

Archived Information

GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAMS (GEAR UP)

Goal: To significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Legislation: Higher Education Act (HEA) of 1965, Title IV, Part A, Chapter 2, SubPart 2, (20 U.S.C. 1070a-21-1070a-28).	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$0	2000	\$200
	1990	\$0	2001	\$295
	1995	\$0	2002 (Requested)	\$227

Program Description

GEAR UP has two major service components. First, it has an early intervention component that provides comprehensive mentoring, tutoring, academic and career counseling, parental involvement, and college preparation that includes exposure to college campuses, plus financial aid information and assistance. Second, it has a scholarship component that provides college scholarships to participating students. The minimum scholarship amount is 75 percent of the average cost of attendance at a 4-year public institution or the maximum Pell Grant for the fiscal year, whichever is less. Also under GEAR UP, a personalized 21st Century Scholar Certificate is provided to GEAR UP and other low-income students that indicates the amount of Federal financial aid that they may be eligible to receive for college. More information on the GEAR UP program can be found at <http://www.ed.gov/gearup/>.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) was first authorized under the Higher Education Amendments of 1998.

State Grants—States receiving funds are required to provide both an early intervention and a scholarship component, targeted to low-income students in grades K-12. At least 50 percent, but not more than 75 percent, of the grant funds must be used to provide scholarships to participating students. As a matching requirement, States must provide at least 50 percent of the project costs each year with cash or in-kind contributions from non-Federal sources.

Partnership Grants—Eligible Partnerships include those with at least one local educational agency acting on behalf of one or more eligible low-income middle schools, the high schools that students from those schools would normally attend, one institution of higher education, and at least two community entities such as businesses, community-based organizations, professional associations, or state and local agencies. Partnerships receiving funds are not required to provide a scholarship component. However, they are required to provide an early intervention component to at least one cohort or grade level of students. This can begin no later than the 7th grade and must be in a school where either at least 50 percent of the students enrolled are eligible for free or reduced-price lunch, or to an entire grade level of students who reside in public housing. Partnerships must ensure that services will continue to be provided through the 12th grade. As a matching requirement, Partnerships must provide at least 50 percent of the total project costs over the total project period with cash or in-kind contributions from non-Federal sources.

For more information, please visit the program Web site at: <http://www.ed.gov/gearup>

Program Performance

OBJECTIVE 1: INCREASE THE ACADEMIC PERFORMANCE AND PREPARATION FOR POSTSECONDARY EDUCATION OF PARTICIPATING STUDENTS.

Indicator 1.1 Completion of academically challenging curricula: Program participants will successfully complete college preparatory courses such as algebra, geometry, chemistry, and physics at increasing rates.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>The percentage of seventh graders who were enrolled in pre-algebra</i>		<p>Status: Unable to judge. This is a new program, and the performance data presented largely reflect student characteristics during the initial phases of program implementation. Preliminary data suggest that the program is targeted to disadvantaged schools where students are less likely to complete college preparatory courses.</p> <p>Explanation: Data will be collected on successful completion of core academic subjects until students reach grades where they may take algebra, geometry, etc. Data on successful completion of college preparatory courses will be available in 2002. Interim data on enrollment in pre-algebra was collected from 25,619 students.</p>	<p>Source: Annual program performance reports and program evaluation study. <i>Frequency:</i> Annually. <i>Next collection update:</i> June 2001. <i>Date to be reported:</i> September 2001.</p> <p>Validation Procedure: No formal validation procedure used.</p> <p>Limitations of Data and Planned Improvements: The 2000 actual performance represents early data on program indicators and will not be reported annually. The new APR will yield baseline data in 2001 and performance data annually thereafter.</p>	
Year	Actual Performance			Performance Targets
1999:	No data available			N/A
2000:	27%			N/A
2001:				Baseline data
2002:		Continuing increase		

OBJECTIVE 2: INCREASE THE RATE OF HIGH SCHOOL GRADUATION AND PARTICIPATION IN POSTSECONDARY EDUCATION OF PARTICIPATING STUDENTS.

Indicator 2.1 Attendance, high school completion, and postsecondary enrollment: Program participants will have high rates of attendance in school, be promoted to the next grade level on time, and successfully complete high school and enroll in postsecondary education programs at increasing rates.				
Targets and Performance Data		Assessment of Progress	Sources and Data Quality	
<i>The average daily attendance in school for participating seventh graders</i>		<p>Status: Unable to judge. This is a new program, and the performance data presented largely reflect student characteristics during the initial phases of program implementation. Preliminary data suggest that the program is targeted to disadvantaged schools where students are less likely to have high rates of attendance.</p> <p>Explanation: Data will be collected on attendance until students complete one year in the program and reach the time when they may be promoted to the next grade level, complete high school or enroll in postsecondary education programs. Data on attendance was collected from 20,649 students.</p>	<p>Source: Annual program performance reports and program evaluation study. <i>Frequency:</i> Annually. <i>Next collection update:</i> June 2001. <i>Date to be reported:</i> September 2001.</p> <p>Validation Procedure: No formal validation procedure used.</p> <p>Limitations of Data and Planned Improvements: The 2000 actual performance represents early data on program indicators and will not be reported annually. The new APR will yield baseline data in 2001 and performance data annually thereafter.</p>	
Year	Actual Performance			Performance Targets
1999:	No data available			N/A
2000:	90%			N/A
2001:				Baseline data
2002:		Continuing increase		

OBJECTIVE 3: INCREASE EDUCATIONAL EXPECTATIONS FOR PARTICIPATING STUDENTS AND STUDENT AND FAMILY KNOWLEDGE OF POSTSECONDARY EDUCATION OPTIONS, PREPARATION, AND FINANCING.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
<i>The percentage of students who have talked to their school counselor, advisor or someone else at their school about academic preparation for college and college entrance requirements</i>			<p>Status: Unable to judge. This is a new program, and the performance data presented largely reflect student characteristics during the initial phases of program implementation. Preliminary data suggest that the program is targeted to disadvantaged schools where students are less likely to know about postsecondary education costs, available financial aid, and academic preparation for college.</p> <p>Explanation: This is a new program, and the actual performance represents early data on program indicators. Data on knowledge of postsecondary education costs, available financial aid, and necessary academic preparation for college was collected from 1,345 students and 1,181 parents.</p>	<p>Source: Annual program performance reports and program evaluation study. <i>Frequency:</i> Annually. <i>Next collection update:</i> June 2001. <i>Date to be reported:</i> September 2001.</p> <p>Validation Procedure: No formal validation procedure used.</p> <p>Limitations of Data and Planned Improvements: The 2000 actual performance represents early data on program indicators and will not be reported annually. The new APR will yield baseline data in 2001 and performance data annually thereafter.</p>
Year	Actual Performance	Performance Targets		
1999:	No data available	N/A		
2000:	18%	N/A		
2001:		Baseline data		
2002:		Continuing increase		
<i>The percentage of parents who have talked to their children's school counselor, advisor or someone else at their children's school about academic preparation for college and college entrance requirements</i>			<p>Status: Unable to judge. This is a new program, and the performance data presented largely reflect student characteristics during the initial phases of program implementation. Preliminary data suggest that the program is targeted to disadvantaged schools where students are less likely to have high educational expectations.</p> <p>Explanation: This is a new program, and the actual performance represents early data on program indicators. Data on educational expectations was collected from 2,707 students and 900 parents.</p>	<p>Source: Annual program performance reports and program evaluation study. <i>Frequency:</i> Annually. <i>Next collection update:</i> June 2001. <i>Date to be reported:</i> September 2001.</p> <p>Validation Procedure: No formal validation procedure used.</p> <p>Limitations of Data and Planned Improvements: The 2000 actual performance represents early data on program indicators and will not be reported annually. The new APR will yield baseline data in 2001 and performance data annually thereafter.</p>
Year	Actual Performance	Performance Targets		
1999:	No data available	N/A		
2000:	35%	N/A		
2001:		Baseline		
2002:		Continuing increase		
Indicator 3.2 Student, family, and teacher expectations: Participating students, their families, and their teachers will have high educational expectations, which are sustained throughout the life of the program.			Assessment of Progress	Sources and Data Quality
<i>The percentage of students who expect to receive a Bachelor's degree or higher</i>			<p>Status: Unable to judge. This is a new program, and the performance data presented largely reflect student characteristics during the initial phases of program implementation. Preliminary data suggest that the program is targeted to disadvantaged schools where students are less likely to have high educational expectations.</p> <p>Explanation: This is a new program, and the actual performance represents early data on program indicators. Data on educational expectations was collected from 2,707 students and 900 parents.</p>	<p>Source: Annual program performance reports and program evaluation study. <i>Frequency:</i> Annually. <i>Next collection update:</i> June 2001. <i>Date to be reported:</i> September 2001.</p> <p>Validation Procedure: No formal validation procedure used.</p> <p>Limitations of Data and Planned Improvements: The 2000 actual performance represents early data on program indicators and will not be reported annually. The new APR will yield baseline data in 2001 and performance data annually thereafter.</p>
Year	Actual Performance	Performance Targets		
1999:	No data available	N/A		
2000:	44%	N/A		
2001:		Baseline data		
2002:		Continuing increase		
<i>The percentage of parents who expect their children to receive a Bachelor's degree or higher</i>			<p>Status: Unable to judge. This is a new program, and the performance data presented largely reflect student characteristics during the initial phases of program implementation. Preliminary data suggest that the program is targeted to disadvantaged schools where students are less likely to have high educational expectations.</p> <p>Explanation: This is a new program, and the actual performance represents early data on program indicators. Data on educational expectations was collected from 2,707 students and 900 parents.</p>	<p>Source: Annual program performance reports and program evaluation study. <i>Frequency:</i> Annually. <i>Next collection update:</i> June 2001. <i>Date to be reported:</i> September 2001.</p> <p>Validation Procedure: No formal validation procedure used.</p> <p>Limitations of Data and Planned Improvements: The 2000 actual performance represents early data on program indicators and will not be reported annually. The new APR will yield baseline data in 2001 and performance data annually thereafter.</p>
Year	Actual Performance	Performance Targets		
1999:	No data available	N/A		
2000:	49%	N/A		
2001:		Baseline data		
2002:		Continuing increase		