

Mrs. GREEN. Very well, and without objection your statement will be made a part of the record.

(The statement of Dr. Frost follows:)

PREPARED STATEMENT OF DR. RICHARD FROST, OFFICE OF ECONOMIC OPPORTUNITY,
UPWARD BOUND PROGRAM

I. PROGRAM DESCRIPTION

UPWARD BOUND is a pre-college program, operated largely by colleges and universities, for poverty high school students. It is designed to remedy poor preparation and motivation in secondary school, and thus increase a youngster's promise of acceptance and success in a post-secondary institution.

A typical Upward Bound Program consists of two parts—(a) an intensive residential summer academic session on a campus and (b) an effective "follow-up" system during the academic year, so that the gains of the summer sessions are consolidated through tutoring, after-school or weekend sessions, and so on. Once a program begins, institutions must be prepared to work with the UPWARD BOUND students all the way to the college doorstep.

In operating UPWARD BOUND programs, educational institutions commit themselves to assisting each UPWARD BOUND "graduate" get on to an appropriate post-secondary educational institution with the financial assistance he will need.

Because we have surmised that "one summer of happiness" is not enough time to repair educational and motivational deficiencies, the focus of the program is on 10th and 11th graders.

At the base of the whole idea is a very simple assumption—persons now in poverty and likely to stay there will get out and stay out of poverty if they obtain the marketable skills that post-secondary education can give them.

II. RESULTS ACHIEVED

A. Data from six of the first (1965) Upward Bound demonstration projects show that 80% of the students continued their education, with 78% going on to an accredited college. Only 12 percent of these UPWARD BOUND alumni dropped out during their freshman year of college, less than half the customary dropout rate for such students. (Previous studies put the dropout rate in predominantly Negro colleges at one-third the freshman class.) Although they were having a tough time competing academically, those students from the lowest economic status were those who most often improved their grade level in the second semester. Also 20% of the UPWARD BOUND students in college improved their academic standing in the second semester over the first semester.

It is estimated that only 8% of the American high school graduates whose family income meet OEO's poverty lines go on to continue their education after high school. The rate so far in Upward Bound is 75-80%. This not only multiplies the college-going rate of the American poor by 9-10 times, it exceeds the college going rate of all American high school graduates, rich and poor, which is estimated at 65%.

B. A 10% representative sample of all UPWARD BOUND students in the U.S., funded in Fiscal year 1966, tested at the beginning and end of the summer phase of the on-campus program showed significant improvement in six psychological measurements:

1. Motivation for college
2. Possibility of graduating from college
3. Self-evaluation of intelligence
4. Self-responsibility
5. Interpersonal understanding
6. Self-esteem

(The students, in 21 of the total 216 programs, were selected as representative of all urban and rural, small and large UPWARD BOUND projects, and all racial and ethnic backgrounds.)

III. ONGOING EVALUATION OF UPWARD BOUND

A. Characterization of 1966 Summer Upward Bound Programs. This study, conducted by Dr. David Hunt and Dr. Robert Hardt of the Youth Development