



UPWARD BOUND

A place where students come first!



**EDUCATIONAL OUTREACH
& STUDENT SERVICES**

Success Rate

HIGH SCHOOL

97% of Upward Bound participants graduate from high school.

COLLEGE ENTRANCE

For the past several years, the fall college enrollment rate after participants successfully completed the program is 97%.

COLLEGE ENROLLMENT

The 5-year college retention rate for participants who successfully completed the program is over 82%; greater than the nation and state rates.



COMMUNITY SERVICE

Upward Bound students participate in numerous community service projects at the university level and in the greater Phoenix area throughout the year.

PHONE: 480.965.6483

"Education is the most powerful weapon you can have to change the world."
-Nelson Mandela

PROFILE

PURPOSE

The ultimate purpose of the Upward Bound Program is to prepare participants to succeed in a program of postsecondary education.

DESIGN

The project is designed to increase the academic skills and motivational levels of low-income and/or potential first-generation college students to the extent that they will complete high school and successfully enter postsecondary educational programs and graduate.

GOALS

- Improve academic skills through the academic year and summer instruction components.
- Motivate participants to complete high school and to pursue a postsecondary educational program upon completion of high school.
- Empower students to high aspirations and standards both professionally and personally.
- Provide educational opportunities.
- Enhance students' personal, cultural, social, career, and academic awareness and development.

SERVICES

- Academic year program offerings providing academic instruction, tutoring, academic advisement, preparation in college entrance exams, counseling, social and personal development (through Saturday meetings).
- Summer residential programs, which provide a college simulation experience for high school students and bridge experience for high school graduates.
- Cultural, social, and recreational activities designed to foster growth and broaden student awareness, appreciation, and respect for each other.
- Assistance with college selection, admission, housing, entrance exams, and financial aid. Postsecondary support is also provided.
- Student advocacy at various postsecondary institutions, scholarship programs, and internships.

ACADEMIC COMPONENTS

- Classes in mathematics, writing, laboratory science, foreign language, computer lab, and college survival skills.
- Tutoring and instructional labs.
- Academic counseling and referral.
- Placement-testing assistance and advisement.
- High school graduation advisement.
- College entrance advisement.
- Assistance in selecting college courses of study.

PERSONAL DEVELOPMENT COMPONENTS

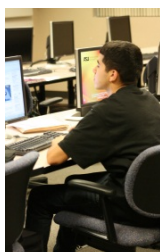
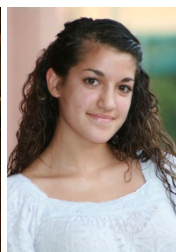
- Develop critical-thinking skills as you discuss topics such as social issues, cultural awareness, and personal values.
- Explore your career interests and set life goals.
- Meet dynamic professionals in a variety of career areas.
- Receive personalized assistance in college admissions, financial aid, and housing.
- Have opportunities to improve your confidence and skill in public speaking.

STUDENTS SERVED

A minimum of 142 students are served each program year. To be eligible, a student must meet the following criteria:

- Be a "potential first-generation college student" (that is, parents do not have a four year college degree) OR from a low-income family (as defined by the federal government). Priority is given to students who are both.
- Be at least 13 but no older than 19 years of age at time of admission to Upward Bound.
- Have completed the 8th grade but not yet have entered the 12th grade at time of admission to Upward Bound.
- Be a citizen, national, or permanent resident of the United States.
- Be a resident of Maricopa County or attend any high school in Maricopa County. Priority is given to students from the following "target" schools: Betty H. Fairfax, César Chávez, Carl Hayden Community, and Maryvale.
- Have a need for academic support. (Academic need is defined as one whose GPA is 3.50 or lower in core courses, one who scores below the 80th percentile national rank on any standardized exam OR one who did not complete – earn credit – in pre-algebra, algebra or geometry by the end of 8th grade. Core courses include English, mathematics, laboratory science, social science, foreign language, and fine arts.)
- Have a need for personal development support.

... PRIDE ... ACHIEVEMENT ... LEGACY ...



BRIEF OVERVIEW

The Upward Bound project at Arizona State University (ASU) is a federally funded college-preparatory program that serves high school students who are either low-income and/or who will be the first in their family to earn a four-year college degree. Upward Bound's mission at ASU is to assist students with graduating high school, entering college, and earning a Baccalaureate degree. The ASU Upward Bound Program has served students since March of 1966.

What is **TRiO**?

TRIO PROGRAMS AND HISTORY

The term "TRIO" was coined in the late 1960's to describe three federally-funded educational opportunity outreach programs. The three original TRIO programs included **UPWARD BOUND** (the oldest of the programs), which emerged out of the Economic Opportunity Act of 1964 in response to the administration's War on Poverty; **EDUCATIONAL TALENT SEARCH**, which was created as part of the Higher Education Act of 1965; and **STUDENT SUPPORT SERVICES**, which was included in the Higher Education Amendments of 1968.

Since the development of the three original TRIO programs, three additional programs have been added. **EDUCATIONAL OPPORTUNITY CENTERS** were authorized as part of the Higher Education Amendments of 1972; training programs for federal TRIO programs known as the **TRAINING PROGRAM FOR SPECIAL PROGRAMS STAFF AND LEADERSHIP PERSONNEL** were authorized as part of the Higher Education Amendments of 1976. The sixth program, the **RONALD E. MCNAIR POST-BACCALAUREATE ACHIEVEMENT** program, was part of the Amendments of 1986.

Additionally, in 1990, the **UPWARD BOUND MATH/SCIENCE** program was created to address the specific need for instruction in the fields of math and science. This program is part of and administered under the same regulations as the classic Upward Bound program as is the **VETERAN'S UPWARD BOUND** program, a program designed specifically for veterans.

The Legislative requirements for all TRIO programs can be found in the Higher Education Act of 1965, Title IV, Part A, Subpart 2.

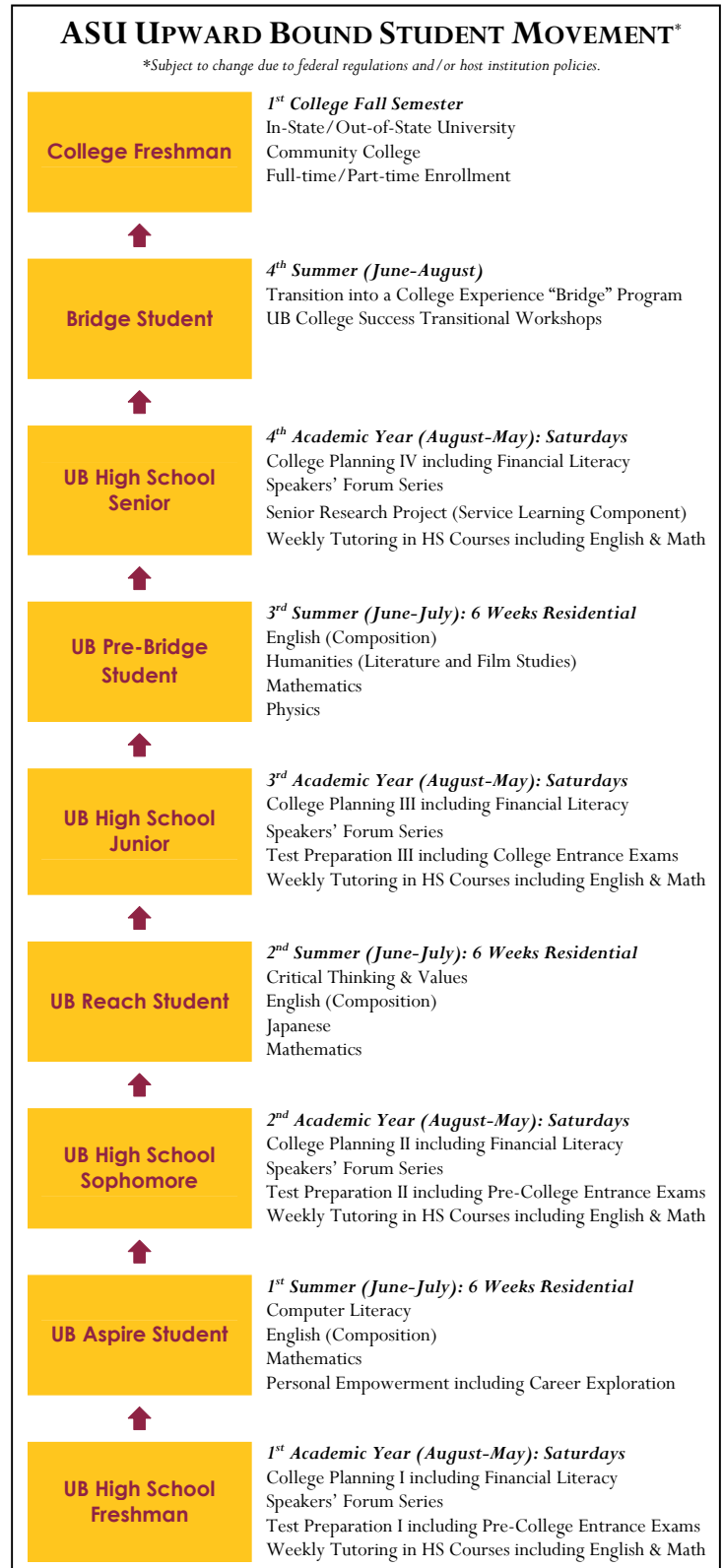
PURPOSE OF TRIO PROGRAMS

The primary purpose of TRIO programs is to prepare low-income/potential first-generation college students for successful entry into, retention in, and completion of postsecondary education. The Ronald E. McNair program provides support to those students who are pursuing graduate school education.

TRIO SERVICES

TRIO Services are designed to improve academic performance, increase student motivation, and facilitate the transition from one level of education to the next.

Go to <http://www.ed.gov/about/offices/list/ope/trio/index.html> for more TRIO information.



Changing the World through Education!

ASU UPWARD BOUND



FREQUENTLY ASKED QUESTIONS

WHAT ARE THE GENERAL BENEFITS TO STUDENTS?

Upward Bound offers you the opportunity to:

- Meet a new group of friends from a variety of schools.
- Experience first-hand what college is all about.
- Learn about other university/college campuses.
- Live in a college residence hall during summer sessions.
- Earn a *possible* scholarship (i.e., cash award up to tuition cost per semester) to attend ASU.

WHEN AND WHERE DO CLASSES MEET?

Students attend classes on the Arizona State University campus in Tempe during the academic year (August through May), which are held on Saturdays. The summer residential programs are approximately six weeks long, starting from early June to mid-July. Students participate actively beginning their freshmen year in high school through the summer after high school graduation.

IS TRANSPORTATION AVAILABLE?

No. Students are responsible for arranging their own transportation to and from ASU.

CAN YOU RECEIVE HIGH SCHOOL OR COLLEGE CREDIT?

High school credit is not provided through Upward Bound; however, the academic assistance often helps students to improve their high school grades. Students *may* earn college credit during their "Bridge" summer (after high school graduation).

DOES A STUDENT HAVE TO ATTEND ASU WHEN FINISHED WITH UPWARD BOUND?

No. Upward Bound students are encouraged to inquire about admission to out-of-state schools, as well as other colleges and universities in Arizona. The program will assist you with admission to your college of choice.

DOES UPWARD BOUND HELP PAY FOR COLLEGE?

During your senior year, Upward Bound will *assist* you in applying for and obtaining financial aid, including scholarships, to pay for college.

DOES THE PROGRAM COST ANYTHING TO THE STUDENT?

All services, instruction, and supplies are provided free to students with the exception of the following:

- 1) A *minimal* non-refundable deposit of \$25 is assessed for summer program participation.
- 2) Small registration fees for testing and processing of documents *may* be assessed.

WHAT DOES UPWARD BOUND EXPECT OF THE STUDENT?

What the program requires of the student is a commitment to attend sessions on Saturdays for 4 academic years, attend weekly tutoring sessions during academic years when necessary and participate in 3-4 residential summer programs (or, if necessary, summer school). Furthermore, it's also expected that students will have a desire to succeed in college, a willingness to work hard, and a positive attitude.

STUDENT ADMISSION

The Upward Bound project at Arizona State University (ASU) is pleased to invite students who are either low-income and/or who will be the first in their family to earn a four-year college degree to apply to our federally funded college-preparatory program. Upward Bound recruits students during their 8th grade spring semester and/or summer prior to starting the 9th grade (between the months of March to June). Upward Bound is seeking students willing to attend Saturday sessions during the academic year as well as participate in summer residential programs/school. Please note that priority will be given to those who (1) are both potential "first-generation college students" (whose parents have not earned a Baccalaureate degree) and come from low-income families, per US Department of Education guidelines; (2) attend one of Upward Bound's four target high schools: Betty Fairfax, César Chávez, Carl Hayden Community, or Maryvale; and (3) demonstrate a need for academic support. Furthermore, Upward Bound may consider students after the *Freshman Recruitment Period*. If a student finds him/herself in this situation, he/she may submit a completed application (at any time) to Upward Bound in order to be considered.

ASU UPWARD BOUND CONTACT INFORMATION

Mailing Address:

Upward Bound
Arizona State University
P.O. Box 870812
Tempe, Arizona 85287-0812

UB Office:

LOCATION	Arizona State University, Tempe Campus Irish Hall A, Room #118 1250 South College Avenue (480) 965-6483
PHONE	(480) 965-6483
FAX	(480) 727-7536
EMAIL	UB@asu.edu
MAIL CODE	0812

Web Site Address: <http://ub.asu.edu>

US Department of Education TRIO Web Site Address:

<http://www.ed.gov/about/offices/list/ope/trio/index.html>

RECRUITMENT: HIGH SCHOOL CLASS OF 2017

Completed applications will be accepted beginning September 1, 2013.

PRIORITY DEADLINE: September 30, 2013*

Please mail all applicable items together to the following address:

Attention: Recruitment
Upward Bound
Arizona State University
P.O. Box 870812
Tempe, AZ 85287-0812

OR Hand-deliver all applicable items together to the following location:

Attention: Recruitment
Upward Bound
Arizona State University, Tempe Campus
Irish Hall A, Room #118

NOTE: faxed applications will not be accepted AND incomplete applications will not be processed.

*Postmarked or hand-delivered by 5:00 PM

"Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation."

—Robert F. Kennedy



ATTENTION APPLICANT

Please review your materials before submitting the application to the ASU Upward Bound project. Check that you have completed/included the following items:

- Answered all items in Part I (Student Information/Eligibility) of the ASU UB student application
- Answered all items in Part II (High School Information) of the ASU UB student application
- Attached your responses to all six items in Part III (Biographical Student Statement) of the ASU UB student application
- Answered all items in Part IV (Statistical Information) of the ASU UB student application
- Signed (by you) page 6 of the ASU UB student application
- If applicable, copies of INS documents as evidence of your intent to become a permanent resident
- A completed and signed (by your legal guardian) page 7 of the ASU UB student application
- Signed copies (by your legal guardian) of financial documents as evidence of your most recent household income (year 2012)
- If applicable, a statement and/or copies of documents describing your learning/physical disability
- Copies of any of your 8th grade academic documents including spring report card AND/OR a copy of your high school transcript (with GPA & class rank)
- A copy of your high school class schedule
- Copies of any of your standardized test scores (from 8th grade through high school)
- A completed and signed (by your current English teacher) page 9 of the ASU UB student application
- A completed and signed (by your current math teacher) page 10 of the ASU UB student application
- A completed and signed (by one of your current teachers) page 11 of the ASU UB student application
- A completed and signed (by your school counselor/advisor/administrator) page 12 of the ASU UB student application
- A completed and signed (by you and your legal guardian) page 13 of the ASU UB student application

PRIVACY ACT: In accordance with the Privacy Act of 1974 (Public Law No. 93-579, 5 U.S.C. 552A), you are hereby notified that the US Department of Education is authorized to collect information to implement the Upward Bound program under Title IV of the Higher Education Act of 1965, as amended (Pub. Law 102-325, sec. 402C). In accordance with this authority, the Department receives and maintains personal information on participants in the Upward Bound program. The principle purpose for collecting this information is to administer the program, including tracking and evaluating participants' academic progress. The information that is collected on this application will be retained in the program files and may be released to other Department officials in the performance of official duties.

All information requested must be answered with complete accuracy. Please type or print in ink.

PART I: STUDENT INFORMATION/ELIGIBILITY

Applicant Legal Full Name: _____
(last) (first) (middle)

Current Home Address: _____
(Include city, state, and zip)

If different, Mailing Address: _____
(Include city, state, and zip)

If applicable, Home Telephone Number: (____) _____ - _____ Cell/Mobile Number: (____) _____ - _____

Work Telephone Number: (____) _____ - _____ E-mail: _____

Eligibility - US Status 34 CFR Part 645, § 645.3 (a)

Please respond to appropriate categories (check one box per question).

- | | | |
|--|------------------------------|-----------------------------|
| 1. Are you a citizen or national of the United States? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. If no, are you a permanent resident of the United States? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. If no, are you in the United States for other than a temporary purpose? <i>Please provide evidence from the Immigration and Naturalization Service of your intent to become a permanent resident.</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. If no, are you a permanent resident of Guam, the Northern Mariana Islands, or the Trust Territory of the Pacific Islands? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5. If no, are you a resident of the Freely Associated States—the Federated States of Micronesia, the Republic of the Marshall Islands, or the Republic of Palau? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Birthplace: _____ If applicable, Permanent Resident #: _____
(city, state, country) Date Issued: _____

Social Security #: _____ - _____ - _____ If applicable, Immigrant Visa #: _____
 Date Issued: _____

Eligibility - Academic Level & Age Verification 34 CFR Part 645, § 645.3 (d)

Please respond to appropriate categories (check one box per question).

- | | | | | | | |
|--|------------------------------|-----------------------------|--|-----------------------------|-----------------------------|-----------------------------|
| • Have you completed the eighth grade? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Current Year in School: 9 <input type="checkbox"/> | 10 <input type="checkbox"/> | 11 <input type="checkbox"/> | 12 <input type="checkbox"/> |
| • Have you entered the twelfth grade? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Birth Date: _____ | _____ | _____ | _____ |
| • Are you at least 13 years old but not older than 19? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | <small>(month)</small> | <small>(day)</small> | <small>(year)</small> | |

Eligibility - Potential First-Generation College Status 34 CFR Part 645, § 645.3 (b)(1) & § 645.6 (b)

Please respond to appropriate categories (check one box per question) and have your parent/legal guardian complete the "Parent Information" form.

- | | | | |
|--|------------------------------|-----------------------------|------------------------------|
| 1. Have your natural or adoptive parents earned a baccalaureate degree? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |
| OR | | | |
| 2. Has your supporting parent earned a baccalaureate degree? <i>"Supporting parent" is defined as only one natural or adoptive parent with whom the student regularly resides with and receives support.</i> | Yes <input type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/> |

Independent/Dependent Status 34 CFR Part 645, § 645.6 (b)

Please respond to appropriate categories (check one box per question). Please note that if you answer "No" to the next three questions, you are identified as a DEPENDENT student.

- | | | |
|---|------------------------------|-----------------------------|
| 1. Are you an orphan or ward of the court? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. If no, are you a married individual? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. If no, do you have legal dependents other than a spouse? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Eligibility - Low-Income Status 34 CFR Part 645, § 645.3 (b)(2) & § 645.4 (b)

Based on your status above in the "Independent/Dependent Status" section, please provide evidence of 2012 family income by doing one of the following: (preferably one's tax forms)

(1) Dependent Student

- Submit a **signed** US or Puerto Rican income tax return. *Submit a copy of your family's 2012 federal income tax papers with your parent/legal guardian's signature.*
- Submit verification of your family income from another governmental source.
- Submit a **signed** statement from your parent/legal guardian regarding family income. *Have your parent/legal guardian complete and sign the "Household Income Form" attached.*
- Submit a **signed** financial aid application—FAFSA: Free Application for Federal Student Aid. <http://www.fafsa.ed.gov>

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(2) Independent Student

- Submit a **signed** US or Puerto Rican income tax return. *Submit a copy of your 2012 federal income tax papers with your signature.*
- Submit verification of your income from another governmental source.
- Submit a **signed** statement regarding your income. *Complete and sign the "Household Income Form" attached.*
- Submit a **signed** financial aid application—FAFSA: Free Application for Federal Student Aid. <http://www.fafsa.ed.gov>

(3) Orphan/Ward of the Court

- Provide verification from governmental source. (NO taxable income.)

Need for Academic Support

34 CFR Part 645, § 645.3 (c)

Please respond to appropriate categories (check one box per question) and submit a copy of your school records like transcripts with GPA & class rank, report cards and test scores.

- Is your grade point average (in the core subject areas) at a 3.50 or lower? "Core Subject Areas" are defined as English, Math, Laboratory Science, Social Science, Foreign Language, and Fine Arts. N/A Yes No
- Do you have **any** standardized test scores in the 80th percentile or below? (Exams from 8th grade through high school) Yes No
- Did you complete (earn credit in) pre-algebra, algebra, or geometry by the end of 8th grade? If yes, which subject(s): _____ Yes No

Need for Additional Assistance

Are you aware of any disabilities (learning, physical, emotional, etc.) for which you would need additional assistance? If so, please attach a statement detailing the disability as well as any supporting documents that you believe will assist the program to understand the disability. Yes No

PART II: HIGH SCHOOL INFORMATION

Submit your high school class schedule, have 3 current instructors (English, math, and the third of your choice) complete & sign the "Student Performance" forms AND have your counselor/advisor/administrator complete & sign the "Student Academic Background" form.

High School Currently Attending: _____

High School Address: _____ HS Phone Number: (_____) _____-

HS ID#: _____ Graduating Class of: _____ Counselor Name: _____

Are you participating in another college-preparatory program(s)? Yes No If so, please list program(s) _____

Are you participating in any extra-curricular activities? Yes No If so, please list activities & days/time you meet _____

Are you enrolled in ESL courses? Yes No What is your primary language? _____
Other than English, what other languages do you speak? _____

PART III: BIOGRAPHICAL STUDENT STATEMENT

Upward Bound would like to know who you are. On a separate sheet, please respond to the following questions/items. Each question/item must be answered in 50 words minimum and typed.

- Who are you and what makes you unique and special?
- Describe your family, friends, and community.
- What are your educational and career aspirations?
- What do you hope to gain by participating in Upward Bound?
- Describe the type of commitment necessary to be a success in Upward Bound.
- Why should Upward Bound select you as a participant?

PART IV: STATISTICAL INFORMATION

Used only for statistical purposes.

Ethnic-Racial Background (you may check more than one box):

- American Indian/Alaskan Native
- Black/African American
- White
- Asian
- Hispanic/Latino
- Native Hawaiian/Other Pacific Islander
- Other: _____

Gender: Female Male **Employment:** Are you currently working? Yes No
If so, how many hours per week do you work? _____
Where are you working? _____
How long have you been working there? _____
What is your weekly work schedule like? _____

I certify that all the information contained in the ASU UB Student Application is true and correct.

Student Signature: _____ Date: _____

All information requested must be answered with complete accuracy. Please type or print in ink.

Student Name: _____ Student's Social Security Number: _____-_____-_____

Your child is applying to the Upward Bound Program at Arizona State University. The parent portion of the application plays a vital role in our consideration of your child as a participant. With that, please complete and sign the form below (as well as submit documentation as evidence of your 2012 household income—see page 8 of the student application). Also, do not hesitate to add any information you feel is important for us to know in considering your child. **Note:** only the person who has legal custody of the child should complete this form. Inclusive, the information you provide is protected by the Family Privacy Act. No one will see the information unless he/she works with or for the ASU Upward Bound project or is specifically authorized to see the information.

GUARDIANSHIP FORM: To be completed by parent/legal guardian

- Who is/are the legal guardian(s) of the applicant (student)?

<p>Guardian #1 – REQUIRED:</p> <p>_____</p> <p>(Name)</p> <p>_____</p> <p>(Relationship to applicant)</p>	<p>Guardian #2 –REQUIRED if there is a 2nd legal guardian:</p> <p>_____</p> <p>(Name)</p> <p>_____</p> <p>(Relationship to applicant)</p>
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- Who does the applicant (student) live with?

<p>Guardian #1 – REQUIRED:</p> <p>_____</p> <p>(Name)</p> <p>_____</p> <p>(Relationship to applicant)</p>	<p>Guardian #2 –REQUIRED if there is a 2nd legal guardian:</p> <p>_____</p> <p>(Name)</p> <p>_____</p> <p>(Relationship to applicant)</p>
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- Who financially supports the applicant (student)?

<p>Guardian #1 – REQUIRED:</p> <p>_____</p> <p>(Name)</p> <p>_____</p> <p>(Relationship to applicant)</p>	<p>Guardian #2 –REQUIRED if there is a 2nd legal guardian:</p> <p>_____</p> <p>(Name)</p> <p>_____</p> <p>(Relationship to applicant)</p>
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Guardian #1 – REQUIRED	Guardian #2 – REQUIRED if there is a 2 nd legal guardian
Name: _____ <small>(Last, First, Middle Initial)</small>	Name: _____ <small>(Last, First, Middle Initial)</small>
Mailing Address: _____ <small>(Street/PO Box, City, State, Zip Code)</small>	Mailing Address: _____ <small>(Street/PO Box, City, State, Zip Code)</small>
Contact Phone #: _____	Contact Phone #: _____
Email Address: _____	Email Address: _____
1. What is your relationship to the applicant? <input type="checkbox"/> Natural Parent <input type="checkbox"/> Adoptive Parent <input type="checkbox"/> Other _____	1. What is your relationship to the applicant? <input type="checkbox"/> Natural Parent <input type="checkbox"/> Adoptive Parent <input type="checkbox"/> Other _____
2. What is the highest level of education completed? <input type="checkbox"/> Elementary <input type="checkbox"/> Associates Degree <input type="checkbox"/> Junior High <input type="checkbox"/> Bachelors Degree <input type="checkbox"/> High School <input type="checkbox"/> Masters Degree <input type="checkbox"/> Some College <input type="checkbox"/> Doctorial Degree <input type="checkbox"/> Other _____	2. What is the highest level of education completed? <input type="checkbox"/> Elementary <input type="checkbox"/> Associates Degree <input type="checkbox"/> Junior High <input type="checkbox"/> Bachelors Degree <input type="checkbox"/> High School <input type="checkbox"/> Masters Degree <input type="checkbox"/> Some College <input type="checkbox"/> Doctorial Degree <input type="checkbox"/> Other _____
3. Preferred Language? _____	3. Preferred Language? _____
Occupation: _____	Occupation: _____
Employer: _____	Employer: _____
Business Phone #: _____	Business Phone #: _____

I (We) certify that all the information contained in the "Parent Information" form is true and correct.

Guardian #1 Signature: _____ Date: _____

(Optional) Guardian #2 Signature: _____ Date: _____

All information requested must be answered with complete accuracy. Please type or print in ink.

Student Name: _____ Student's Social Security Number: _____ - _____ - _____

HOUSEHOLD INCOME FORM: To be completed by parent/legal guardian

Use this form ONLY if 2012 federal income tax forms are not available.

In 2012, my family earned/received \$ _____ per day week month year from:

- Name of Company: _____
- And/Or State Agency: _____
- And/Or Federal Agency: _____

The number of people living at home and supported by this amount of money is _____
(write in the number - including yourself)

The people living in my home are: (include the student applicant)

1.	_____	_____	_____	If over 19 years old, is he/she working?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<small>(name)</small>	<small>(relationship to applicant)</small>	<small>(age)</small>			
2.	_____	_____	_____	If over 19 years old, is he/she working?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<small>(name)</small>	<small>(relationship to applicant)</small>	<small>(age)</small>			
3.	_____	_____	_____	If over 19 years old, is he/she working?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<small>(name)</small>	<small>(relationship to applicant)</small>	<small>(age)</small>			
4.	_____	_____	_____	If over 19 years old, is he/she working?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<small>(name)</small>	<small>(relationship to applicant)</small>	<small>(age)</small>			
5.	_____	_____	_____	If over 19 years old, is he/she working?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<small>(name)</small>	<small>(relationship to applicant)</small>	<small>(age)</small>			
6.	_____	_____	_____	If over 19 years old, is he/she working?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<small>(name)</small>	<small>(relationship to applicant)</small>	<small>(age)</small>			
7.	_____	_____	_____	If over 19 years old, is he/she working?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<small>(name)</small>	<small>(relationship to applicant)</small>	<small>(age)</small>			
8.	_____	_____	_____	If over 19 years old, is he/she working?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<small>(name)</small>	<small>(relationship to applicant)</small>	<small>(age)</small>			
9.	_____	_____	_____	If over 19 years old, is he/she working?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<small>(name)</small>	<small>(relationship to applicant)</small>	<small>(age)</small>			
10.	_____	_____	_____	If over 19 years old, is he/she working?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	<small>(name)</small>	<small>(relationship to applicant)</small>	<small>(age)</small>			

I (We) certify that the above information is accurate and factual. Also, if 2012 federal income tax forms become available, I (we) will forward the signed copies of the tax forms to the program immediately.

Guardian #1 Name (Printed): _____

Guardian #1 Signature: _____ Date: _____

(Optional) Guardian #2 Name (Printed): _____

(Optional) Guardian #2 Signature: _____ Date: _____

All information requested must be answered with complete accuracy. Please type or print in ink.

Student Name: _____ Student ID Number: _____

The above-named student is applying to the Upward Bound project. As you may know, Upward Bound is a federally funded, college-preparatory program located on the Arizona State University Tempe campus. It provides academic classes, tutoring, career planning, personal-development activities, college-admissions assistance, and summer residential programs to students who are from a low-income background and/or potential first-generation college students. We would appreciate your taking a few moments to assist us in assessing the applicant's need for our services by completing the form below and returning it to the applicant. (Feel free to seal the form in an envelope.)

EVALUATION FORM: To be completed by the student's current High School (or, if 1st semester in high school, 8th Grade) English Instructor

Name of Instructor/Evaluator: _____ Date of Review: _____

Position: _____ School: _____

- How long have you known this student? 1 semester 1 academic year Other _____
- What level of English are you currently teaching the student? _____
- In specific detail, please comment on the student's demonstrated need for the academic services provided by Upward Bound.

ACADEMIC SKILLS Please rate the student on the following areas from poor to excellent

- | | | | | |
|---------------------------|------------------------------------|-------------------------------|---------------------------------------|-------------------------------|
| 1. Reading Comprehension | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Poor |
| 2. Writing Skills Grammar | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Poor |
| 3. Written Expression | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Poor |

- Please provide specific comments regarding skills:
- _____

ACADEMIC CHARACTERISTICS Please rate the student on the following factors, from 1 (low) to 5 (high).

- | | | | | | |
|--------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Motivation to learn | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2. Punctuality | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3. Self-discipline in classroom | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4. Overall attendance | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 5. Completes all assignments on time | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

- What are the applicant's academic strengths/weaknesses in your class? In what academic areas does the applicant need to improve on? Please describe.
- _____

ACADEMIC STATUS

Current Student Grade in your class: A B C D F/E Passing Failing _____%

RECOMMENDATION	Strongly Recommend <input type="checkbox"/>	Recommend with Reservation <input type="checkbox"/>	Do Not Recommend <input type="checkbox"/>
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Instructor/Evaluator Signature: _____ Date: _____

All information requested must be answered with complete accuracy. Please type or print in ink.

Student Name: _____ Student ID Number: _____

The above-named student is applying to the Upward Bound project. As you may know, Upward Bound is a federally funded, college-preparatory program located on the Arizona State University Tempe campus. It provides academic classes, tutoring, career planning, personal-development activities, college-admissions assistance, and summer residential programs to students who are from a low-income background and/or potential first-generation college students. We would appreciate your taking a few moments to assist us in assessing the applicant's need for our services by completing the form below and returning it to the applicant. (Feel free to seal the form in an envelope.)

EVALUATION FORM: To be completed by the student's current High School (or, if 1st semester in high school, 8th Grade) Math Instructor

Name of Instructor/Evaluator: _____ Date of Review: _____

Position: _____ School: _____

- How long have you known this student? 1 semester 1 academic year Other _____
- What level of mathematics are you currently teaching the student? _____
- In specific detail, please comment on the student's demonstrated need for the academic services provided by Upward Bound.

ACADEMIC SKILLS Please rate the student on the following areas from poor to excellent

- | | | | | |
|---------------------------|------------------------------------|-------------------------------|---------------------------------------|-------------------------------|
| 1. Computation | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Poor |
| 2. Quantitative Reasoning | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Poor |
| 3. Word Problems | <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Satisfactory | <input type="checkbox"/> Poor |

- Please provide specific comments regarding skills:

ACADEMIC CHARACTERISTICS Please rate the student on the following factors, from 1 (low) to 5 (high).

- | | | | | | |
|--------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Motivation to learn | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2. Punctuality | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3. Self-discipline in classroom | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4. Overall attendance | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 5. Completes all assignments on time | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

- What are the applicant's academic strengths/weaknesses in your class? In what academic areas does the applicant need to improve on? Please describe.

ACADEMIC STATUS

Current Student Grade in your class: A B C D F/E Passing Failing _____%

RECOMMENDATION	Strongly Recommend <input type="checkbox"/>	Recommend with Reservation <input type="checkbox"/>	Do Not Recommend <input type="checkbox"/>
-----------------------	---	---	---

Instructor/Evaluator Signature: _____ Date: _____

All information requested must be answered with complete accuracy. Please type or print in ink.

Student Name: _____ Student ID Number: _____

The above-named student is applying to the Upward Bound project. As you may know, Upward Bound is a federally funded, college-preparatory program located on the Arizona State University Tempe campus. It provides academic classes, tutoring, career planning, personal-development activities, college-admissions assistance, and summer residential programs to students who are from a low-income background and/or potential first-generation college students. We would appreciate your taking a few moments to assist us in assessing the applicant's need for our services by completing the form below and returning it to the applicant. (Feel free to seal the form in an envelope.)

EVALUATION FORM: To be completed by the student's current High School (or, if 1st semester in high school, 8th Grade) Instructor

Name of Instructor/Evaluator: _____ Date of Review: _____

Position: _____ School: _____

- How long have you known this student? 1 semester 1 academic year Other _____
- What subject area and level are you currently teaching the student? _____
- In specific detail, please comment on the student's demonstrated need for the academic services provided by Upward Bound.

ACADEMIC CHARACTERISTICS Please rate the student on the following factors, from 1 (low) to 5 (high).

- | | | | | | |
|--------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Motivation to learn | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2. Punctuality | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3. Self-discipline in classroom | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4. Overall attendance | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 5. Completes all assignments on time | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

- What are the applicant's academic strengths/weaknesses in your class? In what academic areas does the applicant need to improve on? Please describe.

ACADEMIC SKILLS

- Please describe the student's academic skill level in your class (from poor to excellent). What are the applicant's academic strengths and weaknesses in your class? In what academic areas does the applicant need to improve on?

ACADEMIC STATUS

Current Student Grade in your class: A B C D F/E Passing Failing _____%

RECOMMENDATION	Strongly Recommend <input type="checkbox"/>	Recommend with Reservation <input type="checkbox"/>	Do Not Recommend <input type="checkbox"/>
-----------------------	---	---	---

Instructor/Evaluator Signature: _____ Date: _____

All information requested must be answered with complete accuracy. Please type or print in ink.

Student Name: _____ Student ID Number: _____

High School: _____ Current Grade Level: 9 10 11 12

The above-named student is applying to the Upward Bound project. As you may know, Upward Bound is a federally funded, college-preparatory program located on the Arizona State University Tempe campus. It provides academic classes, tutoring, career planning, personal-development activities, college-admissions assistance, and summer residential programs to students who are from a low-income background and/or potential first-generation college students. We would appreciate your taking a few moments to assist us in assessing the applicant's need for our services by completing the form below and returning it to the applicant. (Feel free to seal the form in an envelope.) In addition, please provide a copy of the student's academic records including transcript/grades, schedule and test scores.

ASSESSMENT FORM: To be completed by the student's current High School or 8th Grade Counselor

Name of Counselor/Evaluator: _____ Date of Review: _____

NEED FOR PROGRAM SERVICES

- Yes No 1. Is the applicant desirous of pursuing education beyond high school?
- Yes No 2. Would the applicant benefit significantly from academic support (college preparatory) beyond that provided in the high school? Please explain or list academic areas: _____
- Yes No 3. Would the applicant benefit significantly from support in any of the following *personal development* areas: study skills, peer/social adjustment, goal setting, career planning, family issues? Please explain: _____
- Yes No 4. Does the applicant have a need for college admissions/financial aid information and assistance beyond that provided in the high school?

• Please indicate applicant's need for the program. (Check all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> Low grade point average | <input type="checkbox"/> Low achievement test scores | <input type="checkbox"/> Low educational aspirations |
| <input type="checkbox"/> Lack of opportunity, support, and/or guidance to take challenging college preparation courses | <input type="checkbox"/> Lack of career goals and/or need for accurate information on careers | <input type="checkbox"/> Lack of confidence, self esteems, and or social skills |
| <input type="checkbox"/> Interest in careers in math and science | <input type="checkbox"/> Predominately low income community | <input type="checkbox"/> Rural isolation |
| <input type="checkbox"/> Limited English proficiency | <input type="checkbox"/> Other _____ | |

ACADEMIC BACKGROUND Please attach a student transcript (with updated GPA and class rank), all available test scores, and current attendance report.

- Yes No 1. Is applicant "on track" to graduate with his or her class? **Graduating class of** _____
- Yes No 2. Does applicant have a positive attendance record?
- Yes No 3. Has the applicant's academic skills been measured by a state-developed test?

• Please indicate if the applicant has met any state achievement standard identified below.

- 8th Grade:** Reading Language Arts Mathematics Other _____
- 9th Grade:** Reading Language Arts Mathematics Other _____

• Please indicate the type(s) of standardized tests used to measure the applicant's academic skills.

- | | | |
|---|--|--|
| <input type="checkbox"/> Comprehensive Test of Basic Skills (CTBS) | <input type="checkbox"/> Stanford Achievement Test | <input type="checkbox"/> Iowa Achievement Test |
| <input type="checkbox"/> California Achievement Test (CAT) | <input type="checkbox"/> ARIQ Assessment Tools | <input type="checkbox"/> Nelson Denny |
| <input type="checkbox"/> Texas Assessment of Academic Skills (TAAS) | <input type="checkbox"/> TerraNova | <input type="checkbox"/> ACT's PLAN |
| <input type="checkbox"/> ACT <input type="checkbox"/> PSAT <input type="checkbox"/> SAT | <input type="checkbox"/> AIMS | <input type="checkbox"/> Other _____ |

ACADEMIC STATUS OF APPLICANT

_____ Current (or most recent) **Overall GPA** (Grade Point Average) _____ Current Class **Ranking/** _____ Class Size
 High School GPA Scale: 4-point 5-point

RECOMMENDATION	Strongly Recommend <input type="checkbox"/>	Recommend with Reservation <input type="checkbox"/>	Do Not Recommend <input type="checkbox"/>
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Counselor/Evaluator Signature: _____ Date: _____



RELEASE FORM

Upward Bound

PO BOX 870812, TEMPE, AZ 85287-0812
 IRISH HALL A, ROOM #118
 HTTP://UB.ASU.EDU

PHONE: (480) 965-6483
 FAX: (480) 727-7536
 E-MAIL: UB@ASU.EDU

TO WHOM IT MAY CONCERN:

_____, ID # _____, at _____ High School
(Enter Student's First & Last Name) (Enter Student's HS ID #) (Enter Name of Student's High School)
 who graduated from 8th grade at _____ School
(Enter Name of Student's 8th Grade School)

has applied to Upward Bound at Arizona State University (ASU). In order to properly assess the student's application ASU Upward Bound is in need of his/her academic record. This is to authorize you to send a copy of the student's academic items listed below:

- Updated Transcript including Grade Point Average and Class Rank
- Current Progress Report including Instructor Comments/Notes
- Attendance Record *(Fall, Spring, and Summer – if applicable)*
- Test Scores *(e.g., AIMS, Stanford 9, PSAT, SAT, ACT, etc.)*
- Class Schedule *(Fall, Spring, and Summer – if applicable)*
- If applicable, most recent Individualized Education Program (IEP)

Please submit the items to ASU Upward Bound via e-mail, fax or mail – see contact information above – as soon as possible in order to complete the student's ASU Upward Bound application. Thank you for your time, assistance and cooperation with this request.

Student Signature: _____ Date: _____

Guardian #1 Name (Printed): _____

Guardian #1 Signature: _____ Date: _____

OPTIONAL Guardian #2 Name (Printed): _____

OPTIONAL Guardian #2 Signature: _____ Date: _____

PRIVACY ACT: In accordance with the Privacy Act of 1974 (Public Law No. 93-579, 5 U.S.C. 552A), you are hereby notified that the US Department of Education is authorized to collect information to implement the Upward Bound program under Title IV of the Higher Education Act of 1965, as amended (Pub. Law 102-325, sec. 402C). In accordance with this authority, the Department receives and maintains personal information on participants in the Upward Bound program. The principle purpose for collecting this information is to administer the program, including tracking and evaluating participants' academic progress. The information that is collected will be retained in the program files and may be released to other Department officials in the performance of official duties.