

Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved
OMB No. 1875-0106
Exp. 11/30/2004

Applicant Information

1. Name and Address

Legal Name: Rhode Island College

Address: 600 Mount Pleasant Avenue

Organizational Unit

Student Affairs Division

Providence
City

RI
State

Providence
County

02908 - 1991
ZIP Code + 4

2. Applicant's D-U-N-S Number 0 7 5 7 0 7 5 8 8

6. Novice Applicant Yes No

3. Applicant's T-I-N 0 5 - 6 0 1 6 3 1 5

7. Is the applicant delinquent on any Federal debt? Yes No
(If "Yes," attach an explanation.)

4. Catalog of Federal Domestic Assistance #: 8 4 0 4 7 A

Title: Upward Bound Program

8. Type of Applicant (Enter appropriate letter in the box.) G

5. Project Director: Mariam Z. Boyajian

Address: 600 Mount Pleasant Avenue

Providence RI 02908 - 1991
City State ZIP Code + 4

Tel. #: (401) 456-8081 Fax #: (401) 456-4725

E-Mail Address: MBoyajian@ric.edu

- A State
- B Local
- C Special District
- D Indian Tribe
- E Individual
- F Independent School District
- G Public College or University
- H Private, Non-Profit College or University
- I Non-Profit Organization
- J Private, Profit-Making Organization
- K Other (Specify):

Application Information

9. Type of Submission:

- PreApplication —Application
- Construction Construction
- Non-Construction Non-Construction

10. Is application subject to review by Executive Order 12372 process?

- Yes (Date made available to the Executive Order 12372 process for review): _____
- No (If "No," check appropriate box below.)
- Program is not covered by E.O. 12372.
- Program has not been selected by State for review.

11. Proposed Project Dates:

Start Date: 6/1/2003 End Date: 5/31/2007

12. Are any research activities involving human subjects planned at any time during the proposed project period?

- Yes (Go to 12a.) No (Go to item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations?

- Yes (Provide Exemption(s) #): _____
- No (Provide Assurance #): _____

13. Descriptive Title of Applicant's Project:

Rhode Island College Upward Bound Program

Estimated Funding

14a. Federal	\$	<u> </u>
b. Applicant	\$	<u>.00</u>
c. State	\$	<u>.00</u>
d. Local	\$	<u>.00</u>
e. Other	\$	<u>.00</u>
f. Program Income	\$	<u>.00</u>
g. TOTAL	\$	<u> </u>

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.)

Dr. Richard N. Keogh

b. Title Director, Office of Research and Grants Administration

c. Tel. #: (401) 456-8228 Fax #: (401) 456-9558

d. E-Mail Address: RKeogh@ric.edu

e. Signature of Authorized Representative

Date: _____



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

OMB Control
Number: 1840-0550

Expiration Date:
08/31/2005

NON-CONSTRUCTION PROGRAMS

Name of Institution/Organization

Rhode Island College Upward Bound Program

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	██████	██████	██████	██████		██████
2. Fringe Benefits	██████	██████	██████	██████		██████
3. Travel	██████	██████	██████	██████		██████
4. Supplies	██████	██████	██████	██████		██████
5. Other	██████	██████	██████	██████		██████
6. Total Direct Costs	██████	██████	██████	██████		██████
7. Indirect Costs	██████	██████	██████	██████		██████
8. Equipment	██████	██████	██████	██████		██████
9. Training Stipends	██████	██████	██████	██████		██████
10. Tuition/ Related Fees	██████	██████	██████	██████		██████
11. Room and Board	██████	██████	██████	██████		██████
12. Summer Non-residential Meals	██████	██████	██████	██████		██████
13. Total Costs	██████	██████	██████	██████		██████

Rhode Island College
Upward Bound Program
600 Mount Pleasant Avenue
Providence, Rhode Island 02908-1991

Project Director: Mariam Z. Boyajian

Telephone: (401) 456-8081

Fax: (401) 456-4725

email address: mboyajian@ric.edu

**Application for Supplemental Funding Under the
Fiscal Year 2003 Upward Bound Participant
Expansion Initiative**

PR/Award Number for Prime Grant: PO47A030261

Project Period: 48 months

June 1, 2003 – May 31, 2007

First Year Award:

June 1, 2003 – May 31, 2004

Budget Request: ██████████

Number of Participants: 20

Program Narrative

Rhode Island College, one of the first public institutions of higher education to establish an Upward Bound Program, has sponsored the single such project in the state since its inception in 1966. The College received a four-year grant under the FY 2003 program competition and is one of the institutions that received supplemental funds in FY 2000 under the Upward Bound Program Participant Initiative.

Based on its record of proven commitment and evaluation outcomes, Rhode Island College is prepared to continue the successful operation and management of a supplemental grant under the Fiscal Year 2003 Upward Bound Participant Expansion Initiative. The purpose of this request is to obtain the financial support necessary for the Rhode Island College Upward Bound Program (1) to serve at least twenty additional participants who have the greatest need for Upward Bound services as defined by the Fiscal Year 2003 Upward Bound Participant Expansion Initiative and (2) to achieve one of the Program's key performance goals which is to increase the college enrollment rate of students who are from the lowest income levels who have the potential for college but are not performing successfully in high school. An additional group of 20 students funded through the FY2003 Upward Bound Expansion Initiative would raise the Program's annual student enrollment to 150.

Target High Schools that Meet Free Lunch Program Requirement

The Rhode Island College Upward Bound Program currently serves six target high schools that are located within an eight-mile radius of Rhode Island College. Upward Bound is close enough for students to have easy access to the campus. The Program is also positioned – philosophically, financially, and operationally - to continue the well-established and valued partnerships with the local schools. Five of the six public high schools have been target high schools for the past 37 years, and the sixth has been a target school for almost 30 years. The support from Rhode Island College and each target school district is impressive and is clearly outlined in the grant submitted to the United States Department of Education for funding through the FY 2003 program competition.

Four of these Upward Bound target high schools are high schools in which at least 50 percent of the students were eligible for the Free Lunch Program under the National School Lunch Act during the 2001-2002 school year. The following table outlines data that was obtained from the Rhode Island Department of Education.

**Rhode Island College Upward Bound Program Target High Schools
Percent & Number of Students Eligible for Free Lunch Program
Under the National School Lunch Act: School Year 2001-2002**

Upward Bound Target High Schools	Total Student Enrollment: 2001-2002	LOW-INCOME Students Percentage	Number
Central Falls High School	848	66%	563
Hope High School	1,415	59%	832
Mount Pleasant High School	1,692	59%	1,001
Shea High School	1,048	62%	654

Source: Rhode Island Department of Education, Report from the Office of Nutrition: Free Meal Eligibility as a Percentage of Enrollment; October 2001 Report (AY2001-02).

These four target high schools – in three different target communities - serve a disproportionate percentage of the low-income, potential first-generation college students of the state. In comparison to other secondary schools in Rhode Island, these schools share the following outcomes and characteristics: exceptionally high dropout rates; poor student performance on standardized state and national tests ranking these schools at the bottom in student achievement; low college-going rates; and many academic, social, and economic conditions, such as low academic expectations, overcrowded classes, exceptionally high rates of student absenteeism, and suspension rates that are twice the state average.

The Rhode Island College Upward Bound Program has been successful in forming a long-term (up to 3½ years for those selected in the ninth grade) relationship with the targeted youth. No other program in the target communities or in the target school systems provides the services or support needed by these students to focus their efforts, complete high school, gain admission to a post-secondary program, and become prepared to succeed at that institution.

Student Selection Criteria

The Upward Bound (UB) Participant Expansion Initiative grant would allow the Rhode Island College Upward Bound Program the resources to serve twenty (20) students each year in addition to those funded through the prime grant. The twenty students would be selected from the four target high schools in which at least 50 percent of the students are eligible for the Free Lunch Program under the National School Lunch Act: Central Falls High School, Hope High School, Mount Pleasant High School, and Shea High School. In addition to meeting the federal eligibility criteria regarding low-income and/or first-generation, students from those four target high schools would qualify for the Initiative grant if they meet one or more of the greatest academic need criteria as listed in the priority:

1. Have not met the state academic achievement standard for grade eight in reading/language arts on the RI New Standards Reference Exams; or
2. Have not met the state academic achievement standard for grade eight in mathematics on the RI New Standards Reference Exams; or
3. Have a grade point average of 2.5 or less (on a 4.0 scale) for the most recent school year for which grade point averages are available.

Ninth and tenth grade applicants would be given priority for admission, thus providing a long-term commitment of services that would enhance their personal and academic success.

A Brief Description of the Activities

The grant submitted under the FY 2003 program competition includes a very comprehensive Plan of Operation (refer to pp39 - pp70) of ten components that build upon the Program's objectives and provide a detailed outline for the overall operation and management of Upward Bound. The following is a brief description of the activities that will be provided or intensified with supplemental funding. All activities are designed to meet the educational and character development needs of the Initiative participants selected.

- A Staffing Pattern That Will Better Serve the Needs of At-Risk Students

Due to budget constraints, the Program has been understaffed, and currently two counselors are funded to serve 130 students. This is an exceptionally high ratio of counselor to at-risk students. The position of Academic Coordinator/Counselor was previously funded through the FY2000 Upward Bound Participant Expansion Initiative, and is again requested so that the project can better respond to changing student needs and new program initiatives, specifically in meeting the goals of prime grant and those of the FY2003 Participant Expansion Initiative.

- Recruitment Strategies for Early Identification of Prospective Students

Because of its 37-year history, the Rhode Island College Upward Bound Program is well known and respected throughout the state. The Expansion Initiative would allow for the Academic Coordinator/Counselor to join the current staff in developing and implementing new recruitment strategies. For example, the staff will meet with the key staff of the middle schools that are feeder schools to the target high schools to orient them to the goals of the Program and to solicit names of prospective students. Following those sessions, the staff will make contact with those recent middle school graduates who are now enrolled at the target high schools and their parents to discuss the purpose of the Program and the application process. Upward Bound will implement a more intensive and coordinated effort to recruit at-risk male students, since this group is underrepresented in college preparatory programs and has the most difficulty in making the transition from high school to college.

- The Curriculum, Services, and Activities - Academic Year and Summer Components

The prevailing educational philosophy of this project parallels the principles of the national goals for Upward Bound and the position of the Rhode Island Department of Education in establishing state-wide performance standards: All Upward Bound students can learn; high expectations will be established for all persons involved in the Program; parents and families are encouraged to be actively involved in the Program; and new and better assessments will be used to measure individual student learning, progress, and competencies. The intellectual, emotional, and motivational development of each student is enhanced by the intensity of academic teaching, counseling, and support services offered. Courses are designed to include standards of proficiency and individualized performance objectives for each student. The ratio of teacher to student will not exceed 1:12 to allow for maximum personal attention and to address the different learning styles of every student. The academic instruction is challenging and intellectually demanding. The syllabus for each course includes objectives of the

course, the evaluation process, and specific materials/resources to be used. Pre-/post-testing is incorporated into the curriculum with appropriate assessment instruments identified.

The learning objectives are used as a base line for determining individual student progress, for recognizing the student's level of success in meeting group goals, and for evaluating overall course accomplishments. A student will proceed to the next level in the curriculum module series if he/she meets the established content and performance objectives for the course. Any student who does not master the skills and achieve the objectives will receive supplemental instruction and intensive tutoring so that the student is able to meet the established criteria.

Because students do not receive individualized attention in the target high schools, the academic instruction in Upward Bound is designed to be rigorous. Since faculty often spend more than one year teaching the same students, they take advantage of the continuity to implement teaching and motivational techniques which can better respond to the individual learning styles of the participants. Furthermore, the goals and objectives of the academic curricula promote the mastery of such skills as analytic thinking, problem solving, interpretation of texts, informed speculation, and the ability to conduct research projects and communicate their results. Collaborative assignments encourage students to process information within a group context and to develop leadership skills. The Upward Bound Program will incorporate technology in teaching and learning in all academic fields.

Since it is expected that most ninth and tenth graders selected will not be academically prepared for the traditional core curriculum of the Rhode Island College Upward Bound Program, they will first be enrolled in a special sequence of foundational academic experiences. These classes, during the summer residential experience and the Saturday morning program, will include remedial and fundamental level courses. All students will also be required to successfully complete the Upward Bound course, Personal & Academic Success Skills, that focuses on developing study skills, taking tests,

managing time, and conducting research in the library and on the internet. Intensive tutoring services will also be provided. Once the student demonstrates mastery of the individualized learning objectives, he/she will be upgraded to the core curricula modules and progress to the advanced-level offerings.

The curriculum framework for the Upward Bound Program is very comprehensive and is designed to offer: instruction in fundamental and advanced level courses, counseling, tutoring, academic support workshops, career exploration, work-study placement, student support services, and multi-cultural and social activities. Rhode Island College Upward Bound will provide a continuum of services and opportunities through the operation of a twelve-month program that includes a summer residential component and an academic year program that runs from September through June.

**Core Curriculum College Preparation Courses of the
Rhode Island College Upward Bound Program – Initiative Students**

English Language Arts & Reading Mastery	Fundamental course
English: Literature & Writing	Fundamental courses: Introduction to Literature & Writing ESL: Introductory Level Core courses: Literature & Writing for ESL Students Advanced Literature & Writing
Mathematics	Fundamental courses: Arithmetic Review Pre-Algebra Algebra I Core courses: Algebra II Geometry
Science	Fundamental and Advanced Levels of Biology, Anatomy & Physiology, Chemistry, Physics, Physical Sciences
Foreign Language	Fundamental courses in: Arabic, Chinese, German, Modern Greek, Italian, Japanese, Russian or Swahili The Program will expose participants to new cultures and a global perspective by introducing the student to a particular language in which he/she has no prior experience

Student Development Activities of the Rhode Island College Upward Bound Program

- Academic support workshops: Students will participate in workshops that focus on collaborative learning strategies and computer-instructed learning.

Fundamental Level: Personal & Academic Success Skills (PASS) Course: Focuses on Learning How to Learn, Study & Test Taking Skills, Time Management Techniques

Core Workshops: Research Skills, Leadership Skills in the Classroom,
The Benefits & Detriments of Cooperative Learning

Advanced Level: College Research and Communications Skills

- Tutoring: Individualized and group tutorial services.
-

- Private and group counseling sessions.
-

- Workshops to Prepare for the Scholastic Assessment Tests (SATs).
-

- Workshops to Prepare for the Test of English as a Foreign Language (TOEFL).
-

- College Exploration Seminars - According to grade, students will be enrolled in workshops such as:

Fundamental Level: Self-Assessment in Relation to The College Survey

Core Level: Exploring Colleges Through the Internet, Identifying Colleges

Advanced Level: The Upward Bound Senior Series, Deciding Where to Apply,
Letting Go of High School, Preparing for the First Year Experience

- Seminars for Work-Study Students: Self Assessment/Personality Inventory, Creating Your High School Resume, On the Job Behavior, Networking, Problem-Solving Strategies, Assessing Learning
-

- Technology classes – Word, PowerPoint, Excel, web page design
-

- Cultural, Educational, Social, Intramural Activities
-

An Overview of the Summer Component

Each year, the Rhode Island College Upward Bound Program will conduct a six-week, residential summer component and twenty Initiative students will be engaged in classes and activities designed to simulate a college experience. Students will reside on campus in one of the Rhode Island College dormitories, from Sunday evenings through Friday evenings, with students leaving campus each weekend. There will be an intensive, well-structured, academic, personal, and career developmental plan written for each student.

Prior to the close of each academic year program, the staff will evaluate all 9th, 10th and 11th graders to determine progress made toward accomplishing individualized goals and to determine summer program status. Students are eligible to participate in the summer residential component only if they have successfully achieved their goals for the academic year component. Parent conferences are also scheduled several times each year to discuss student progress and achievement.

The Upward Bound counselors will closely monitor any student who may need to attend summer school for credit, so that during parent conferences, the Upward Bound staff member will be able to recommend realistic summer options. Each target school system recognizes the quality of the educational programs offered by Upward Bound during the summer; therefore, in some cases, Upward Bound's director will recommend high school credit for those students who are eligible and who satisfactorily complete their learning contracts.

Private Counseling and Group Sessions – Summer Component

Individual and group counseling services will focus on the student's personal, career, and academic development. There are several purposes for using this holistic counseling philosophy: to maximize the immediate learning opportunities and experiences for the student, to enhance his/her readiness to engage in career and educational planning, to identify and resolve barriers to success, to strengthen the student's academic potential so that he/she completes high school and successfully enters a post-secondary educational program. The counselors encourage and motivate students to become more independent and responsible. Additionally, during the summer, the resident tutor counselors will conduct informal student discussion groups within the Learning Community format. As a result of group participation, it is expected that students will increase their self-esteem and self-confidence.

Career Exploration, Annual Career Seminars, and Career Fair

During the summer program, project participants will be exposed to the wide range of traditional

and non-traditional career options available to them, particularly those in which persons from minority and economically disadvantaged backgrounds are underrepresented. All students will participate in a Career Seminar and the Career Fair. By involving local professionals and Upward Bound alumni to share different experiences, the students will be exposed to new perspectives.

The Work-Study Component

Three to five students will be selected to participate in a summer work-study employment/ internship position for three weeks in August following the conclusion of the summer component. Preference will be given to rising seniors and then juniors who apply and are selected for this opportunity. The placements will offer meaningful experiences that expose the Upward Bound students to careers that require at least a bachelor's degree. Prior to the start of the work experience, the students will participate in a series of seminars to assess career interests and to prepare them for the challenges of working in a professional environment. Contracts will be developed with each work-study student, his/her parent, the internship supervisor, and the Program. The Academic Coordinator/Counselor will be charged with the direct responsibility of managing this part of the summer component.

Overview of the Academic Year Component

The Rhode Island College Upward Bound Program offers an academic year program that is as important as the summer component and is designed to include:

- Academic Instruction
- Personal and Group Counseling Sessions
- Workshops to Prepare for the SAT and TOEFL Tests
- Academic Support Workshops & Programs
- Programs related to college exploration, admission, and financial aid
- Tutoring (formal and peer tutoring)
- Leadership Council Meetings & Events
- Senior Day – workshops and registration for SATs on-line
- Annual College Fair
- Cultural, Educational, Social Activities

These activities are coordinated to supplement, not interfere with a participant's full time involvement in the academic and extra-curricula offerings in the high school. The academic year program offers a continuation of services and learning goals initiated during the summer component. The academic year component is critical because it provides a linkage to the schools and better prepares students for success in the high school and in post-secondary education.

Faculty retained to teach in the academic year program, like the summer staff, are required to develop course curricula, syllabi, and student behavioral objectives. During the academic year, students will take varying levels of courses in (1) Effective Strategies for Study Skills, Test Taking Skills, and Personal Organization; (2) Language Arts & Reading or Literature & Writing, and (3) Mathematics. Each class will meet for two hours. Students are placed into an appropriate yet challenging class level in each discipline. Homework is assigned weekly with the program's textbooks and resource materials used to enhance student development.

Counseling Services – Academic Year Component

During the academic year, individual counseling sessions will be held at least bi-weekly and will be scheduled in the target high schools. Additionally, a rotating work schedule allows two full time staff members to be available to students and parents each Saturday that classes are held on campus. The on-going relationship between Upward Bound and each student allows for a series of effective process-oriented sessions. By making an investment in the student's personal development, the counselor serves as an advocate and is capable of motivating and facilitating the student's personal awareness and growth. In addition to personal issues, topics related to each student's academic success, high school course selection, and preparation for post-secondary admission would be addressed.

The Upward Bound College Preparation Plan: Requirements for High School & Upward Bound Courses

Because there is such a strong link between services provided during the academic year component and success in the secondary education curriculum, all students will be expected to not only meet high school graduation requirements but also the Program's standards for college preparation. The Upward Bound counselor and student will review the student's learning plan and progress in the high school college preparation program to determine the selection of courses.

The Program's expectations related to high school include: 4 units of college preparatory English, 4 units of college preparatory mathematics, at least 3 units of a foreign language, at least 3 units of laboratory science, and other academic units required by the state and school district.

Summary

The Initiative students will receive more intensive private counseling, will participate in small group/individualized instruction in fundamental courses which will improve reading, writing, and basic mathematic skill levels, will participate in more group process sessions, and will take part in a series of activities that enhance character development. In this way, the individual student will benefit from the personal attention and the inter-personal relationships that form.

Throughout their careers in the Upward Bound Program, these students will be provided psycho-social support through the following strategies: building a cohort of peers among other successful students, providing a campus-based residential experience that is safe and conducive to learning, encouraging family support and participation in program-sponsored events and parent conferences, establishing programs whereby students may interact with accomplished alumni, connecting learning to their futures, and offering a series of challenging team-building activities.

**Rhode Island College Upward Bound Program
Fiscal Year 2003 Upward Bound Participant Expansion Initiative**

ASSURANCE & AGREEMENT REQUIRED

1. Assurance that each of the eligible target schools listed are schools in which at least 50% of students on the Free Lunch Program under the National School Lunch Act.

Based on data obtained from the Rhode Island Department of Education, the four target high schools of the Rhode Island College Upward Bound Program listed below enrolled students in which at least 50 percent of the students were eligible for the Free Lunch Program under the National School Lunch Program during the school year 2001-2002. Specific data regarding total student enrollment, numbers and percentages of students eligible for the Free Lunch Program under the National School Lunch Act are included in the Table that appears on page 2.

- | | |
|---|---|
| (1) Central Falls High School
24 Summer Street
Central Falls, RI 02863 | (2) Hope High School
324 Hope Street
Providence, RI 02906 |
| (3) Mount Pleasant High School
434 Mount Pleasant Avenue
Providence, RI 02908 | (4) Shea High School
485 East Avenue
Pawtucket, RI 02860 |

2. Agreement to participate in the evaluation of the initiative.

Rhode Island College Upward Bound agrees to work with an independent evaluator retained by the Secretary of the United States Department of Education to measure the expansion initiative's effectiveness and to provide annual performance data as requested.

Budget Request

All activities and services proposed are addressed in the supplemental budget request (see attached) *or* are included in the current operating budget that was funded for 2003-2004. Every effort has been made to contain costs and to complement this year's existing funding. In summary, the budget request for the Supplement Under the Upward Bound (UB) Initiative is reasonable in design, responsive to student needs, and reflects the objectives of the Rhode Island College Upward Bound Program. The level of funding requested is necessary to provide the high quality services to the additional group of twenty at-risk students who have the greatest need for Upward Bound services.

PART-TIME PERSONNEL

◆ SUMMER INSTRUCTION*

Budget Categories	Total Cost(s)
(a) Language Arts & Reading Instructors 1 section @ ██████ (average) per instructor	██████
(b) Mathematics Instructor: Pre-Algebra, Algebra I 1 section @ ██████ (average) per instructor	██████
(c) Science Instructors: General Science 1 section @ ██████ (average) per instructor	██████
(d) Foreign Language Instructors 1 section @ ██████ (average) per instructor	██████

◆ ACADEMIC YEAR PROGRAM INSTRUCTION*

(a) Fall Term: (8 weeks) Mathematics and Language Arts Instructors (2 positions) Part-time contract for 2 positions @ ██████ (average) per instructor	██████
(b) SPRING TERM: (13 weeks) Mathematics, English/Study Skills Instructors (3 positions) Part-time contract for three positions @ ██████ (average) per instructor	██████

* Each instructor's contract requires a specific commitment of hours to fulfill specific duties, including class instruction, participation in orientation sessions, and meetings with staff to discuss program and student issues. In addition, each instructor must develop a course syllabus, establish measurable learning objectives for each student, compile student evaluation reports, evaluate program services, and chaperon student activities. The rate of pay is in line with that paid public school teachers in the State and part-time adjunct faculty at Rhode Island College, but slightly higher in the Academic Year than the summer component so that the Program may attract qualified instructors.

Budget Categories	Total Cost(s)
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◆ TUTORIAL SERVICES (ACADEMIC YEAR)

<p>Tutoring will be provided at all levels in the following academic areas: English Literature & Composition, mathematics, science, and foreign languages. Tutors will also work with students on research projects, test taking skills, and reading comprehension.</p> <p>100 hours @ ██████ per hour (average)</p>	<p>██████</p>
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<p>TOTAL SALARIES: PART-TIME PERSONNEL</p>	<p>██████</p>
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<p>(A) TOTAL SALARIES: FULL-TIME AND PART-TIME PERSONNEL</p>	<p>██████</p>
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<p>FRINGE BENEFITS for FULL-TIME PERSONNEL</p> <p>Projected cost of fringe benefits calculated on the actual rates for the nine month employment period for this budget period.</p>	<p>██████</p>
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<p>FICA FOR PART-TIME PERSONNEL (Faculty and staff <u>not</u> employed by the College. FICA: 7.65% of \$ 16,950 (salary budgeted).</p>	<p>██████</p>
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<p>B) TOTAL FRINGE BENEFITS FOR FULL-TIME & PART-TIME EMPLOYEES</p>	<p>██████</p>
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Fringe benefit costs continue to rise as a percentage of salaries. The medical insurance plans and rates are negotiated and set by the state of Rhode Island. The choices and plans are the same available to *all* Rhode Island state employees. Included are: health coverage, prescription plan, dental and vision care coverage. Estimated costs for 2003 - 2004: family plan \$11,399 per year and individual plan of \$4,079 depending on plan selected.

In addition, other benefits are offered and the average cost breakdown is:

- 1) Retirement: TIAA/CREF @ 9% of gross salary
- 2) FICA: 7.65% of salary
- 2) Disability: .6%
- 3) Assessed unemployment benefit: 3.8%

Budget Categories	Total Cost(s)
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C. TRAVEL (STAFF) *

<p>◆ OUT-of-STATE TRAVEL for PROFESSIONAL DEVELOPMENT</p> <p>Academic Coordinator/Counselor to attend one conference sponsored by the New England Opportunity Association at an average cost of █████ for conference registration fees, per diem rate of the college, and travel costs.</p>	<p>█████</p>
<p>◆ IN-STATE TRAVEL for PROJECT ACTIVITIES</p> <p>Estimated cost for Academic Coordinator/ Counselor to travel from Rhode Island College to target schools, community agencies, and to local professional seminars.</p> <p>1 professional staff x █████ (approximate) miles per month x █████ months x █████ per mile.</p>	<p>█████</p>
<p>(C) TOTAL TRAVEL (STAFF)</p>	<p>█████</p>

D. SUPPLIES

<p>◆ STUDENT SUPPLIES</p> <p>Consumable educational resource materials: i.e. textbooks, computer diskettes, daily planners, writing paper, pens, pencils, note books, dictionaries, science laboratory chemicals and supplies</p> <p>█████ (average) per student for calendar year x 20 students</p>	<p>█████</p>
<p>◆ GRAPHING CALCULATORS</p> <p>20 calculators @ █████ per calculator</p>	<p>█████</p>
<p>(D) TOTAL SUPPLIES</p>	<p>█████</p>

* All staff travel for professional development (█████) is directly related to the project's overall purpose and *does not* exceed four percent of the total project salaries.

Budget Categories	Total Cost(s)
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E. OTHER

<p>◆ ADMISSION/ACTIVITY FEES*</p> <p>(a) Summer Program: 15 students x [REDACTED] per event x 3 events (includes use of college's recreation center).</p> <p>(b) Academic Year Program: Admission to one local theater/dance production: 20 students and 1 staff chaperon x [REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
<p>◆ MEDICAL INSURANCE for STUDENTS and SUMMER RESIDENTIAL STAFF</p> <p>A <i>reduced</i> insurance policy rate (approximately [REDACTED] per student x 15 students) is in effect through the umbrella policy contracted by Rhode Island College. This policy stipulates a [REDACTED] deductible charge per hospital visit.</p>	<p>[REDACTED]</p>
<p>◆ PARENT OPEN HOUSE SESSIONS & WORKSHOPS</p>	<p>[REDACTED]</p>

(E) TOTAL OTHER	[REDACTED]
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F) TOTAL DIRECT COSTS (lines A-E)	[REDACTED]
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(G) INDIRECT COST [REDACTED] % of F)	[REDACTED]
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H. EQUIPMENT

<p>(H) EQUIPMENT There are no planned purchases which exceed \$5,000.</p>

* All Student Travel costs relate specifically to program objectives and the expenditures are detailed as to purpose, objective, and number of persons involved. The combined cost of all proposed educational and cultural trips (inclusive of transportation, meals, and entrance fees) *does not exceed the required limits* as stated in the federal regulations ("travel should not exceed [REDACTED] per participant ([REDACTED]) or [REDACTED] of the budget ([REDACTED]) whichever is less").

Budget Categories	Total Cost(s)
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I. TRAINING STIPENDS

(a) Summer Component: 15 students x █████ per week x 6 weeks	█████
(b) Academic Year Component - (October – February): 15 students (average) x █████ per month x 5 months	█████
(c) Academic Year Component – (March - May): 20 students (average) x █████ per month x 3 months	█████

I. TOTAL TRAINING STIPENDS	█████
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J. TUITION AND RELATED FEES

(J) TUITION AND RELATED FEES NOT APPLICABLE
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K. ROOM AND BOARD (SUMMER COMPONENT)*

♦ ROOM (Summer Component) 15 students* x █████ per week x 6 weeks	█████
♦ BOARD (Summer Component) 15 students* x █████ per week x 6 weeks	█████

(K) TOTAL ROOM and BOARD	█████
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* The Upward Bound Program continues to negotiate lower per diem rates for summer room and board charges than those rates charged for other college-sponsored programs and those rates charged to college summer school students.

Budget Categories	Total Cost(s)
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L. SUMMER NON-RESIDENTIAL MEALS

Refreshments for students during the summer evening programs (i.e. International Festival, speaker series, study sessions)	██████
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(L) TOTAL SUMMER NON-RESIDENTIAL MEALS	██████
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(M) TOTAL COSTS (LINES F-L)	██████████
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Rhode Island College Upward Bound Program
Participant Expansion Initiative
Total Number of Participants for Program Year June 1, 2003 - May 31, 2004: 20

The average estimated cost in federal funds per participant
for PY 2003 - PY 2004 is ████████

grant03\federalbudgetinitiativerequest0304.doc

(8/28/03)