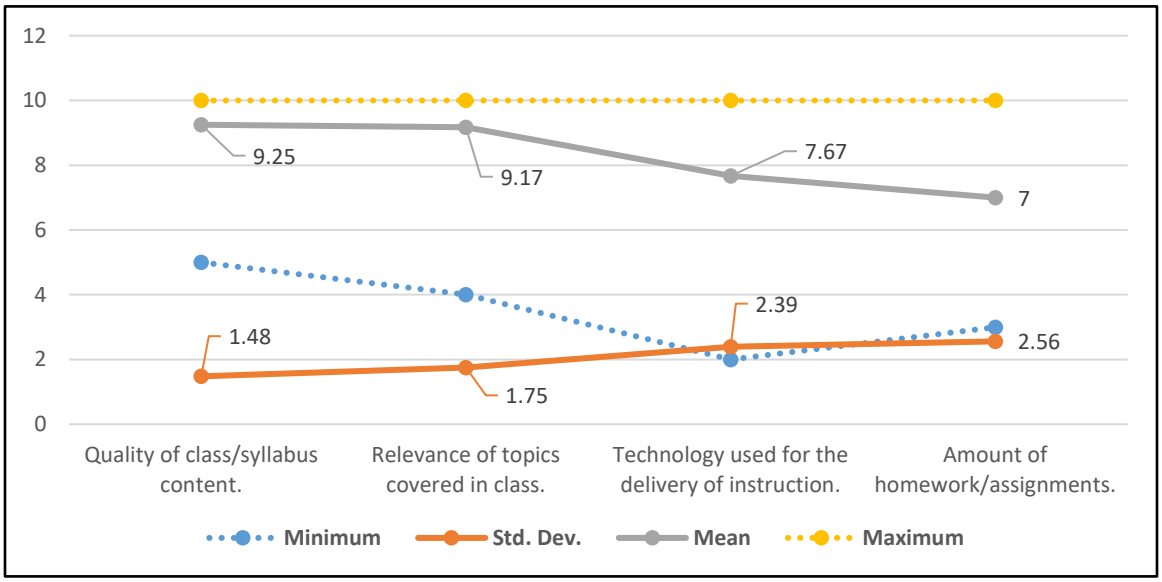


- Very fun and relaxed teacher. Makes it an interesting in the topic to learn about.
- Never boring

Weak points of the course:

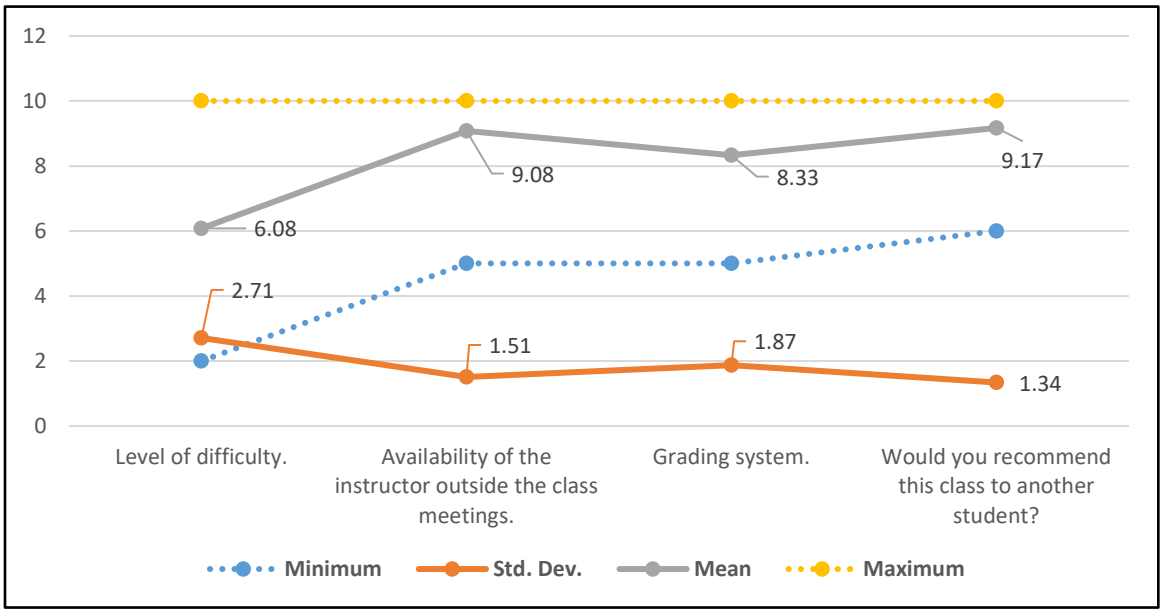
- Maybe if he had notes so we could have followed along.
- I would like to go more in-depth about the class. This was a very basic course and I want to expand my knowledge of computer science and game design.
- Explaining/giving more detail about the certain subject we are learning. Overall, he was a good teacher.
- Give us different types of assignments about game design in general.

B. CREATIVE WRITING/STORY TELLING (ROB YATES)



Strong points of the course:

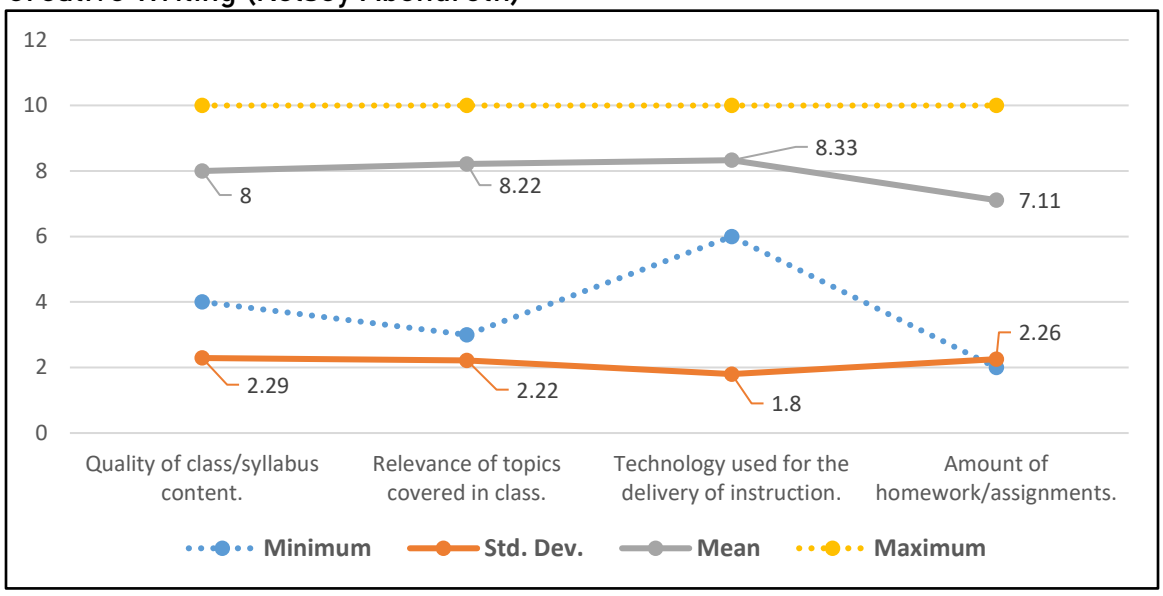
- Great class, great stories to read, fun.
- The workshops were great.
- Very good teacher! Loved having you.
- Very engaged with the class and was able to slow down for peer review.
- He used words that made me open my eyes to new options.
- He knows how to grab your attention and the class helps you find out what you are interested in.
- In this class, a point that the class revolved upon was learning to create our own short fictional stories.
- It was hard being creative with a story. But Mr. Yates was very helpful giving good examples.
- Easy to understand and not that difficult.
- The creative freedom we had for writing was great.
- To express yourself in a modern type of way in writing.
- He was very enthusiastic about his work and admiring everyone's effort.



Weak points of the course:

- More Writing contents.
- Give a little bit more instructions on what is needed for the assignment.
- More preparation class felt rushed.
- Overall, it was pretty good.

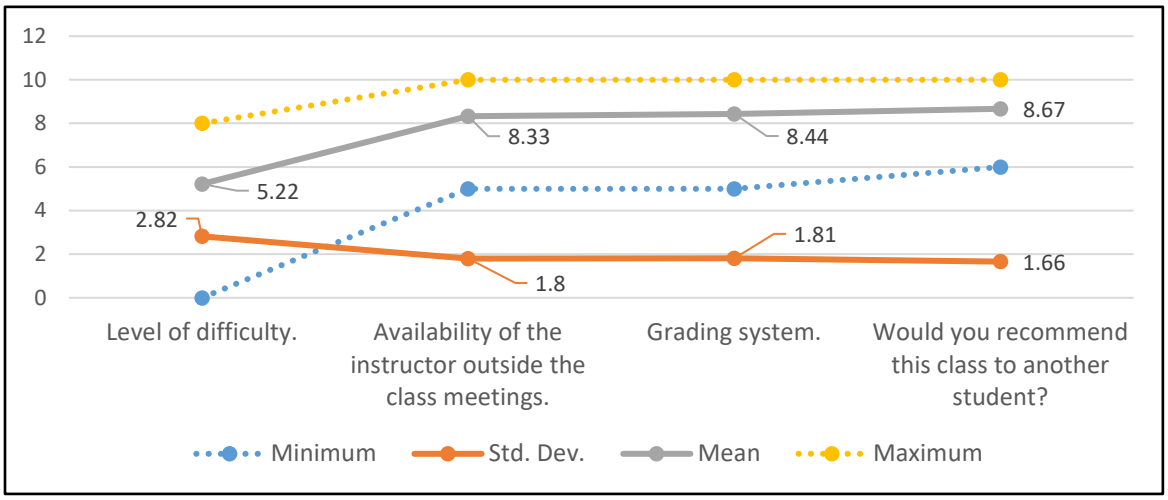
C. Creative Writing (Kelsey Abendroth)



Strong points of the course:

- Leaning was easy, and she explained things very well.
- She made sure we understood it.
- Easy and fun.

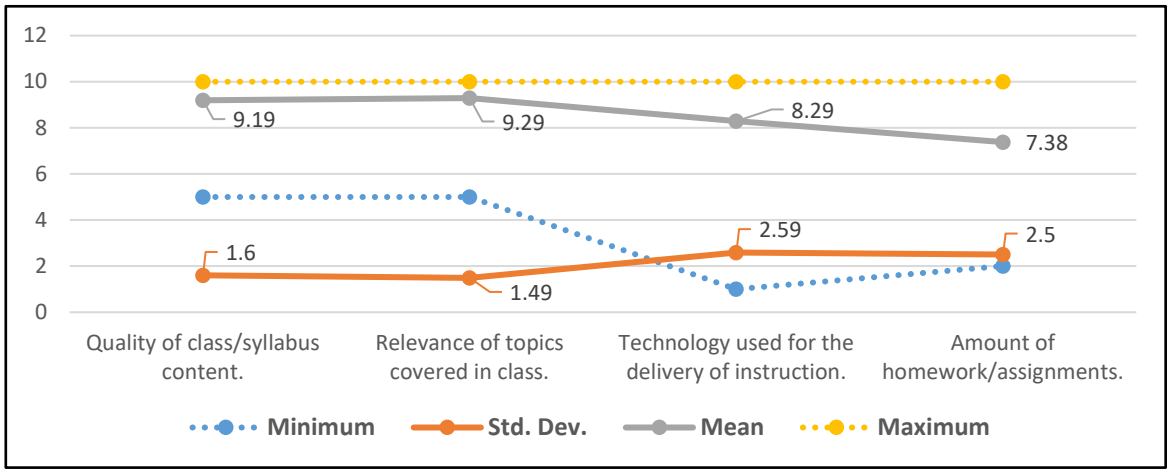
- She was wonderful.
- She taught us that there is more to poetry than just reading and writing stuff for a grade.
- A strong point was when read all different kinds of poems to discover our favorite style.
- She loved everyone's idea no matter what. She was very nice and when you could not find words for your idea, she found a way to put them in words you would say. She was very creative as well.
- She taught us how to put your words into a poem
- Very relevant.



<u>Weak points of the course:</u>

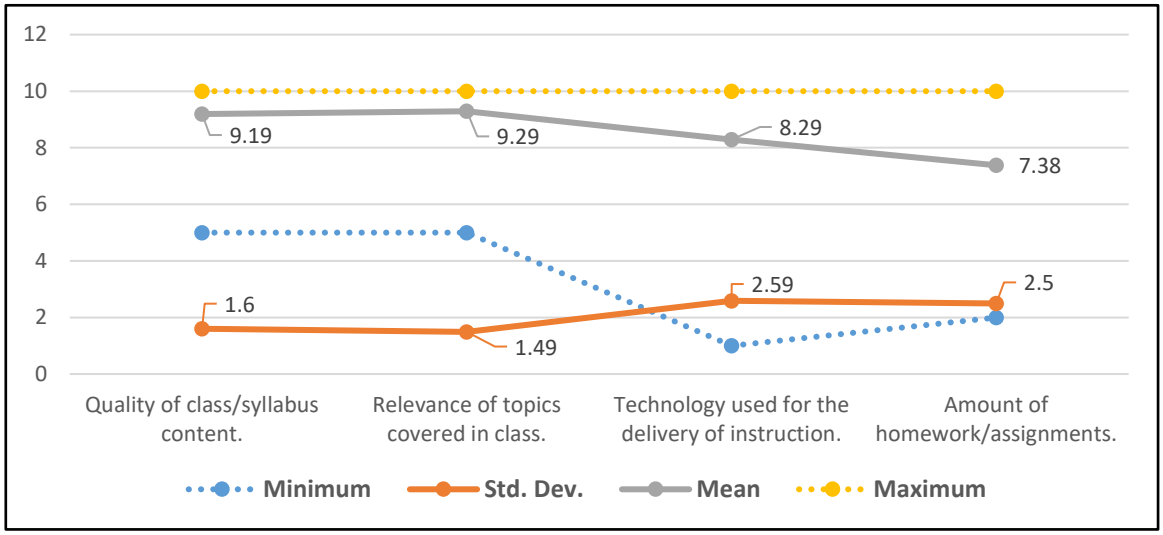
- Having to do less for the journal entries.
- To explain more how to structure a poem; but overall, she was a great teacher.
- I learn how to express myself.

D. Sign Language (Vendla Smith)



Strong points of the course:

- Learning ASL or another language can help other people in huge ways.
- She went slow & explained the signs well.
- Very fun and learned a lot.
- She explained it to us two times then moved on.
- Taught us stuff we should know.
- Very informative and new.
- Easy and fun.
- It was really fun! She made sure everyone was participating.
- She was a very good teacher.
- Very helpful and when made sure everyone can do the hand signs.
- The class was very educational and went about developing a whole new language very well.
- One strong point was learning the family members because those were the toughest.
- She did activities with us so we could have the sign down. She would letter sign so we can make words etc.
- I now have a little understanding of sign language.
- Figuring how to do a full sentence using sign language. It was very impressive how someone can learn it.
- It was easy to understand the work and see the instructor.
- The instructor did a great job of making sure we could interpret the signs despite being on a screen.
- Short and easy, everybody can do it and it is fun.
- We did not waste time.

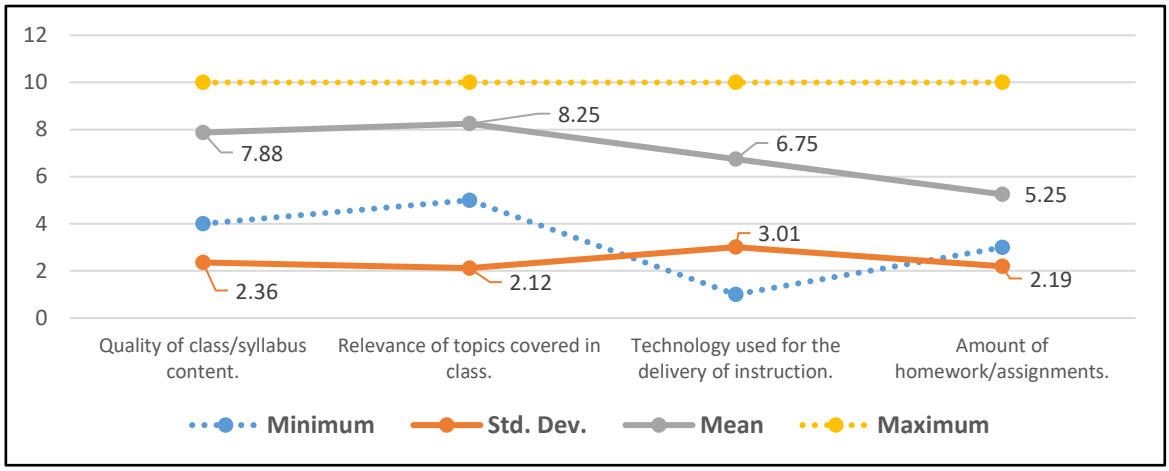


Weak points of the course:

- She could slow down a bit.
- Go a little slower.
- Go through every hand motion thoroughly and to practice that same hand motion.

- The class could have more things to assist while practicing and performing the language out of class.
- The improvement had to come from me. I practiced almost every afternoon because I enjoyed it.
- That everything I learned still stuck with me till my next class.
- Longer classes.
- Learning some signs, I was having trouble with.
- There is no need for improvement I liked this class. This has also been very entertaining and very informative.
- Maybe next time there could include simple phrases instead of just words.
- More signings or different assignments.

E. Integrated Science/BioMed (Fariha Tanveer)



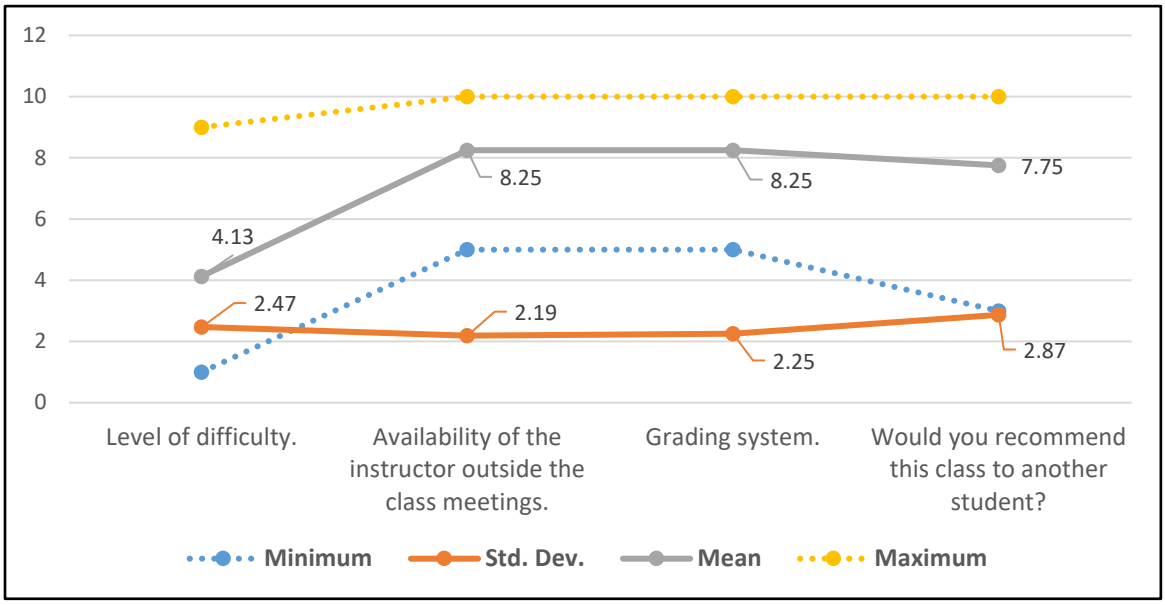
Strong points of the course:

- I loved this class because she helped me learn better than my schoolteacher.
- Good teaching very clear.
- Have good details.
- Interesting.
- Ms. Tanveer took her time to explain to us over and over again if we did not understand.
- I learned a lot about Biomed.
- One strong point was when we all paid attention and answers when we got called.
- It was really easy to understand and very straight forward.

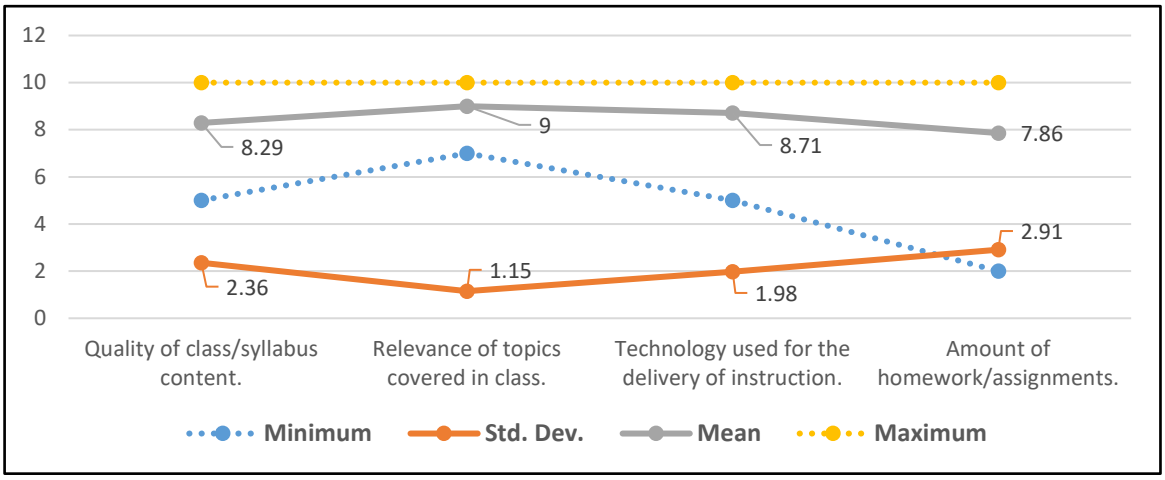
Weak points of the course:

- I wish it were not just online. I wish all the classes were on campus.
- Ask the student about what they have already learned.
- It was boring.
- Interesting but too much talking.
- Maybe not stopping every 5 minutes to see if someone is lost, anyone would ask questions if lost.

- Explaining why we miss points on some assignments.
- If not, all classes were with slides and all the same or with a break.



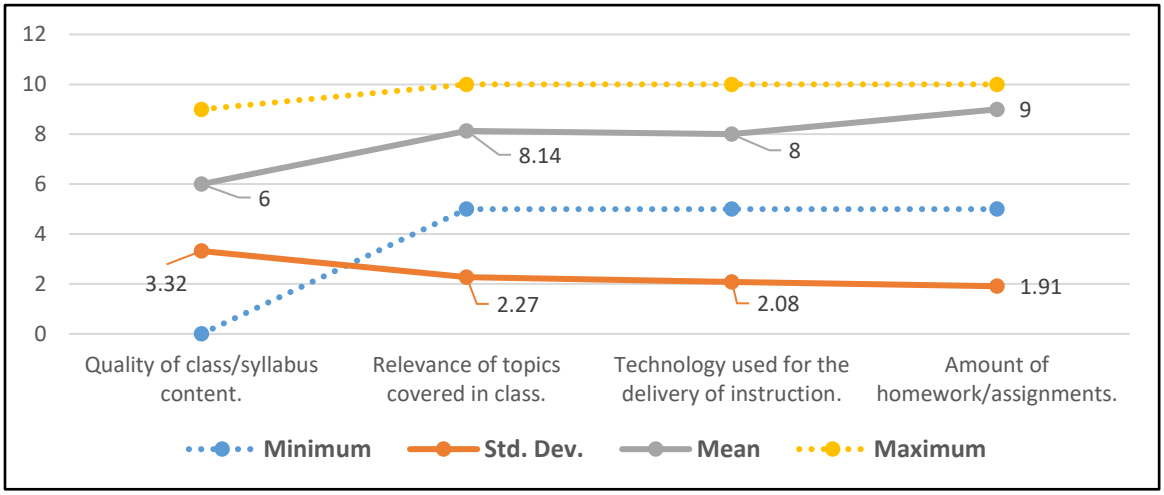
F. Integrated Science/Forensic Science (Shawn Hamm)



Strong points of the course:

- He had the PowerPoints in Google classroom.
- Very informative and a different style of learning.
- Mr. Hamm was great.
- When we had questions, he was there to give you more information about it.
- I have a new perspective on the jobs.
- I do not think I had a problem with this subject I enjoyed it.

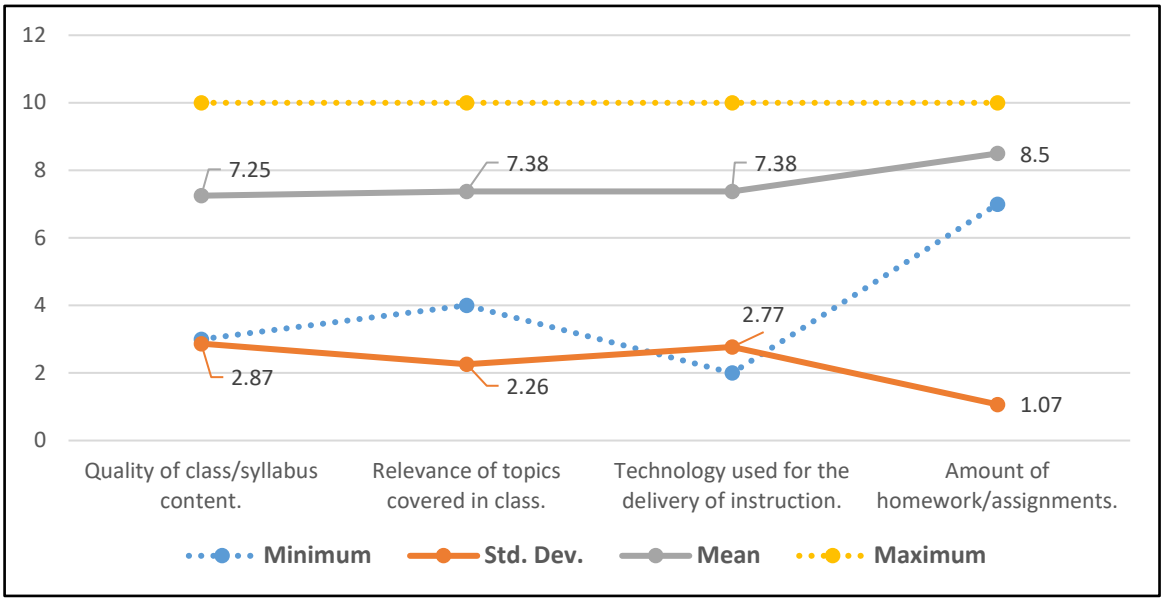
- The subjects were interesting.



Weak points of the course:

- If he could've gone a little bit more in-depth.
- More relevant details when it comes to crime scenes.
- Do more activities that we would act as a forensic scientist.
- I learned about how to look closer at things.
- The learning of this I did not know much at all about forensics so just understanding learning more about it was an improvement.

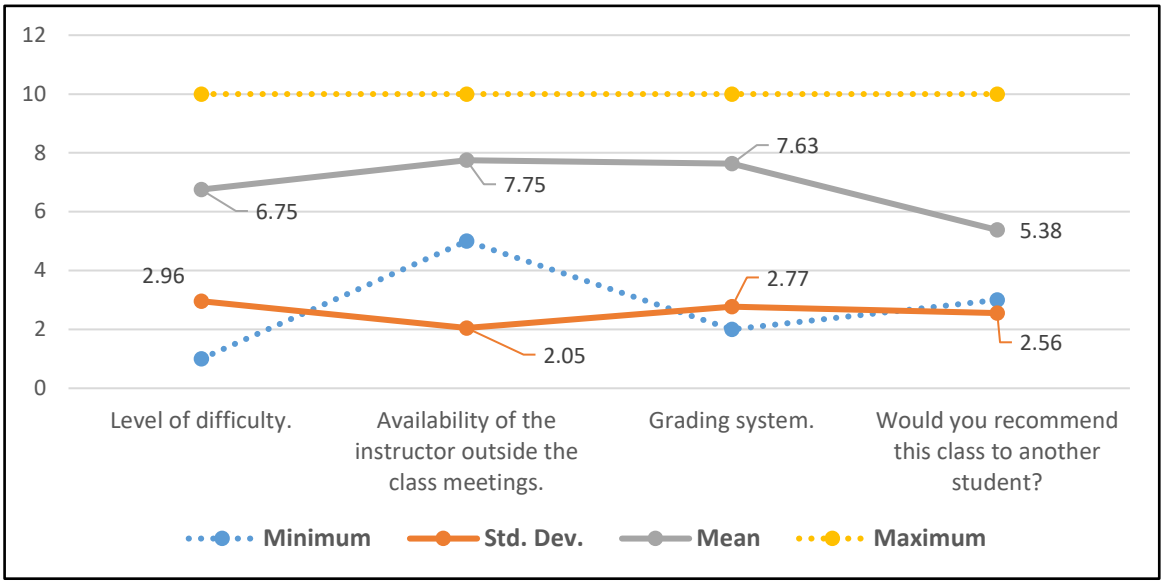
G. Integrated Math/Statistics (Dr. Alan Dsouza)



Strong points of the course:

- He explained things well.
- New things learned.
- Easy.

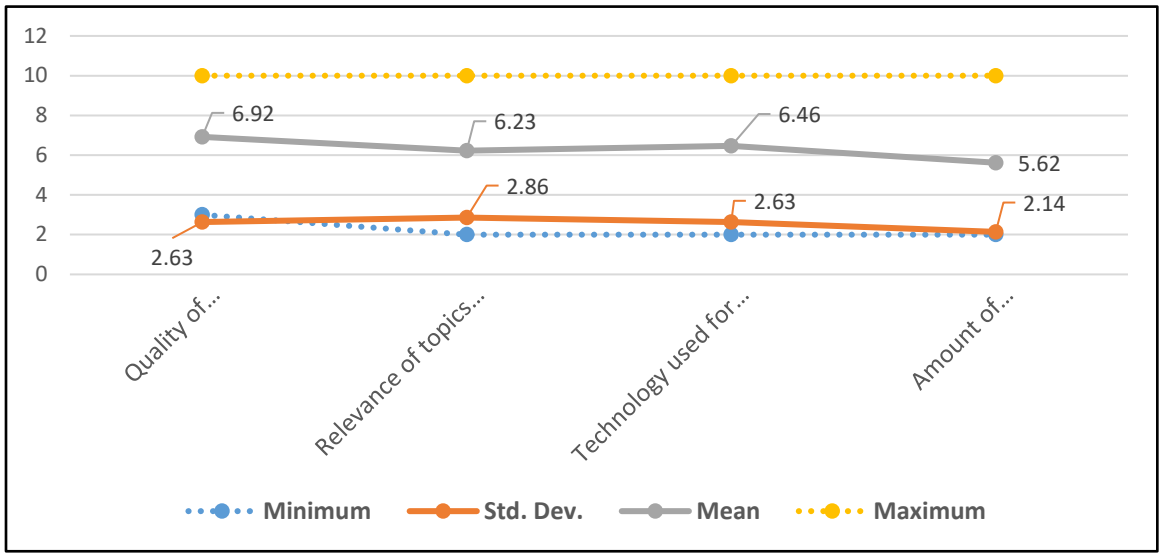
- He worked on his power points to explain topics.
- He showed us how to use excel.
- One strong point of the Statistics class was when we went over our homework to see what we did wrong. That helped me out so I could fix those mistakes the next time.
- It was to do with Computers.
- Power points in google classroom



<u>Weak points of the course:</u>

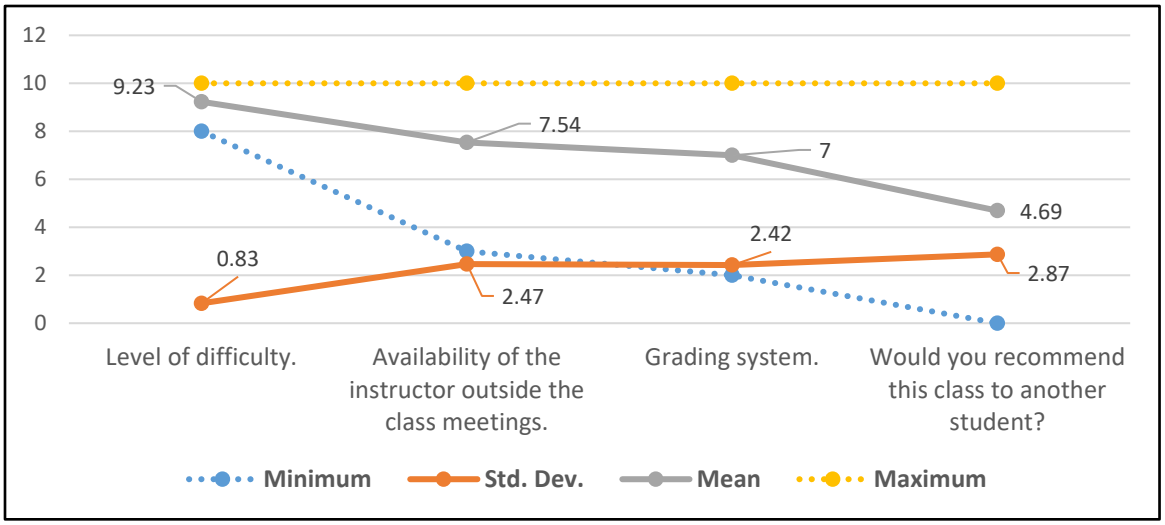
- Go a little bit slower.
- Easy and good but too much talking, but it did get better towards the end.
- Try to understand we all have different technology and that it doesn't work the same.
- Having the PowerPoint being less than over 80 slides.
- One point of improvement was when I raised my midterm grade after seeing some examples of how to do it.
- Make sure we have the same programs as you like Microsoft sheets

H. Integrated Math/Engineering (Munonvedi "Kelvin" Egbo)



Strong points of the course:

- That he shares his screen so we can physically see what he's doing.
- Letting us use MATLAB.
- He was a very good teacher.
- Very informative.
- Throughout the class, the instructor did allow for questions during class and he was very open to assisting if needed even out of class.
- He worked hard on presentations and tried to help engage his students to work.
- Interesting.
- It was very hard to understand the subject sometimes but with his resources, he gave us where helpful.
- Classes started on time and the instructor would start immediately.
- He did very well in instructing and explaining the content.
- Very difficult to catch on to but it feels rewarding knowing some of this.



Weak points of the course:

- To slow down when he is talking.
- Was boring could have been better.
- Slow down when going over topics it was like he was rushing, and it was very confusing.
- Not many students participated.
- Explain some of the assignments more.
- The class could be more interactive, and I'd like it if the instructor were to briefly review previous content at the beginning of class before continuing to go over new content.
- Explain the problems more have us do the problems in class so we can see how to do it instead of being confused sitting there
- Very difficult.
- Being able to finish my assignment and taking notes.
- The class was really difficult and sometimes hard to understand.
- There's not a lot to improve on.
- Teach slower to a person that has never seen nor learned the type of math

- MAJOR WEAKNESSES IN THE UBMS SUMMER 2020 SESSION (SUMMARIZED)

A. Students did not like Zoom classes due to the following issues:
    1. Unstable internet.
    2. Virtual classes become tiring after some time.
    3. Sitting and looking at the computer screen was not immersive neither interactive enough.

B. Lack of collaboration between students

C. Students said they did not have enough motivation to complete the work since they could finish it on their own time.

D. Juggling online classes and activities at home were stressful for students.

- MAJOR IMPROVEMENTS SUGGESTED (SUMMARIZED)

A. More creative classes.

B. Be in-person classes.

C. More variety of classes.

D. Create a class system which would require more collaboration with other students.

E. Tutor centered group session with other students.

F. Have an interaction session between students to get to know each other.

G. More interaction between teachers, classmates, and Tutor-Counselors.

H. Have shorter classes but increase the frequency.

- OTHER COMMENTS FROM STUDENTS

A. Less math homework, more choices in classes.

B. I didn't know who my student counselor was, so I picked Ms. Berg.

C. I am thankful to all of you guys that took the time and effort to make this happen.

D. I liked this program and I hope I get to stay at the dorms next summer.

E. Just that when the coronavirus is all gone that we have a good summer next year to make up for this year. Which I know we will :)

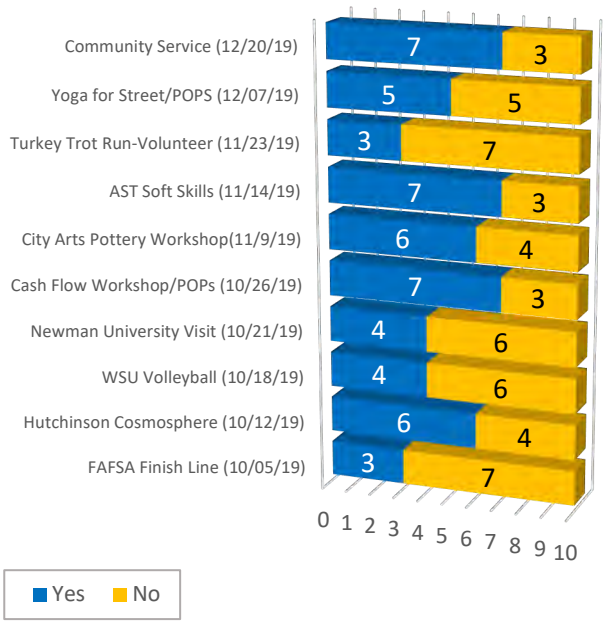
F. Thank you for the directors and instructors for making this summer happen since the whole COVID ruined it. You guys did your best to make this summer virtual I appreciate your guy's time and efforts.

G. It was a good first year, thank you.

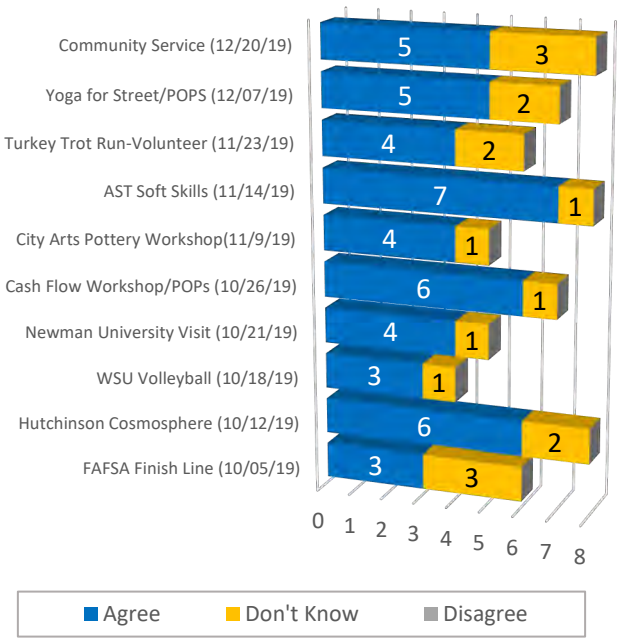
H. I can't wait for the summer of 2021!

- FALL 2019 ACTIVITIES EVALUATION

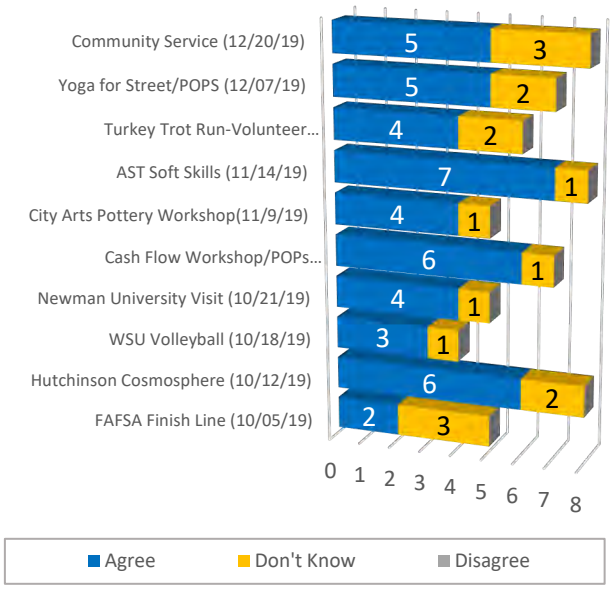
Q1. During fall 2019, did you attend any of the following activities/events organized by the Upward Bound Math Science program?



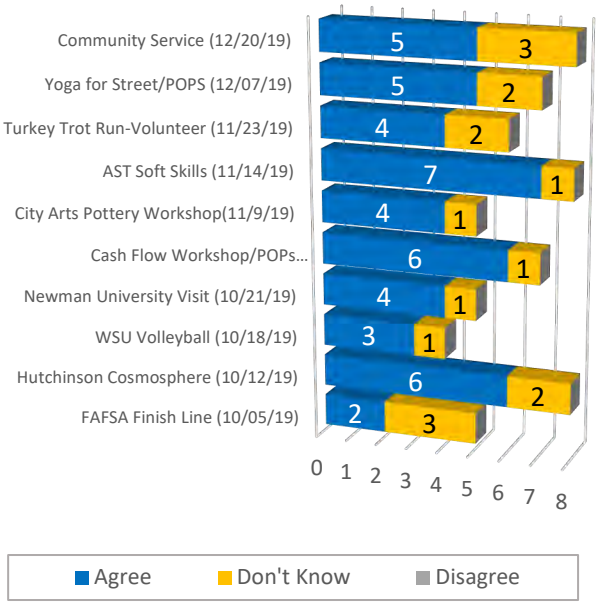
Q2. The event was well planned and organized?



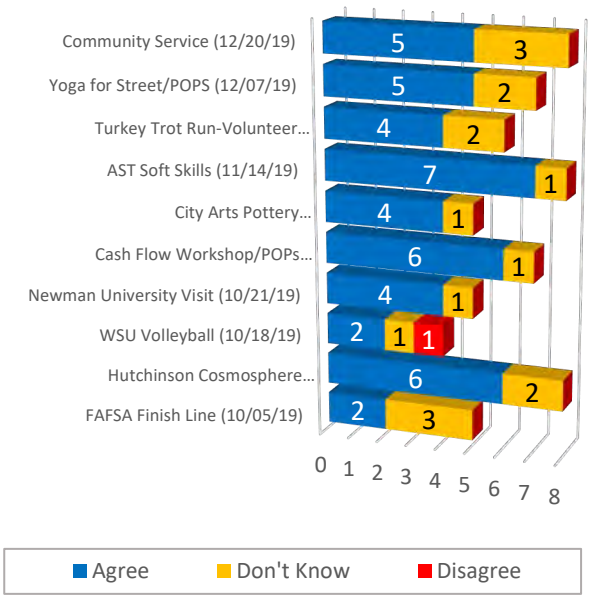
Q3. I was provided sufficient help/materials to participate in this event?



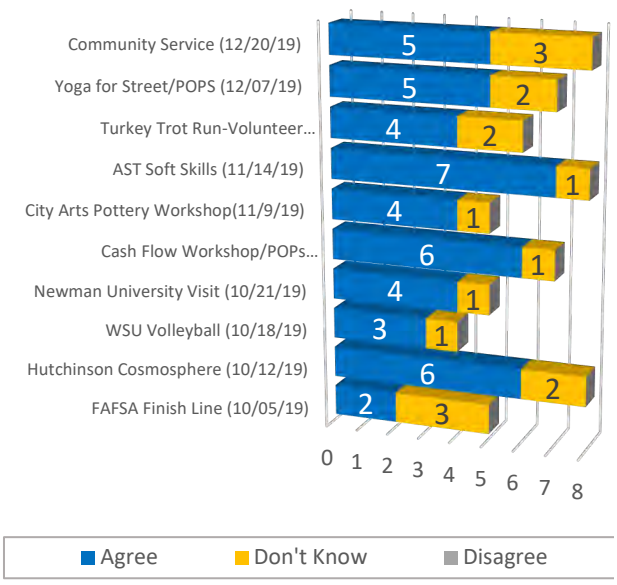
Q4. I achieved what I intended to through this event?



Q5. The event was a productive use of my time.

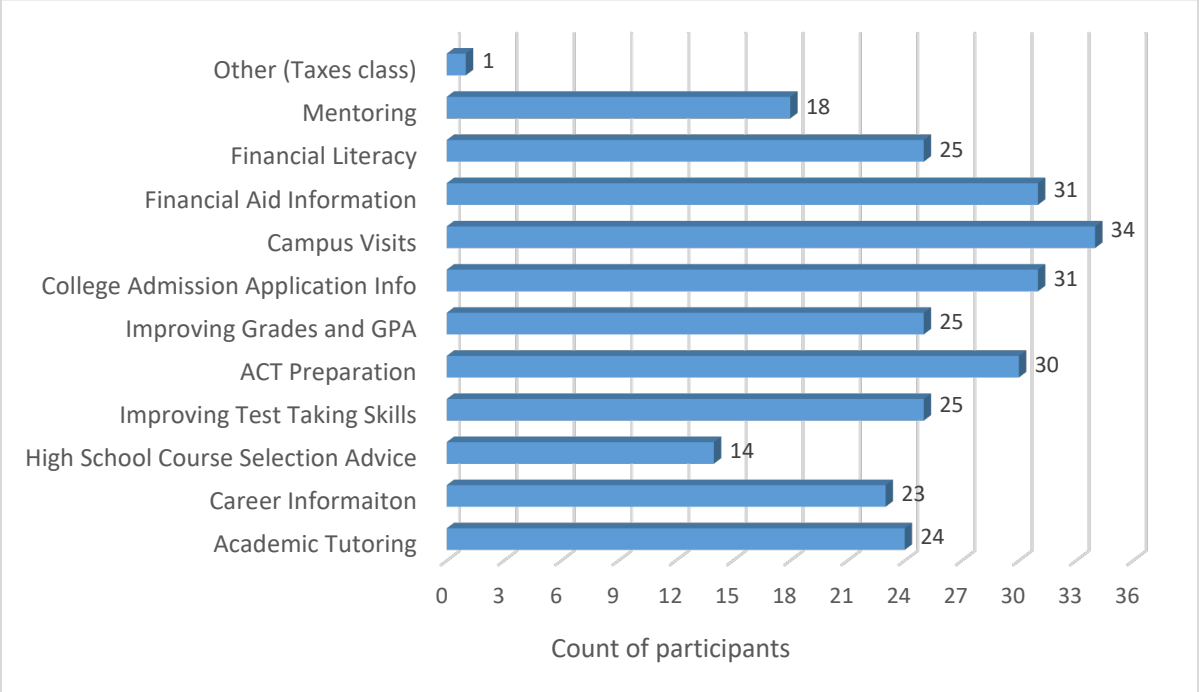


Q6. I would attend such an event again.

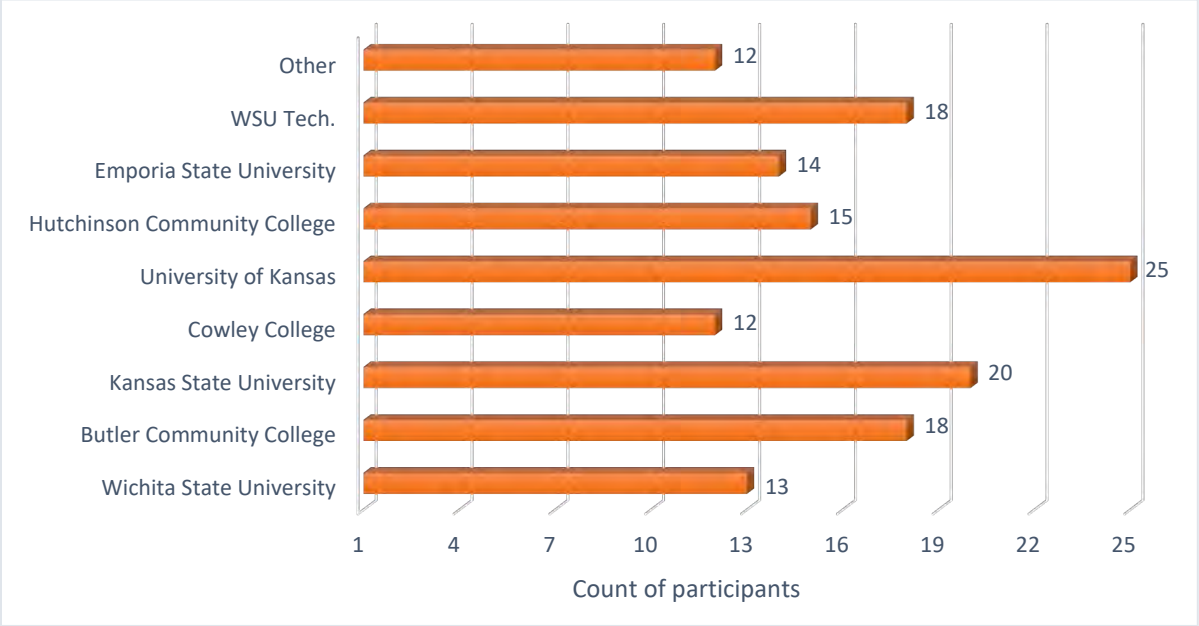


- FALL 2019 ORIENTATION EVALUATION

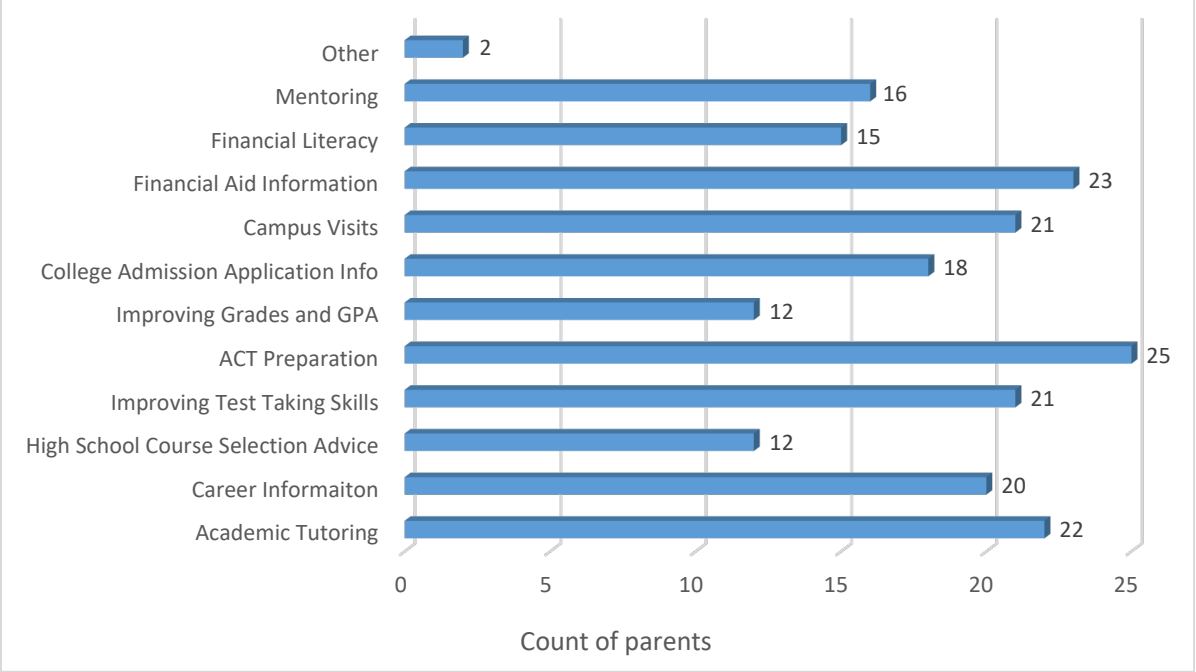
Activities you would like during the next academic year. (Participants)



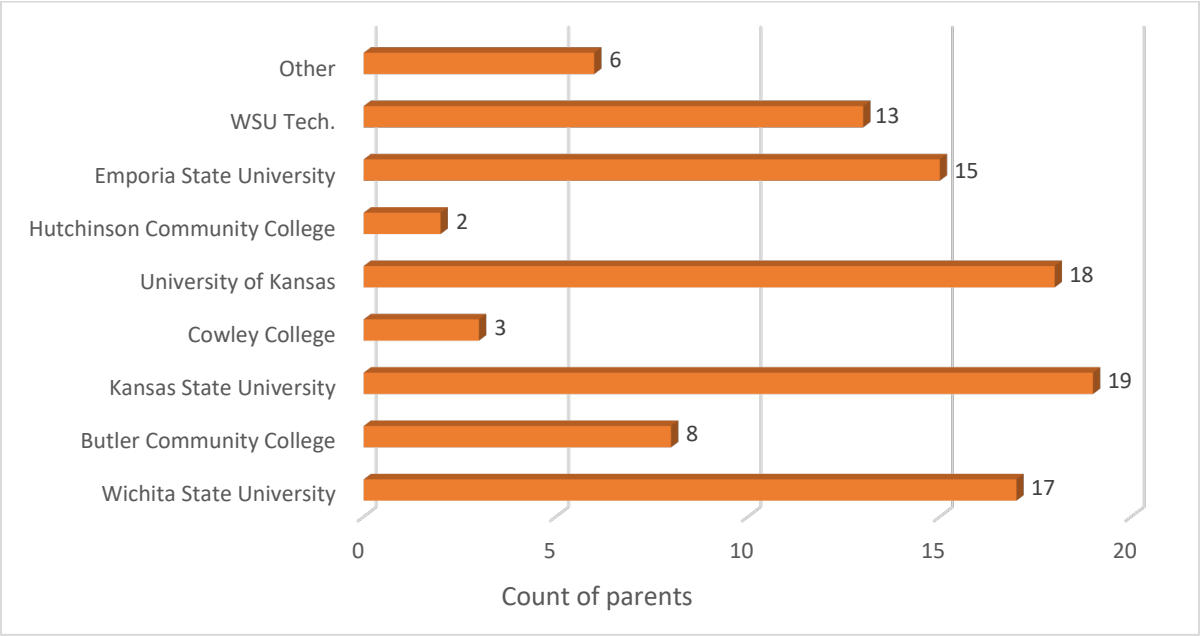
Campuses you like to visit. (Participants)



Activities you would like during the next academic year. (Parents)



Campuses you like to visit. (Parents)



UBMS Upward Bound Math & Science
Wichita State University

ANNUAL REPORT SUMMARY
2018-2019

"Building Leaders"

WSU Wichita State University
Division of Diversity and Community Engagement
TRIO Upward Bound Math/Science Center

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MESSAGE FROM THE DIRECTOR

Welcome to Upward Bound Math-Science Program at Wichita State University. Last year in October 2018, I was appointed the Director of Upward Bound Math-Science. Most importantly WSU alumni, I am extremely honored and enthused to take a leadership role. Since taking on this role, I hired an assistant director and program coordinator. The staff has worked tirelessly to increase program retention, awareness, and visibility within our community and our schools, overall student commitment, post-secondary aspirations, and enrollment.

This year has been the good, bad, and the ugly. The staff is moving forward in providing high-level service that meets the objectives and goals of the program. I want to thank our supports in USD 259 and the WSU community as well as our partners in the Wichita community. The staff is creating an environment that fosters students' intellectual, social mobility, and increases students' knowledge about the STEM fields. The UBMS is providing a vision to the organization to implement programming efforts that teaches our students to be self-reliant, and visionary stewards of their life.

TRIO UBMS is under the Division of Diversity and Community Engagement. Marche Fleming-Randle, Ph.D. is the vice president for the division and provides institutional support to the program. Deltha Q. Colvin, associate vice president for Special Programs is responsible for supervising 13 TRIO programs. Deltha Q. Colvin is the visionary and leader of the TRIO program.

Finally, a special thanks to the staff, which includes Lorene Berg, assistant director, and LaQunda Atkinson, program coordinator along with our student employee are appreciated for their contribution and dedication. Without their expertise and hard work, the program would not have achieved the success it has. I am forever grateful.

Derrick Veasey,
Director, UBMS
Wichita State University

PROGRAM DESCRIPTION

Upward Bound Math-Science

The Upward Bound TRIO Math-Science Center (UBMS) is 100% federally funded and hosted by Wichita State University (WSU) in Wichita, Kansas. With the support of WSU and the cooperation of schools throughout Kansas, the program is designed to serve 77 high school students who have the potential to be the first in their family to attend college and earn a four-year degree, preferably in a science or mathematics field. Naturally, the academic aspect of the Program is critical and is held to the highest standards. Equally important, however, is a students' ability to contribute to the scholastic and social communities. The Upward Bound environment offers participants appropriate ways of achieving individual goals in a cooperative setting."

"The goal of the Program is to help prepare motivated math and science students for the college experience, and to demonstrate the relationship between higher education, responsibility to community, and respect for oneself and others."

Grant Funding

The 2018-2019 academic year, UBMS was award funding in the $328,127 from the U.S. Department of Education. The grant supports the high school students in academic tutors, STEM educational activities, workshops on preparing for college, ACT/SAT prep, and financial literacy. The UBMS program also received additional funds from the Department of Education of $40,000 STEM supplemental to foster and educate students in STEM-related fields. In addition, Kansas Department of Education awarded the program in the amount of $12,685 for a summer food service program, which provides three meal a day for the summer program.

Daily Operation

The UBMS Staff is very new this year. The program employs a full-time director, assistant director, and a program coordinator as well as a part-time tutors and student assistants. While most of the grant funds were used to service students and provide creative programming through STEM activities for student's educational engagement. We also included for allowable professional development, equipment, supplies, and other operating expenses to enable the program to serve our student population at a high level.

PROGRAM GOALS & OBJECTIVES

Objective 1: Academic Performance (GPA) Seventy-five percent (60%) of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

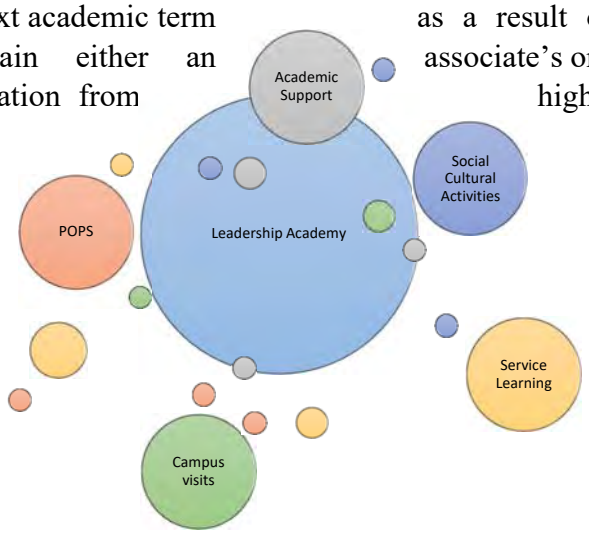
Objective 2: Academic Performance (standardized test scores) Twenty-five percent (25%) of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/ language arts and math.

Objective 3: Secondary school retention & graduation w/ regular secondary school diploma Eighty-five percent (85%) of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.

Objective 4: Completion of rigorous secondary school program of study (90%) of all current & prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study & graduate that school year with a regular secondary school diploma.

Objective 5: Postsecondary Enrollment Seventy percent (75%) of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester.

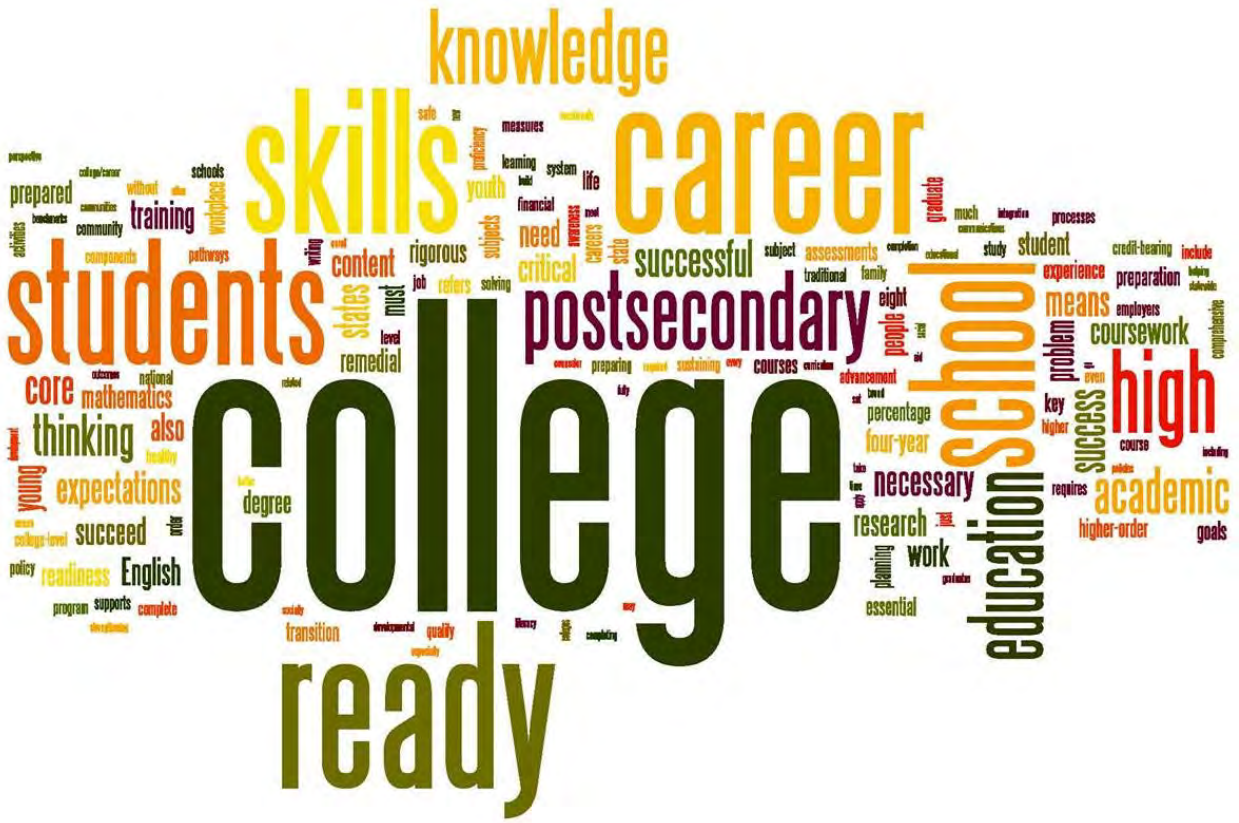
Objective 6: Postsecondary completion Sixty percent (55%) of participants, who enrolled in a program of postsecondary education by the fall term immediately following high school graduation or by the next academic term as a result of acceptance of deferred enrollment, will attain either an associate's or bachelor's degree within 6 years following graduation from high school.



SERVICES & ACTIVITIES

The UBMS program facilities several multifaceted approach to help students engage in building students' academic, social, intellectual and leadership skills. These programming efforts serves the students to the high level combined with the **Leadership Academy**. These components includes:

- **Academic Support** (Study Buddies, Individual Academic Support, & Academic Strength Training (AST)
- **Leadership/ Personal Skill Development** (Preparing Ourselves for Purpose! Sessions – POPS)
- **Social/ Cultural Outings**
- **College Planning and Campus Visits**
- **Service Learning Opportunities** (Community Service Projects)



SUMMER 2019 COMPONENT

1) # of students who were in the Summer session (regular and bridge).
    a. **44 Non-Bridge 10 Bridge**

2) # of college credits earned by Bridge students.
    a. **6 credits earned this summer**

3) # of instruction hours provided to regular summer sessions students.
    a. **6 hours per day of instruction time**

4) # of instructors hired.
    a. **10 instructors hired**

5) List of all classes offered to the students.
    a. **Advanced Research Methods**
    b. **Algebra II**
    c. **Calculus**
    d. **Chemistry**
    e. **Intermediate Research Methods**
    f. **Advanced Research Methods**
    g. **Agriculture Science**
    h. **Junior Seminar**
    i. **Junior/Senior ACT**
    j. **French**
    k. **Physics**
    l. **Pre-Calculus & Trigonometry**
    m. **Senior Seminar**
    n. **Scientific Literature**
    o. **Writing for the Sciences**
    p. **ACT Classes for all Math, Science, Reading, and Writing**
    q. **Prototype Engineering**

6) # of full meals offered the students (both bridge and regular).
    a. **June 2019 meals served- 2,482**
    b. **July 2019 meals served- 1,287**
    c. **Total meals served: 3,769**

7) Campuses visited
    a. **Emporia State University**
    b. **K-State Polytech**
    c. **University of Missouri, Columbia**
    d. **St. Louis University**

e. **Washington University-St. Louis**

8) Activities offered
   a. **Bowling at The Alley**
   b. **WSU Art Museum**
   c. **Woman's Self Defense**
   d. **Dinner Etiquette Training**
   e. **YMCA Swimming**
   f. **AMC Movie Theater**
   g. **WSU Community Service**
   h. **Tie Dye Shirts**

9) $ Amount of stipend funds given to students in total
   a. **$3,120.00**

10) Suggestions from students that will be incorporated in the upcoming summer (such as separating the students based on grades, traditions, more sports/physical activities, etc.)
   a. **More time in between classes**
   b. **Incorporate a morning meeting/activity**
   c. **Regular physical activity opportunities**
   d. **More opportunities for community members to speak/present to students**
   e. **Bridge students will be celebrated**
   f. **More collaborative events with bridge and non-bridge students**
   g. **Events with parent invites will be held on the weekend**

SUMMER FOOD SERVICE PROGRAM 2019

Upward Bound Math Science

Report prepared by: LaQunda Atkinson

Program Coordinator

WHAT IS THE SUMMER FOOD Service PROGRAM?

The Summer Food Service Program was first created as part of a larger pilot program in 1968. It became a separate program in 1975. (Kn-eat.org) The Summer Food Service Program (SFSP) provides free, nutritious meals and snacks. These meals and snacks are provided to low-income areas as a way to help bridge the nutritional gap. These meals are provided throughout the summer months. Approved sponsor sites are able to provide these meals free of charge to the children. UBMS became an approved

Who is eligible to receive meals?

Children 18 and younger are able to receive free meals and snacks through the Summer Food Service Program. Meals and snacks are also available to persons with disabilities, over the age of 18, who participate in school programs for people who are mentally or physically disabled. (kn-eat.org)

How are the meals dispersed?

The Summer Food Service Program works with different sponsor sites around the community. These sites operate in low-income areas where at least half of the children come from families with incomes at or below 185 percent of the Federal poverty level, making them eligible for free

and reduced-price school meals. (kn-eat.org.) These sites have to be approved through the program. They go through a rigorous approval process and must submit the proper paperwork by an established deadline.

The Upward Bound Math Science students were served at Shocker Hall, our dining hall on campus. Participants of the program received a healthy breakfast, appetizing lunch and filling dinner in our state of the art facility. Students were treated to a variety of healthy options. Approved meal checkers were assigned to monitor the student's choices. The meal checker's ensured that student's followed the strict guidelines regarding food selection. Again the Summer Food Service Program's mission is to provide nutritional meals.

Summer Food Service Program….Because Hunger Does Not Take a Vacation!

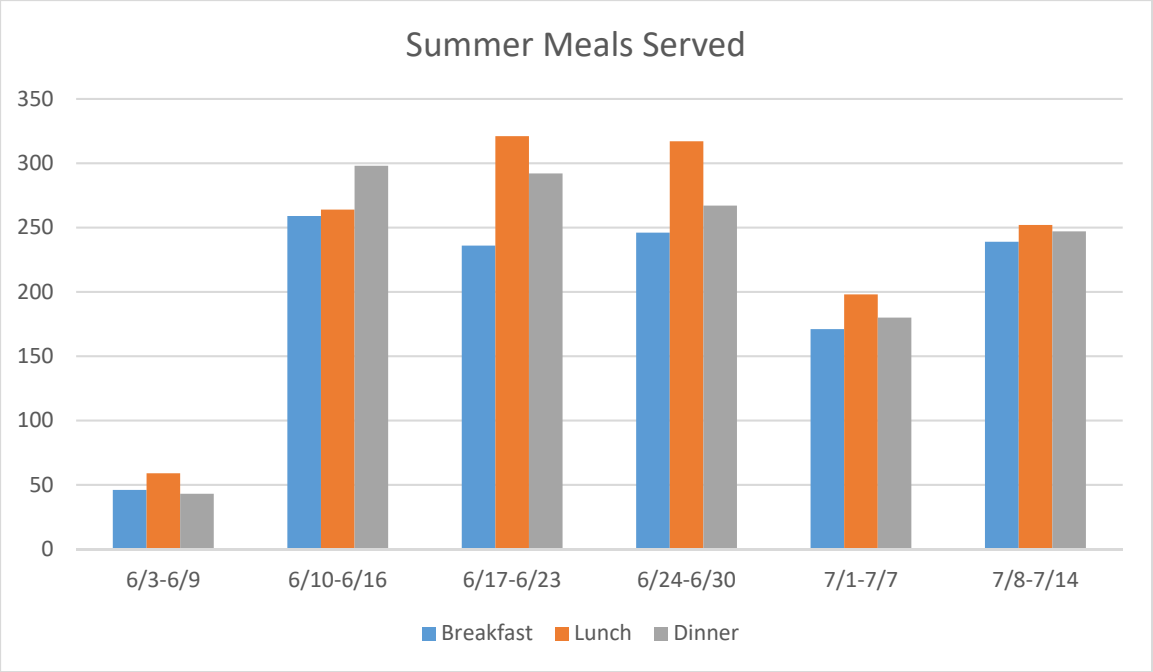
Are the approved sponsor sites reimbursed?

Approved sites can be reimbursed for any meals provided at the allowable government rate. The approved sponsor site must maintain accurate records of all students who have participated in the program. The Kansas Department of Health will conduct a site visit to ensure that the site is following the rules set forth by the Summer Food Service Program. Once the site visit has been done and the records have been turned in, reviewed by the site auditor and approved, a reimbursement check is sent to the site. The sponsor site must follow regulations for all monies received per the "Office of Management and Budget (OMB) Guidance under 2 CFR Part 200 "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Subpart E-Cost Principals." (https://learning.ksde.org/)

The reimbursements are to be used for the operating and administrative cost of the SFSP only. Allowable operating and administrative typically include food and nonfood supplies for SFSP meals. They also include preparation, arranging and managing a food service operation under the SFSP.

How many children were served through the UBMS this summer?

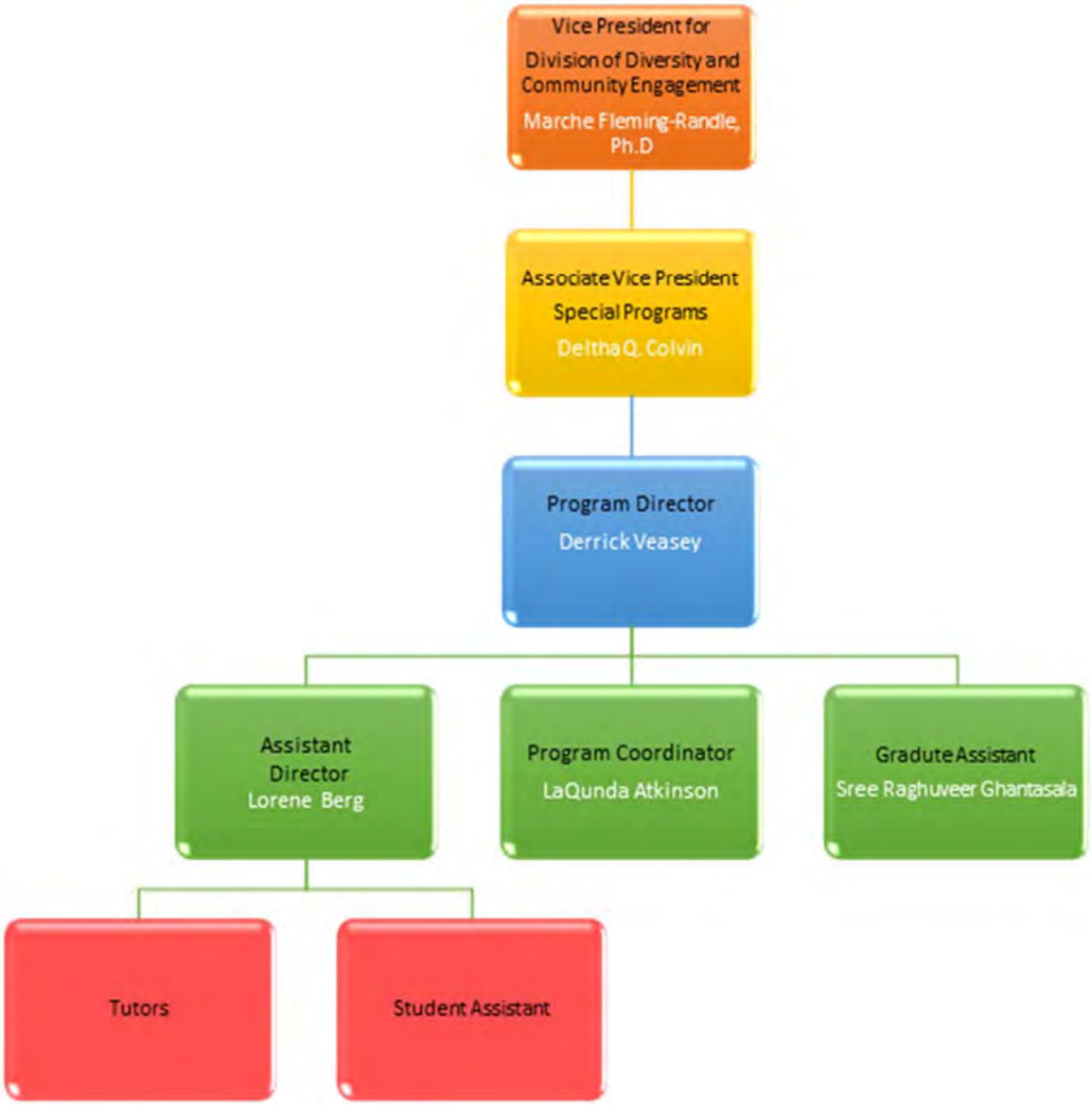
Our food program ran for a total 51/2 weeks. Students were served from June 3rd-July 14th, 2019. 4,208 meals were served to our students during the program! On average we served approximately 650-700 meals per week!



Was the Summer Food Service Program a success?

The Summer Food Service Program was indeed a successful program. Students were able to receive nutritious and satisfying meals. Food insecurity, which is prevalent in low income areas, was not something that plagued our students this summer. The Summer Food Service Program is a program partner and we will continue to actively participate in the program.

ORGANIZATIONAL CHART-ACADEMIC YEAR



Programming Wizards

Description: Programming wizards is a supplementary program started by Upward Bound Math Science Program (UBMS) at Wichita State University. This program received a fund of $40,000 from the U.S Department of Education to enrich the interest of students on STEM-related fields. The goal of this program is to provide instructions on computer science (CS) programming for high school Sophomore and Junior students and giving them a great opportunity of exploring real world technology by working on Arduino Kits and Open source edX platform. By participating in this program, students could develop different skills like computer programming, logical thinking, debugging and researching on a topic etc., which will help them grow in STEM related areas.

Programming Wizard Project Reports:

Project Title: SIMON GAME

My name is Drew Coleman. I am a Software Engineer at Wolters Kluwer where I also serve on the STEM committee. I was the mentor for team "Simon", UBMS Programming Wizards from August 2019 – October 2019.

As a mentor, it was my responsibility to help the students foster their creativity, explain the basic and practical applications of simple circuits and programming as well as answer any questions and help them solve any problems they encountered as they went.

My methodology was simple. First, explain the basic functions of electronic components and how they interact together in a circuit. Next, basic programming concepts (Statements, Functions, Keywords, etc.), what their purpose is and how to implement them. Having covered most of the basics, I helped them walk through what components would be needed for the circuit and what functions, etc. would be needed in the code.

Once the building blocks were in place, the students were then turned loose to start developing their idea. Careful attention was given making sure each student stayed engaged during our sessions and had something to work on until we met the next time. Homework if you will. Splitting the duties (hardware, code, presentation, etc.) proved to be very effective in keeping the students engaged without leaving them overwhelmed.

In conclusion, it is my strong belief that each of the students on team Simon learned practical basics of electronic circuits and components, basic C programming constructs and principals as well as public speaking and presentation skills. Their presentation was informative and professional. Additionally, their project was the only one that worked during the presentation. It was a great pleasure to get to know and mentor the students. If you have any questions, please do not hesitate to reach out to me. Thank you!

Important documents / files to support this project are available in the following link: https://github.com/Drewness/UBMS/

Project Title: HEART RATE MEASURMENT

My name is August Nehring. I was the mentor for a team as part of STEM program, UBMS Programming Wizards from August 2019 – October 2019.

The instruction given in the first few weeks of the class were generalized instructions like, how to make the led 13 on the board blink, how to use a regular led, etc. Maybe instead the students pick a project up front and from there the instruction is how to use each individual component separately. So, in the case of this project, one class would be on an LCD, another would be on the pulse sensor, maybe another on a button, etc. Then the mentoring focuses on how to bring all the components together and the code behind it.

The original project for my group was to make a lie detector but, one Saturday was spent just teaching them how to use the heart rate measuring sensor (which they just got in their hands for the first time that day), and then display its output on an LCD. Ideally by this point they would have already gotten way past this and would have been working adding the code to take the heart rate and determine a baseline, and then from there determine if a person is lying. In the future I think either a) we limit the students to projects based on components we already have, or b) we must get the components that are purchased after the fact into their hands sooner.

While the sensor we purchased did function, it was very inconsistent. The amount of pressure applied to the sensor was hard to keep at the exact level needed to get an accurate measurement. Again, perhaps if we had more time to work with maybe we could have gotten a more consistent result.

The result was successful in determining a person's heartrate and displaying it on an LCD. While I would call the project a success, and the students appeared to enjoy the experience, I feel as if we could have done better.

Suggestions: In a future project, I feel the students would get a lot more value out of it if they had more interaction. Maybe the 3-week break shouldn't have been a break. Instead we still meet up and do nothing but work on the project. Maybe we/I needed to reach out to the kids regardless.

Project Code:

```
#define USE_ARDUINO_INTERRUPTS true    // Set-up low-level interrupts for most acurate BPM
math.
#include <LiquidCrystal.h> //Import the LCD library
#include <PulseSensorPlayground.h>     // Includes the PulseSensorPlayground Library.
//Include^
//Init
LiquidCrystal lcd(12, 11, 5, 4, 3, 2); /*Initialize the LCD and
                                tell it which pins is to be used for communicating*/
//Global Var
#define contra 9 //Define the pin that controls the contrast of the screen
#define bri 10 //Define the pin the controls the brightness of the screen
//Both pins are PWM so you can analogWrite to them and have them output a variable value
//  Variables
```

```
const int PulseWire = 0;       // PulseSensor PURPLE WIRE connected to ANALOG PIN 0
int Threshold =500 ;           // Determine which Signal to "count as a beat" and which to ignore.
                        // Use the "Gettting Started Project" to fine-tune Threshold Value beyond default setting.
                        // Otherwise leave the default "550" value
PulseSensorPlayground pulseSensor;  // Creates an instance of the PulseSensorPlayground object called "pulseSensor"

void setup() {//~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
  // put your setup code here, to run once:
  lcd.begin(16, 2); //Tell the LCD that it is a 16x2 LCD
  pinMode(contra, OUTPUT); //set pin 9 to OUTPUT
  pinMode(bri, OUTPUT); //Set pin 10 to OUTPUT
  //pinMode-ing OUTPUT makes the specified pin output power
  digitalWrite(contra, LOW); /*outputs no power to the contrast pin.
                        this lets you see the words*/
  analogWrite(bri, 255); //Outputs full power to the screen brightness LED
  pulseSensor.analogInput(PulseWire);

  pulseSensor.setThreshold(Threshold);

  // Double-check the "pulseSensor" object was created and "began" seeing a signal.
   if (pulseSensor.begin()) {
    Serial.println("We created a pulseSensor Object !");  //This prints one time at Arduino power-up, or on Arduino reset.
  }
}//~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

void loop() {//~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
  // put your main code here, to run repeatedly:
  int myBPM = pulseSensor.getBeatsPerMinute();  // Calls function on our pulseSensor object that returns BPM as an "int".
                                        // "myBPM" hold this BPM value now.
 lcd.setCursor(0,0);
 lcd.print(" BPM:          ");
 lcd.setCursor(0,1);
 lcd.print("               ");
 lcd.setCursor(0, 0);
 lcd.print(" BPM: "); //Output " Hello, World!!" on the first line of the LCD
 lcd.print(myBPM);

}//~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
```

Programming Wizards (2019) Student Awards and Recognitions:

Participants Recognition Award:

Taylor Kelley
Morgan Kelley
Kalindu Jasenthulyana
Samaya Canada
Tyesa Chalmers
Lizbeth Romero-Lopez
Alicia Minor
Stefanie Alvarez
Erika Velazquez
Alissa Brown
Benjamin Serrano
Jonathan Balderas
Roy Flores

100% Attendance Recognition Award:

Taylor Kelley
Morgan Kelley
Lizbeth Romero-Lopez
Stefanie Alvarez
Roy Flores

Innovative Award:

Benjamin Serrano

Team Recognition Award:

Team #1: Project name is "Simon"
Team Members: Taylor Kelley, Morgan Kelley, Tyesa Chalmers, Lizbeth Romero-Lopez, Alicia Minor, Stefanie Alvarez, Roy Flores, Jonathan Balderas, Benjamin Serrano

Team #2: Project name is "Heart Rate"
Team Members: Erika Velazquez, Alissa Brown, Samaya Canada, Kalindu Jasenthulyana

Individual Project by Benjamin Serrano
Project Name: Controlling Computers with Gestures

Programming Wizards Pictures:

Final Presentation Pictures:

Picture -1: Presentation by Team#1

Picture -2: The final presentation Day

Dr. Alan Dsouza (left), Mr. Drew Coleman, Mentor (center) and Mr. August Nehring, Mentor (right)

YEAR AT A GLANCE

UBMS Seniors 2019

Community Service Day at Human Society

Saturday Session

UMBS PROFESSIONAL STAFF

Derrick Veasey, Director

Lorene Berg, Assistant Director

LaQunda Atkinson, Program Coordinator

Notice of Nondiscrimination

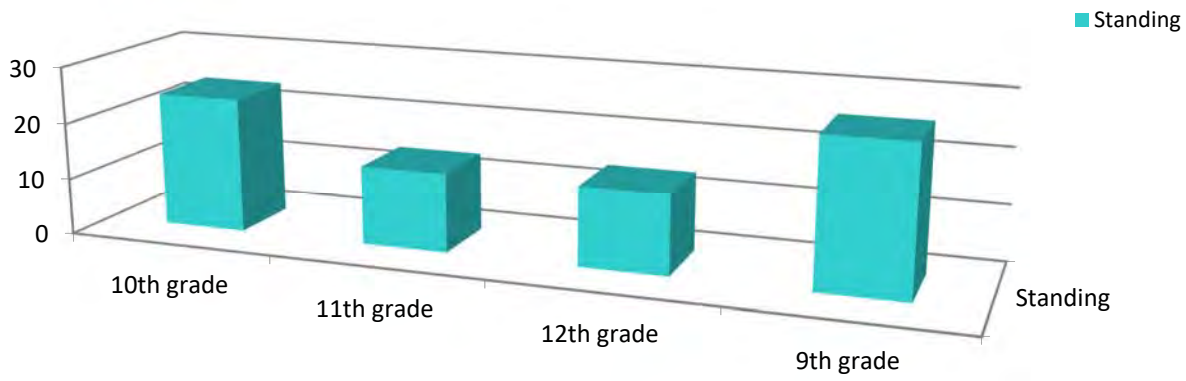
Wichita State University does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0205; telephone (316) 978-3186.

Notice of Federal Funding

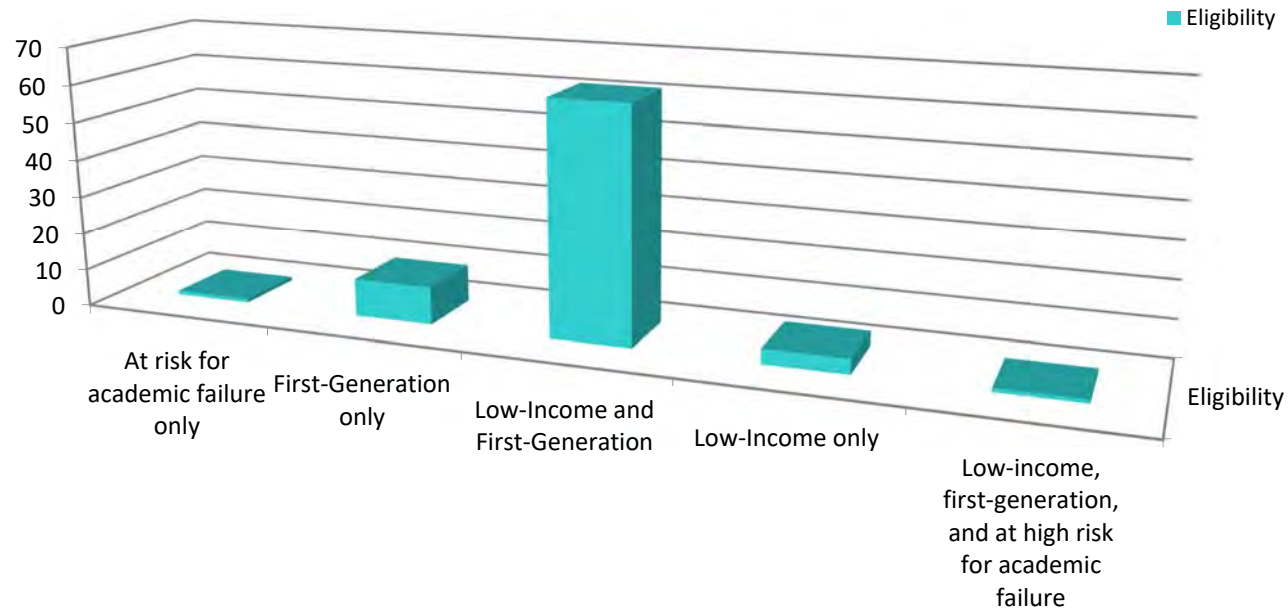
The Upward Bound Math Science Center is federally funded by the U.S. Department of Education for $357,465 (2019-2020).

Appendix

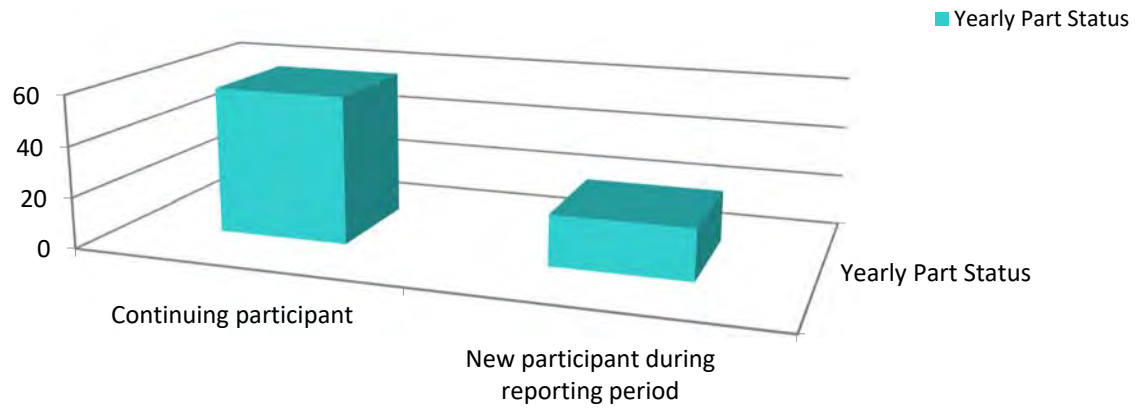
Graph by Grade / Standing



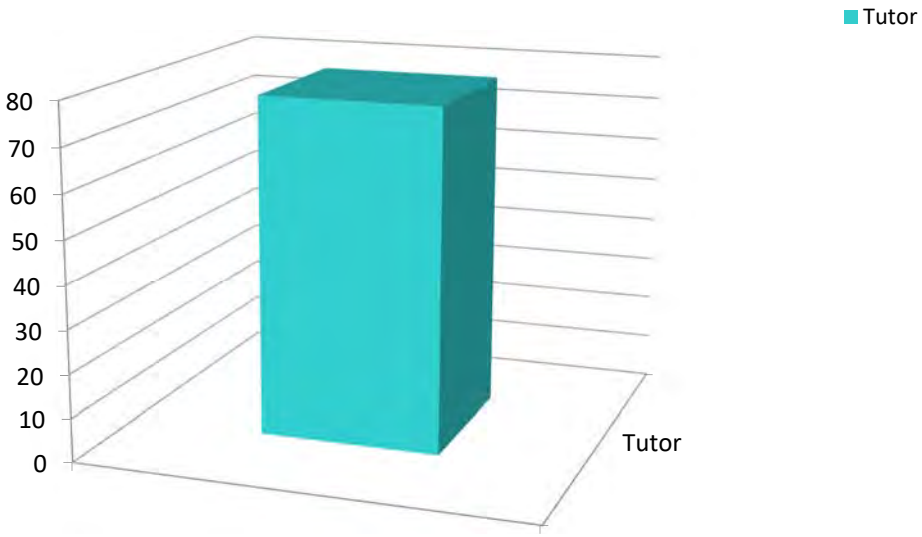
Graph by Eligibility



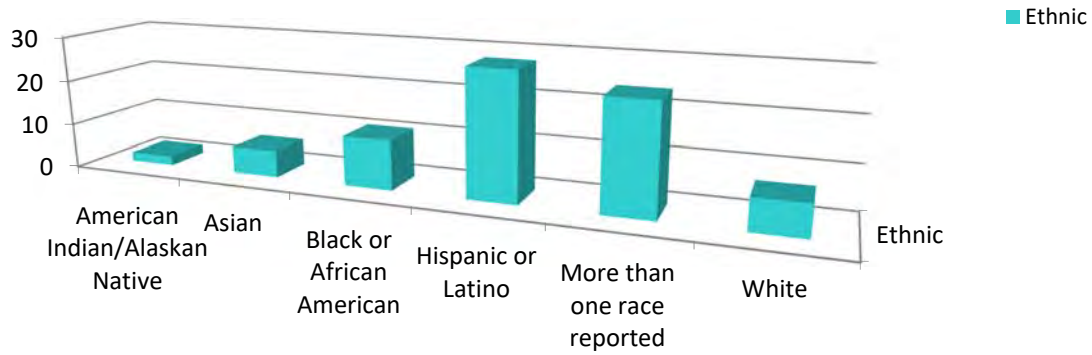
Graph by Participant Status



Graph by Tutor



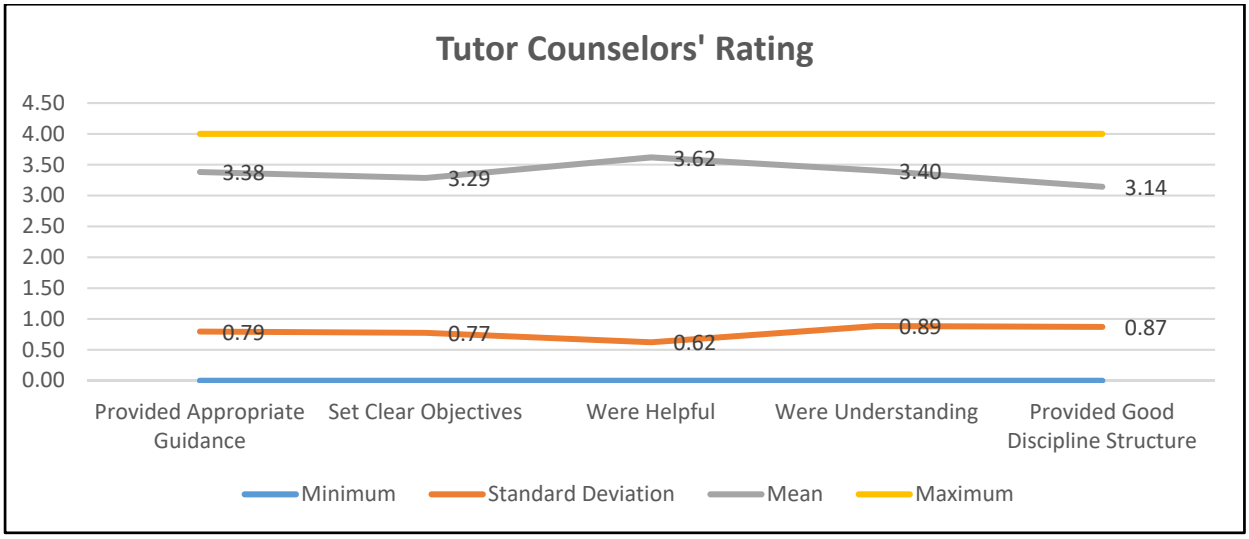
Graph by Ethnicity

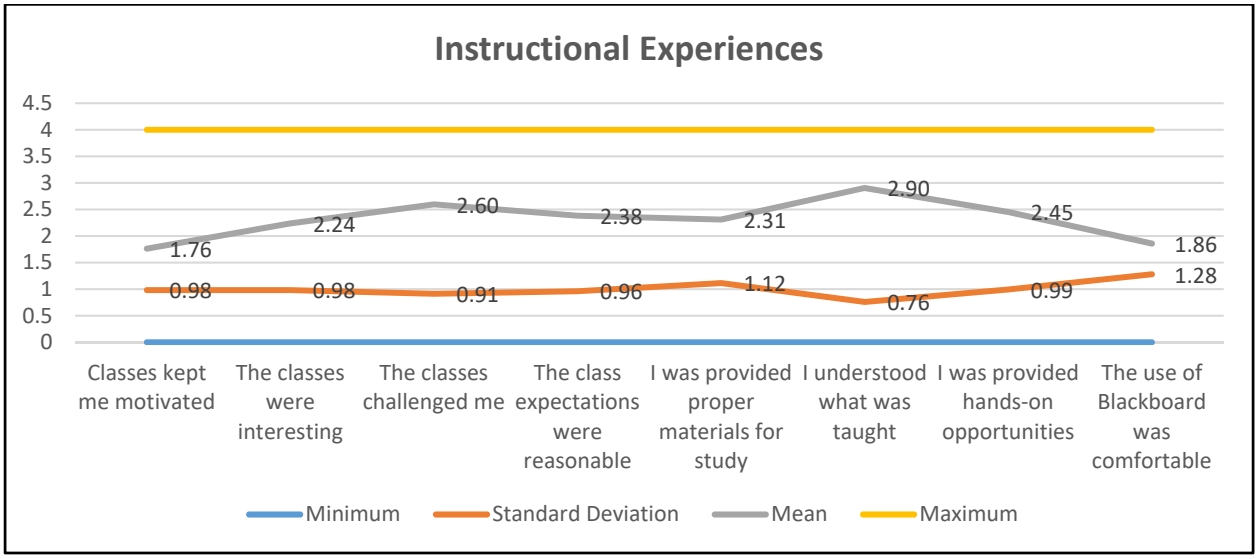


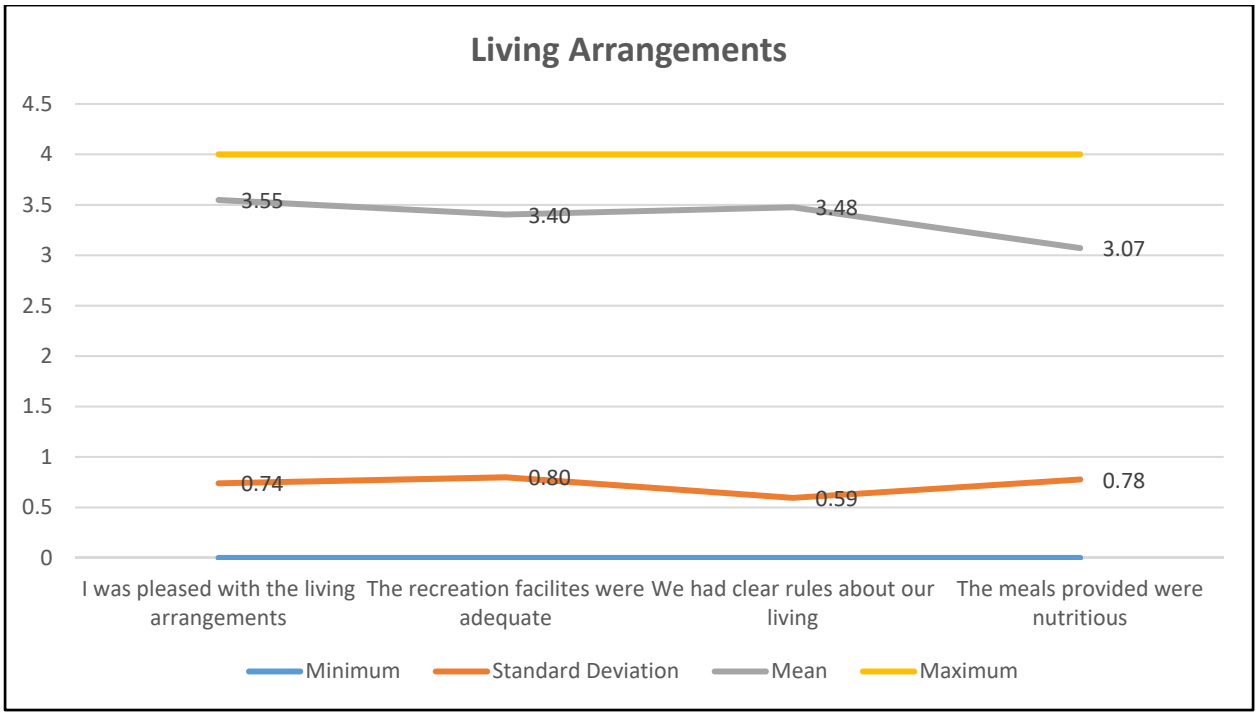
Evaluations of Programs

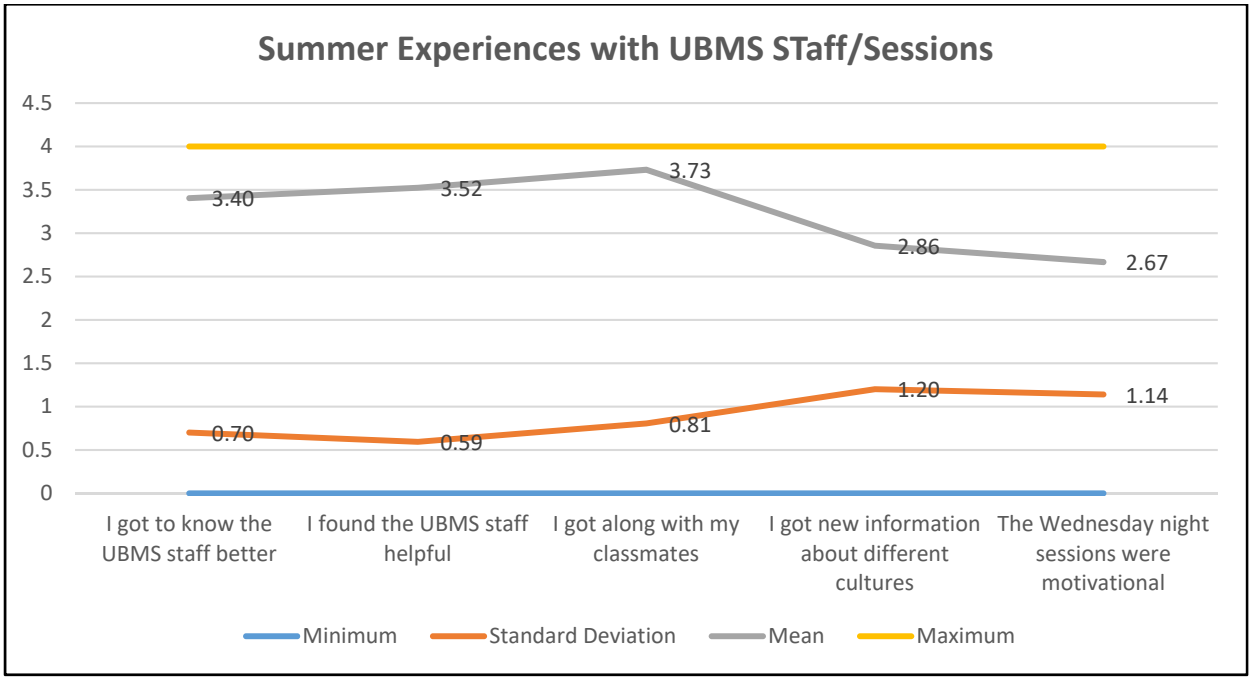
Summer 2019:

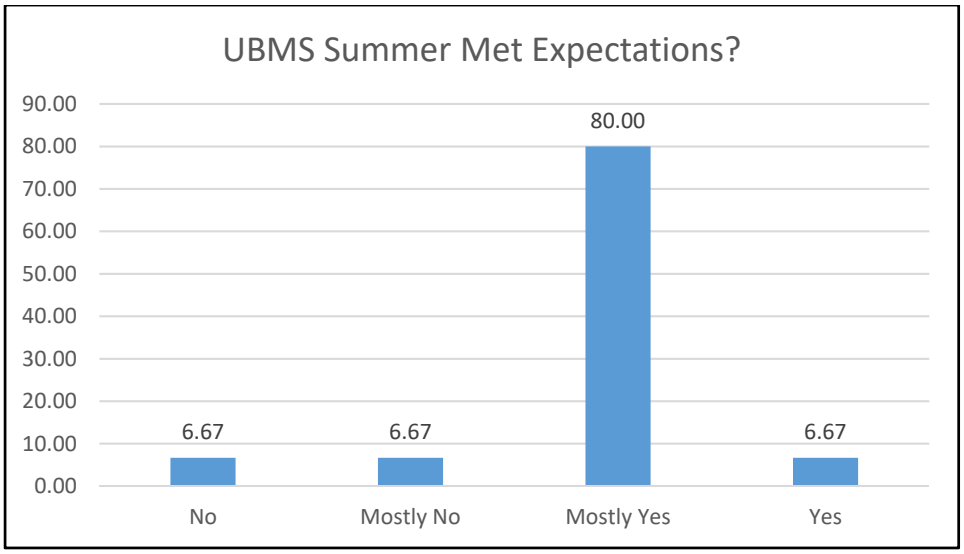
1) In the line graphs, the minimum and maximum scores provide a range, and the means provide the overall rating by the respondents.
2) The standard deviation provides an insight into variability (if the respondents had a larger spread of their rating). A lower standard deviation indicates consistency of responses, while a higher standard deviation indicates large differences among responses on that particular question.
3) The open-ended responses are unedited. If a particular response occurred more than once, the frequency is indicated in a parenthesis.

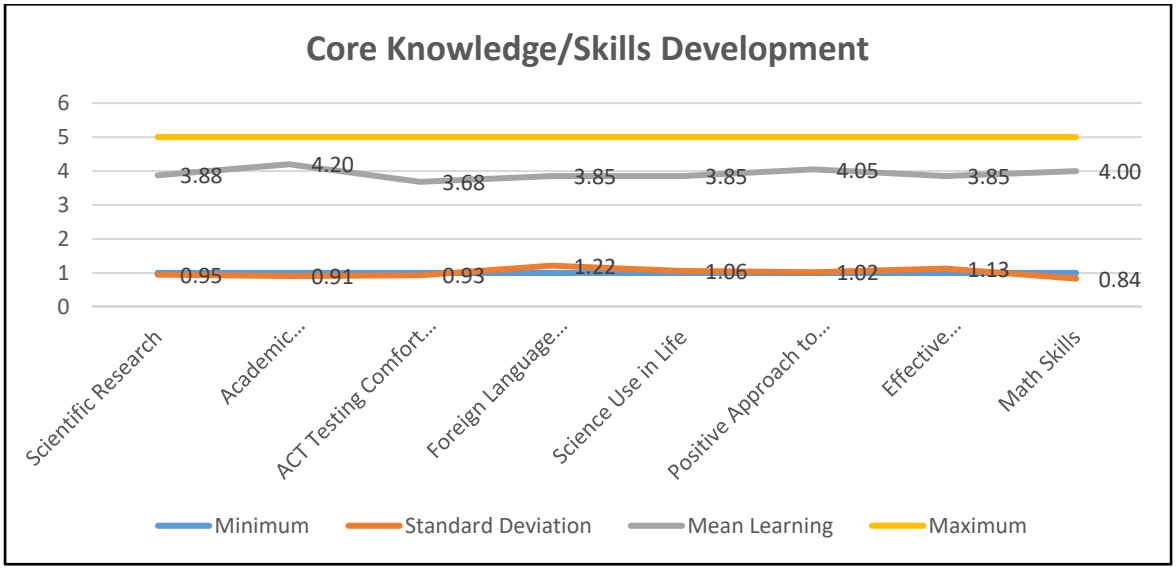


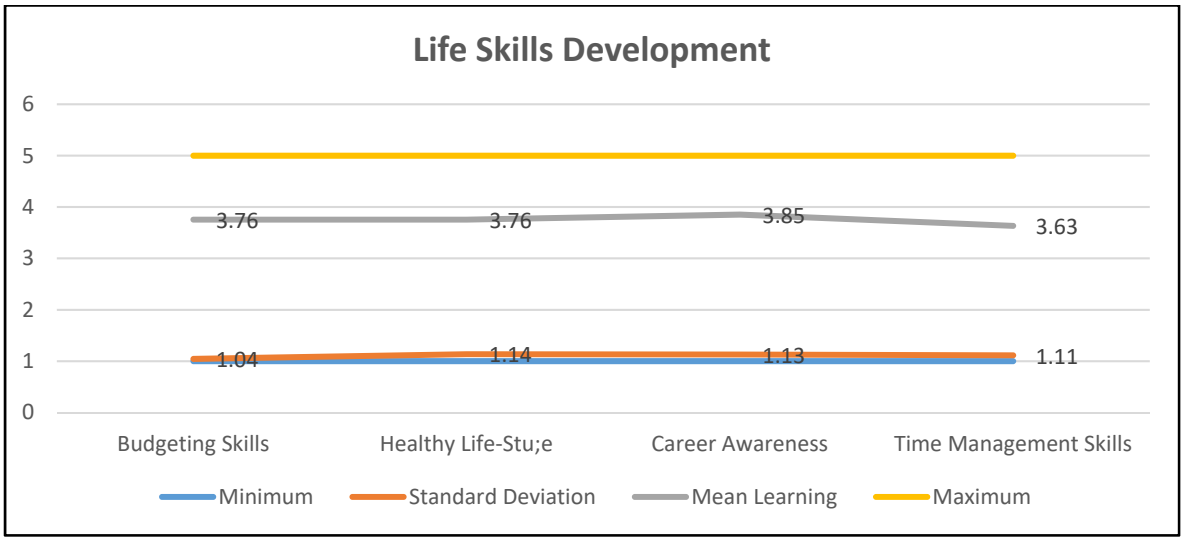


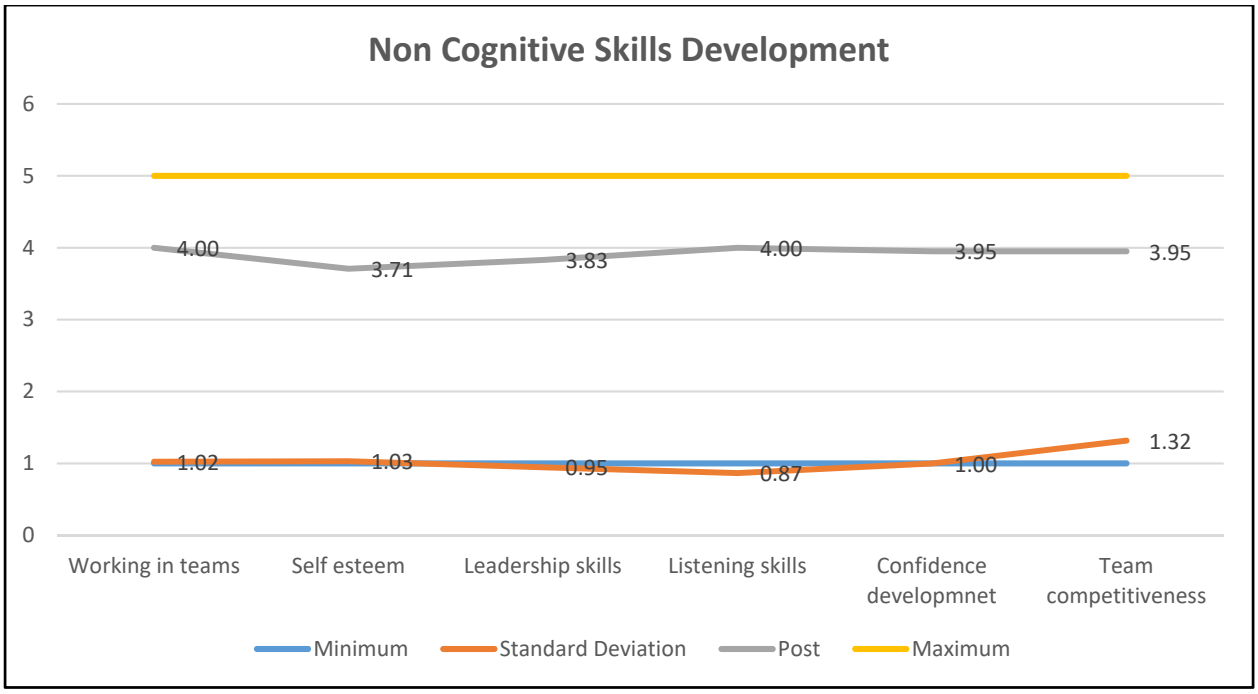

Living Arrangements
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
3.55
3.40
3.48
3.07
0.74
0.80
0.59
0.78
I was pleased with the living arrangements
The recreation facilites were adequate
We had clear rules about our living
The meals provided were nutritious
Minimum
Standard Deviation
Mean
Maximum

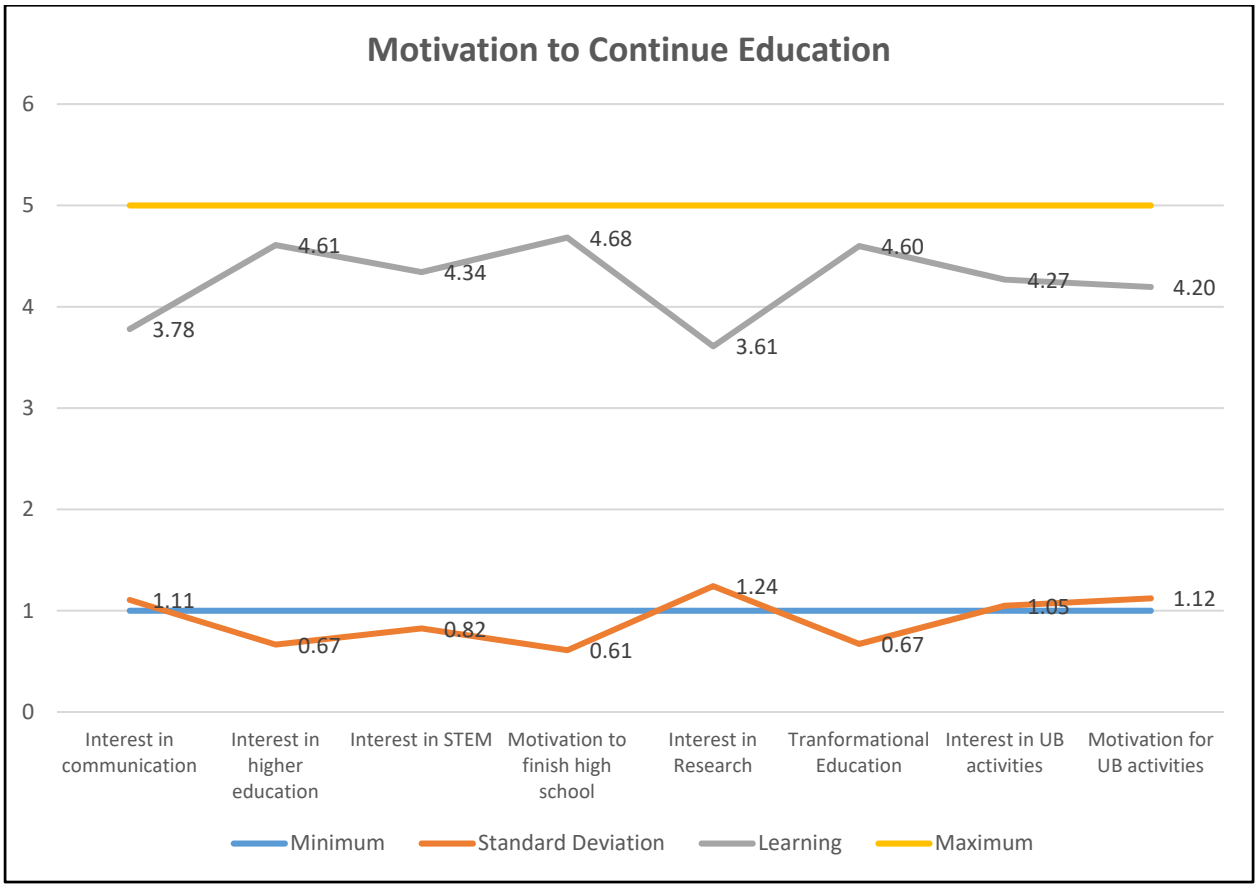

Summer Experiences with UBMS STaff/Sessions
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
3.40
3.52
3.73
2.86
2.67
0.70
0.59
0.81
1.20
1.14
I got to know the UBMS staff better
I found the UBMS staff helpful
I got along with my classmates
I got new information about different cultures
The Wednesday night sessions were motivational
Minimum
Standard Deviation
Mean
Maximum


UBMS Summer Met Expectations?
90.00
80.00
70.00
60.00
50.00
40.00
30.00
20.00
10.00
0.00
6.67
6.67
80.00
6.67
No
Mostly No
Mostly Yes
Yes


Core Knowledge/Skills Development
6
5
4
3
2
1
0
3.88
4.20
3.68
3.85
3.85
4.05
3.85
4.00
0.95
0.91
0.93
1.22
1.06
1.02
1.13
0.84
Scientific Research
Academic...
ACT Testing Comfort...
Foreign Language...
Science Use in Life
Positive Approach to...
Effective...
Math Skills
Minimum
Standard Deviation
Mean Learning
Maximum

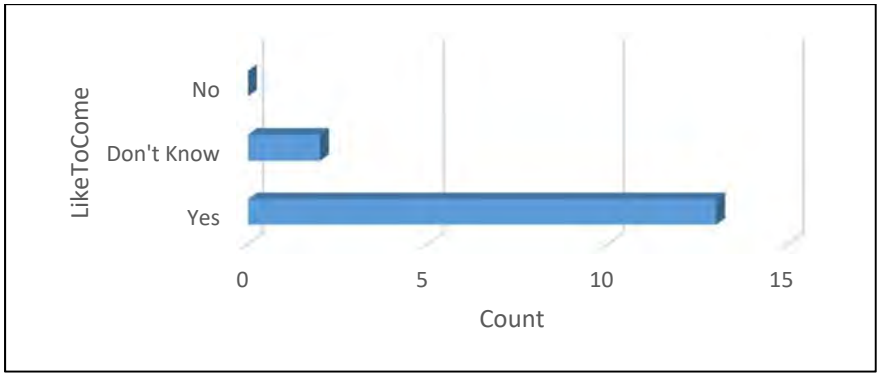

Life Skills Development
6
5
4
3
2
1
0
3.76
3.76
3.85
3.63
1.04
1.14
1.13
1.11
Budgeting Skills
Healthy Life-Stu;e
Career Awareness
Time Management Skills
Minimum
Standard Deviation
Mean Learning
Maximum


Non Cognitive Skills Development
6
5
4
3
2
1
0
4.00
3.71
3.83
4.00
3.95
3.95
1.02
1.03
0.95
0.87
1.00
1.32
Working in teams
Self esteem
Leadership skills
Listening skills
Confidence developmnet
Team competitiveness
Minimum
Standard Deviation
Post
Maximum

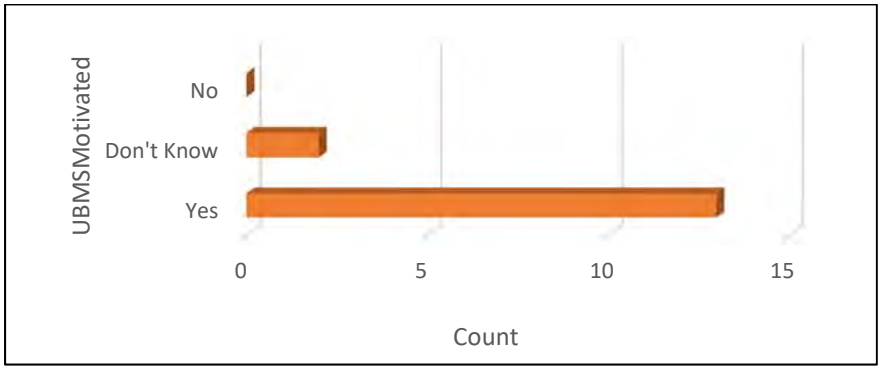

Motivation to Continue Education
6
5
4
3
2
1
0
3.78
4.61
4.34
4.68
3.61
4.60
4.27
4.20
1.11
0.67
0.82
0.61
1.24
0.67
1.05
1.12
Interest in communication
Interest in higher education
Interest in STEM
Motivation to finish high school
Interest in Research
Tranformational Education
Interest in UB activities
Motivation for UB activities
Minimum
Standard Deviation
Learning
Maximum

Saturday Session Field Trip:

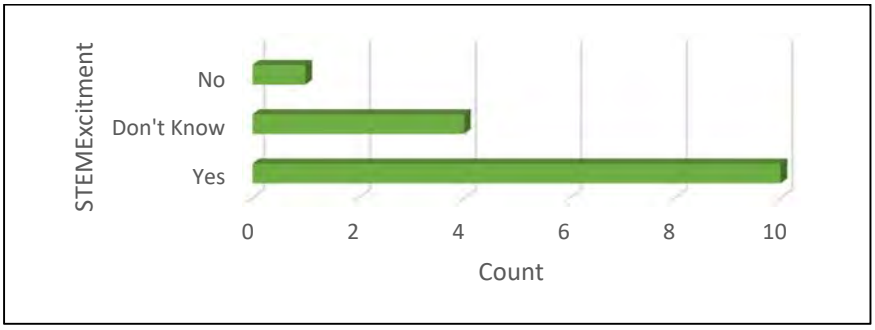
Like to Come to Saturday sessions



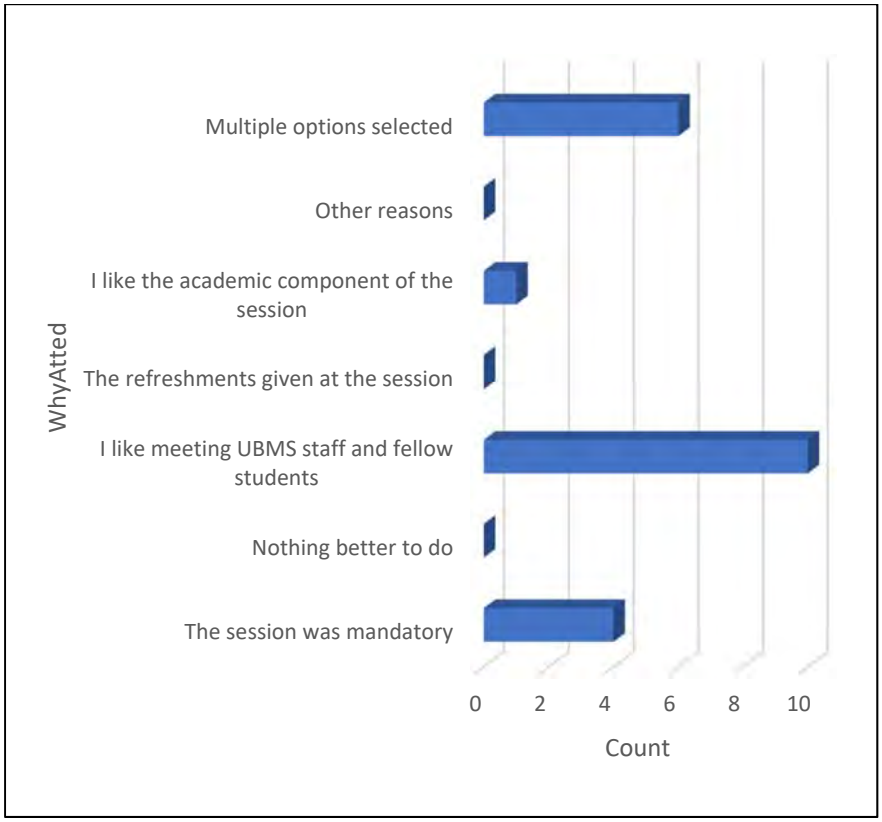
UBMS Motivated



STEM Excitement

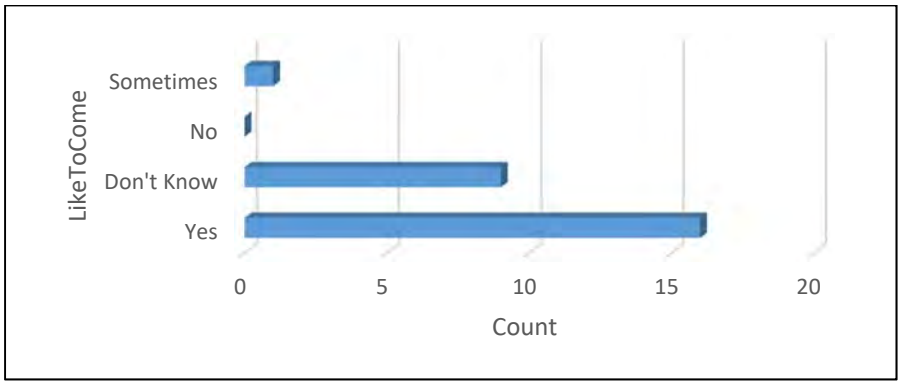


Why attend Saturday's session

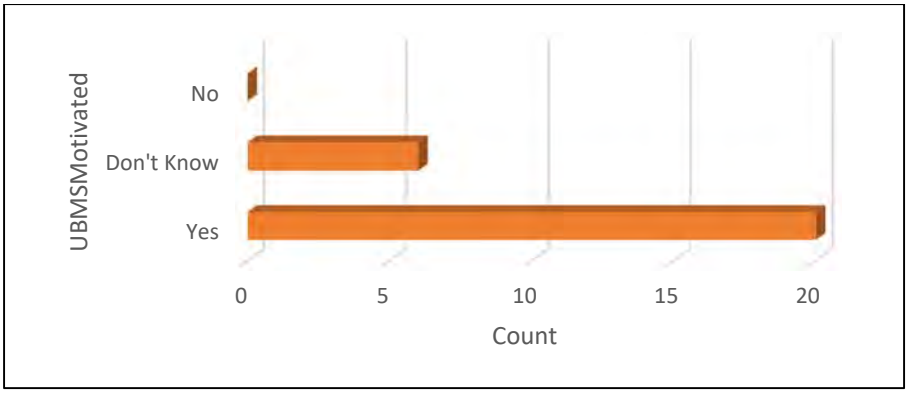


Saturday Session – Go-Create Tour:

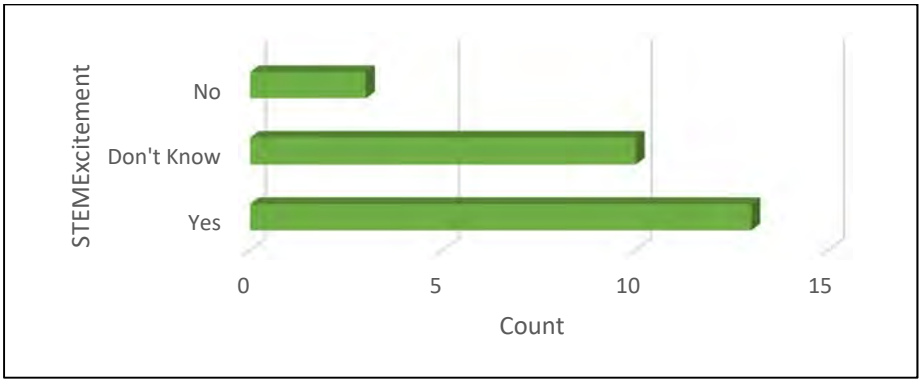
Like to Come to Saturday sessions



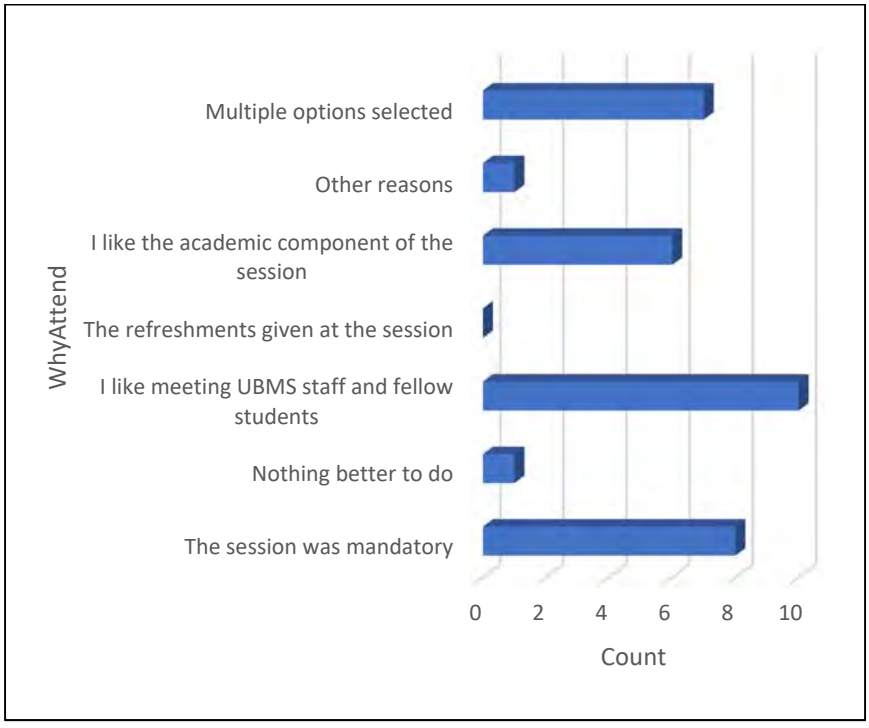
UBMS Motivated



STEM Excitement

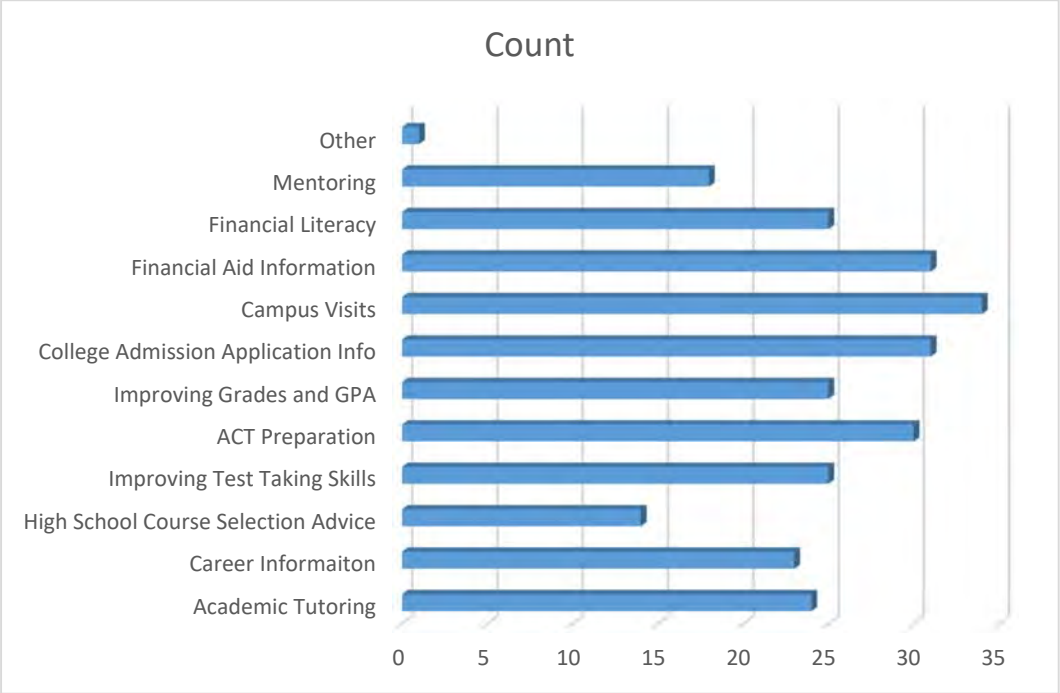


Why attend Saturday's session

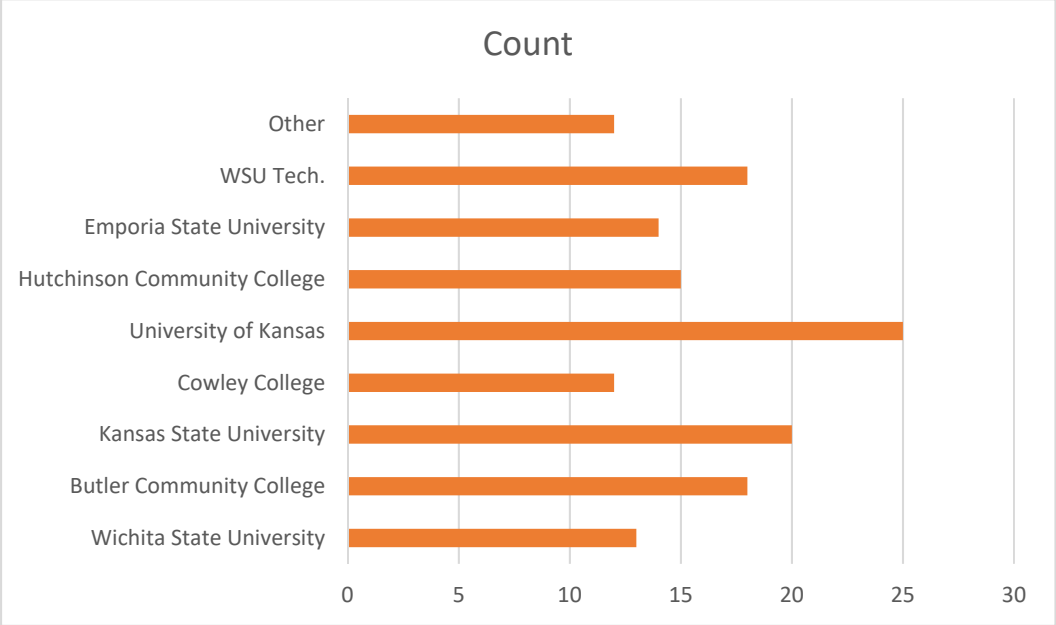


Fall-2019 Orientation Session Evaluation:

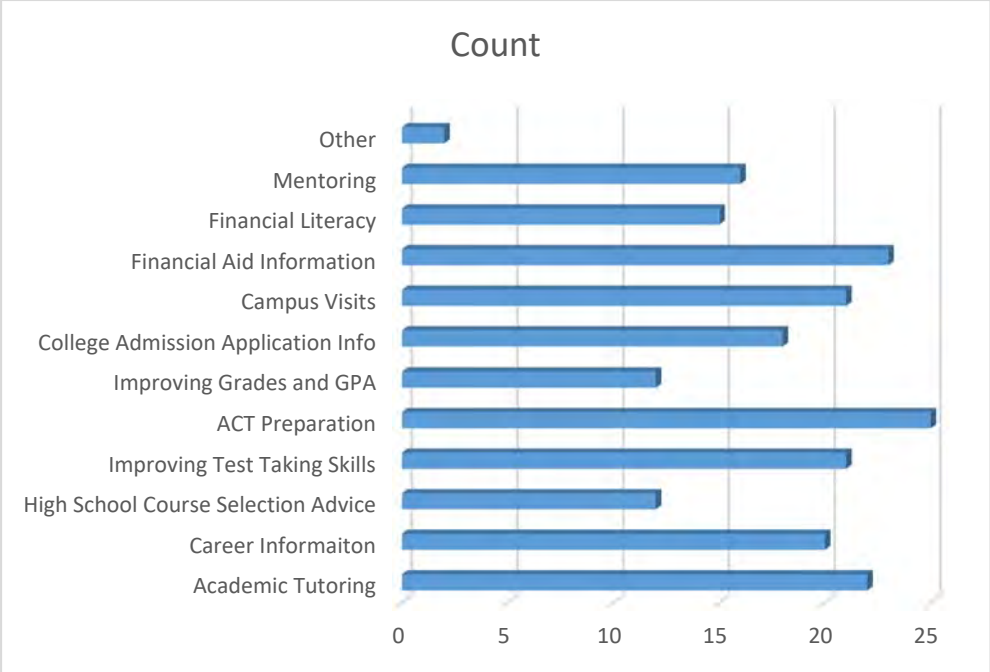
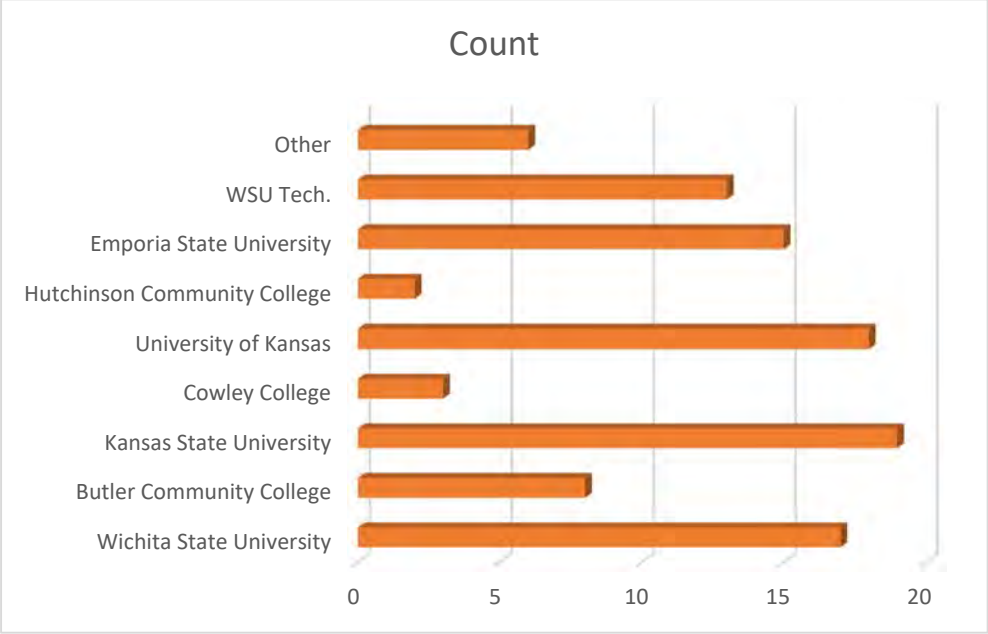
UBMS Activities - next academic year – Participants



Interested Campuses to Visit – Participants



UBMS Activities - next academic year – Parents



Interested Campuses to Visit – Parents