

## Office of Educational Opportunity Programs

The Office of Educational Opportunity Programs was created in January 1992 to bring the MIT/Wellesley Upward Bound Program, the MIT Educational Talent Search Program (which operated from 1991 to 1998), and all future programming serving low-income Cambridge youth together in one organizational location. The federal Upward Bound program was created under the Economic Opportunity Act of 1964 and is one of the US Department of Education's TRIO programs. The MIT/Wellesley Upward Bound Program has operated at MIT since 1966. This year, the program was sponsored by MIT and Wellesley College.

### MIT/Wellesley Upward Bound Program

The MIT/Wellesley Upward Bound Program is a year-round, coeducational, multicultural college preparatory program for high school youth who reside in Cambridge, Massachusetts, and attend Cambridge Rindge and Latin School (CRLS). The 2015–2016 academic year marked the program's 49th year, and with the financial support of the Institute and Wellesley College, the program continued to serve academically promising young men and women from low-income backgrounds and from families where parents have not had the opportunity to attend college or to graduate with a baccalaureate degree. The goal of Upward Bound is twofold: to motivate client high school youth to continue on to postsecondary education and to provide them with the fundamental skills necessary for success at the collegiate level.

### Enrollment Statistics

#### MIT/Wellesley Upward Bound Program Student Enrollment, 2015–2016

Females	26
Males	33
<b>Total</b>	<b>59</b>

#### Student Eligibility Categories, FY2016

Low-income and first-generation	45
Low-income only	8
First-generation only	6

### Summer Session

The 2015 summer session, which was housed at Wellesley College and ran from June 28 to August 7, provided participants with a rigorous academic, residential, college-like experience. Forty-seven of the 59 students who were served during the 2015–2016 academic year participated in the session. Program services offered during the summer included classes and academic support; hands-on collaborations in science, technology, engineering, and mathematics (STEM); poster presentations at Wellesley College; workshops; and college advising.

### ***Classes and Academic Support***

Students enrolled in courses that were taught by experienced high school teachers from school districts in the Greater Boston area. Each participant enrolled in a mathematics class, an English class, and an elective in social studies, science, or world languages. Courses offered included freshman-senior English; algebra I, algebra II, trigonometry, geometry, pre-calculus, calculus, and calculus II; physics, biology, and chemistry; the African American experience; Spanish I, Spanish II, and Spanish III. Through a longstanding agreement with the Cambridge Public Schools, five students enrolled in no more than two classes in an effort to receive summer school credit for courses that they had failed during the 2014–2015 school year; credit was granted. Classes were held Monday to Friday, from 9 am to 12 pm, with accompanying study halls from 3 to 6 pm Monday through Thursday. In addition, students received specialized tutorial assistance on an as-needed basis in the evenings, from 7 to 9:30 pm.

### ***Hands-On STEM Collaboration***

Students participated in testing a prototype product, which was designed by the Human Computer Interaction laboratory at Wellesley College. This collaboration gave the Upward Bound students an opportunity to learn about synthetic biology while providing Wellesley College students feedback on their designed product, which was to be used as part of an exhibit at a museum (July 23).

### ***Wellesley College Poster Presentations***

The students in the science classes (physics, biology, and chemistry) participated in the Wellesley College Summer Research Program poster presentations, which included students from Wellesley College and Framingham High School. These students had the opportunity to put into practice what they were learning in the science classes by sharing their scientific findings with their Upward Bound peers and staff members, and with Wellesley College professors and researchers, as well as with the community. This partnership also provided the students a chance to develop research and public speaking skills, as well as to learn about careers in research and the sciences (July 30).

### ***Workshops***

Students participated in educational, recreational, and cultural workshops Monday through Thursday, from 1:30 to 2:30 pm. Each student enrolled in two workshops that were designed to expose him or her to new and creative interests or to strengthen his or her knowledge in more familiar areas. Workshops included a senior seminar, leadership development, team sports, Latin dance, event planning, talent showcase, yearbook, public speaking, female empowerment, nutrition and health, music reflections, tennis, and swimming.

### ***College Advising***

The program hosted its annual College Day event on July 15 at Wellesley College. Representatives from 40 colleges and universities participated and more than 200 students, representing three visiting TRIO Upward Bound programs from the Greater Boston area, attended.

### **School-Year Session**

The school-year session, located at MIT and conducted from October 5, 2015, through June 15, 2016, played an important role in participants' educational development and provided assistance and support with coursework for students' regular classes at CRLS. Program services offered during the academic year included homework supervision, academic advising, workshops, college and career advising, and field trips.

### **Homework Supervision**

The Upward Bound office was open for study and homework supervision on a drop-in basis on four days a week, Monday to Thursday, beginning on October 5. Part-time employees and volunteer tutors from MIT and other local institutions were available to assist participants with homework problems and to meet with individuals or small groups for specific content-area tutoring.

### **Academic Advising**

Students received academic advising through monthly class meetings that took place on the following days: October 26–29, November 16–19, December 7–10, January 25–28, February 22–25, March 28–31, April 25–28, and May 23–26. The meetings provided students in each class an opportunity to learn new material or to strengthen their knowledge in the following areas: understanding current academic status, course selection requirements (in high school and college), the college application process and the college experience, career advising and assessment, managing personal finances, goal setting (academic and personal), leadership development, current affairs (such as local and national elections), and community service and engagement.

### **Enrichment Workshops**

Saturday enrichment workshops, which helped to address more specialized participant needs such as study-skills development, Massachusetts Comprehensive Assessment System (MCAS) preparation, Scholastic Aptitude Test (SAT) preparation, information about the college application process, computing skills, time management, and job-readiness skills, were held on November 7, December 5, February 6, March 5, April 9, and May 7.

A financial literacy workshop and presentation, conducted by certified employees from the Eastern Bank, was offered during the Quarterly Parent Meeting on March 6. The presentation focused on personal banking and savings (including savings for college).

### **College Advising**

Weekly individual meetings were held with senior students to mentor them through the college admissions and financial aid processes.

Students visited Quincy College (October 20), the University of Massachusetts Boston (November 9), Johnson State University (February 18), Boston University (March 1), Northeastern University (March 23), Lesley University (April 11), the University of New Hampshire (April 19), Clark University and Worcester State University (April

20), and Salem State University (April 21). Furthermore, all students were required to attend and participate in the CRLS College Fair (October 7). Sixteen students attended a college fair on February 18 in Burlington, Vermont, as part of the New England Educational Opportunity Association's annual TRIO Day Celebration. Participants were able to communicate with representatives from more than 55 postsecondary education institutions.

Representatives from the following institutions visited the program office to make in-house presentations: Worcester State University (October 21), Sarah Lawrence College (October 22), Salem State University (October 26), and Westfield State University (November 2).

Representatives from the Posse Foundation visited the program on May 7 to discuss scholarship opportunities and the application processes. Additionally, Financial Aid Night was held on January 13 to assist parents of seniors with the financial aid application process. A representative from the Massachusetts Educational Financing Authority facilitated the workshop.

### ***Career Advising***

The career-advising component of the program offered students exposure to career options through the Career Presentations Program, as well as through research on the internet and follow-up inventories and assessments. Professionals in the following positions or companies participated on the dates noted: vice president, American-China International High School (October 28); PhD student, MIT's Department of Earth, Atmosphere and Planetary Sciences (November 4); Montessori IT Systems (December 1); emergency medical technician (program alumnus) (December 8); IT service provider and consumer support engineer (program alumna) (February 3); assistant director of admissions (March 8); assistant manager of operations/event planning (April 12); nurse (April 13); IT infrastructure program manager (May 4); and Immigration Law and Citizenship through Naturalization (May 11).

### ***Field Trips and Activities***

The students participated in the following trips and activities: MIT Museum (November 30); Movie Night (January 22); TRIO Day in Burlington, Vermont (February 17-19); *Confused by Love*, an independent film featuring a program alumnus (February 25); *The Convert*, a play in honor of Black History Month (February 26); Genzyme (March 22), and the New England Aquarium (June 25).

Additionally, the program participated in the following community service projects: Dr. Martin Luther King, Jr. Day—Cambridge Many Helping Hands (January 18), Cambridge Science Festival—Robot Zoo (April 16), and Cambridge Science Festival—Science Club for Girls (April 17). The male students participated in Young Men Leadership Development workshops on February 23 and March 16.

## **Class of 2016**

All of the program's graduating seniors (six students) were accepted into postsecondary education institutions. Students from the program's Class of 2016 will enroll in the following colleges and universities in September 2016: Bay State College, Bunker Hill Community College, La Salle College, Marymount University, Quincy College, and Westfield State University.

## **Postgraduate Involvement**

The Office of Educational Opportunity Programs strongly encourages its alumni to stay connected to the program and to serve as role models and mentors for current students. On December 16, the program hosted an "Afternoon with Upward Bound Alumni" and provided the opportunity for numerous alumni to visit the program and share their college experiences via panel presentations and general networking discussions. Additionally, several alumni from the Classes of 2013, 2014, and 2015 volunteered as tutors and mentors during the December through January winter break.

One alumna from the Class of 2008 continued to work with the program in two capacities: as summer program coordinator (summer session) and academic advisor (school-year program).

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