

# Partnership Introduction

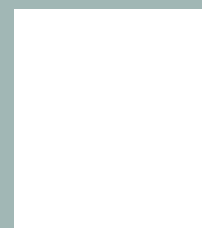
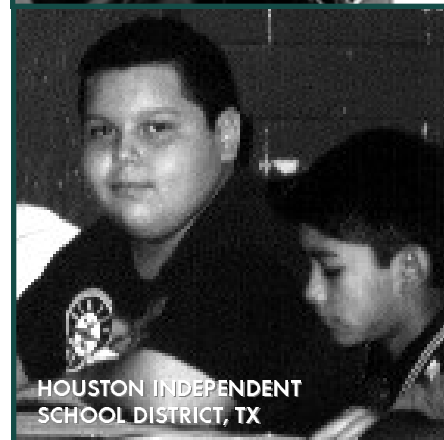
**G**EAR UP Partnership grants are competitive five-year matching grants that support early intervention programs designed to increase college attendance and success and raise the expectations of low-income students. A successful GEAR UP Partnership project requires the full cooperation and commitment of all members of the Partnership. While each partner makes a distinct and separate contribution, the success of the Partnership depends on working and planning as a team.

The GEAR UP Partnership grant is unique among federal early intervention programs in that it focuses on cohorts of low-income students, rather than on distinct individual students, and the cohorts begin no later than the seventh grade. It requires partnerships among colleges and universities, schools, and outside organizations, and requires a dollar-for-dollar match to ensure commitment and build capacity. All of these unique requirements of a GEAR UP Partnership grant compel school systems and postsecondary institutions to focus on systemic change; it ensures that all students are held to high standards and receive the necessary academic core curriculum that is needed to go to postsecondary education and succeed. Partnership grants are encouraged to provide scholarships to students, but are not required to do so.

GEAR UP Partnerships are designed to understand and address the needs of their disadvantaged communities and implement effective systemic reform to ensure that all students are prepared to succeed in college. Partnership grants must sustain long-term systemic reform that meets the academic and college preparation needs of an entire cohort of students rather than the more traditional pull-out program that only assists selected students.

Education is a "family matter." For students, it is hard work, and it requires a plan. For parents and families, it requires support and involvement. For schools from K-16, it demands high expectations for ALL students and the spirit of collaboration. For businesses, it takes commitment, through mentoring and communication with schools about what businesses expect in the workplace. For religious, community and arts organizations, it means being a place youngsters can turn to for information and encouragement. Everyone is part of it; everyone shares responsibility for it; everyone depends on it; and everyone wins because of it.

GEAR UP Partnership grants provide a unique and historic opportunity for early intervention and systemic change that no federal program has done before.



## GADSDEN STATE COMMUNITY COLLEGE

1999

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**Total Students Served:** 410

**PROJECT OVERVIEW** Gadsden GEAR UP Partnership seeks to address the needs of 410 students who entered the seventh grade at Cory, Disque, and General Forrest Middle Schools in 1999, and supports them through to Litchfield, Gadsden, and Emma Sansom High Schools. Principal activities of this project include: individual counseling for students and parents; tutoring; a professional

development program for involved teachers; suggestions for new teaching methodologies; a college/career education and visitation program for students and parents; and, a mentoring program involving local college students and professionals. Students who successfully complete the program will have accomplished the following: passed Algebra I and Geometry with a C or better; successfully completed the required Alabama High School Graduation Exam; and, be on schedule in meeting postsecondary entrance requirements.

**STRATEGY** Since the program is based on preparing students for college and the work force, the GEAR UP staff wanted them to see first-hand the duties and responsibilities of their chosen fields. During the summer program, a group of thirty GEAR UP students were afforded the opportunity to job shadow three local businesses and organizations. These students were guided by experienced professionals who explained the pros and cons of the area and gave advice on coursework needed to attain the proper skills. Following the time spent with the employees, students were more aware of the requirements for the job and, therefore, could make more intelligent college and career choices.

## WALLACE COMMUNITY COLLEGE SELMA

1999

**Contact:** Betty Bentley  
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**Total Students Served:** 1,000

**PROJECT OVERVIEW** During the course of five years, the GEAR UP project will develop and implement an academic year Early Awareness program to provide participants with the support needed to pursue a postsecondary education. The students entered the program in 1999, as sixth graders at the local elementary and middle schools in Perry County, and will continue to participate in GEAR

UP until they complete their tenth grade at high school.

The project seeks to address the needs of 700 to 1,000 students, and their parents, through individual counseling, tutoring, financial aid advising, career assessment and exploration, mentoring, professional development, and various workshops. Students who successfully complete the program will have accomplished the following: 1) passed Algebra I with a C or better; 2) scored at, or above, the 50th percentile in reading, math, and language on the Stanford Achievement Test; and 3) completed an individual course guide in meeting college entrance requirements.

**STRATEGY** At the beginning of the year, a group of eighth grade participants helped recruit new sixth grade participants. The students planned a pep rally for potential participants at both middle schools. New applicants were given mini pom-poms, in their school's color, with GEAR UP imprinted on them. As a result, 140 students signed up for the program. After surveying the eighth grade participants, it was found that the students enjoyed the responsibility of organizing the pep rally and being mentors to the new participants.

## UNIVERSITY OF ALABAMA

2000

**Contact:** Sharon Chambers Gordon  
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**Total Students Served:** 800

**PROJECT OVERVIEW** During 2000-2001, the 160 seventh grade students at Holt High School participated in GEAR UP activities. In each of the next four years, a new seventh grade cohort will be included for a total of 800 participants. The strength of the program is greatly enhanced by the involvement of primary partners and increasing parental participation in the education of students.

Academic intervention initiatives focus primarily on improving reading and mathematics proficiencies and on strengthening science backgrounds. Additional program features include: 1) a comprehensive tutoring and mentoring support program; 2) one-on-one counseling for students and parents; 3) professional development for high school faculty to ensure innovative teaching strategies; and 4) continued college and career education programs through presentations and printed materials. Students are involved in earning GEAR UP points by participating in extra-curricula activities for which they receive incentives. Successful implementation of the program will result in: 50 percent of students attaining grade level reading skills and 50 percent attaining above grade level reading and mathematics skills; students and parents knowing how to prepare for postsecondary education and career planning; and students having improved their social and life skills.

**STRATEGY** To identify tutors for seventh and eighth-graders, presentations were made to four education classes at the University of Alabama's College of Education, and professors were asked to require students to perform their volunteer hours with the GEAR UP project. The result was over sixty college students available for tutoring sessions three days each week, allowing for greater hands-on involvement with the more than seventy students who are tutored. At Holt High School in 2001, 50 percent of seventh and eighth grade students are at grade level reading and 20 percent are at above grade level, reading and math skills. The project staff is in the planning stages of training eighth-graders to tutor sixth graders at Holt Elementary School.

## NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

2000

**Contact:** Carolyn Woodhouse  
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**Total Students Served:** 824

**PROJECT OVERVIEW** The Northwest Arctic GEAR UP initiative, Getting Ready Together, is a partnership among the University of Alaska Fairbanks-Chukchi Campus, the Northwest Arctic Borough School District, the Maniilaq Association, the NANA Regional Corporation, the Northwest Arctic Borough, and Cominco Alaska, Inc. The Paqnaliq Atauchikun project will be an education model

that can be replicated to prepare students for success in remote rural Alaska, a region where 95 percent of the population is comprised of low-income, bilingual Inupiaq Eskimo.

The project complements a statewide and regional reform effort, the Alaska Quality Schools Initiative. The primary emphasis is to support students in their efforts to meet high academic standards and to pass the Alaska High School Graduation Qualifying Examination. By passing this exit exam, students will meet postsecondary entrance requirements. Without passage, opportunities to enter the military or attend a four-year college or a two-year community college will not exist. The Paqnaliq Atauchikun project focuses on early intervention by providing services and support to students and their parents. There are three service areas: 1) academic enhancement; 2) counseling services; and 3) financial aid. Through the early intervention, GEAR UP staff not only expects students to pass the Graduation Qualifying Examination, but also to be well-prepared for, and succeed in, continuing education, training, and life.

**STRATEGY** The Annual Seventh Grade Student and Parent Campus Visit allows students and parents the opportunity to tour the University of Alaska-Chukchi Campus, the Alaska Technical Center, the Maniilaq Health Center, and various businesses for educational events. The purpose of this special campus visit is to promote early awareness of opportunities for students and to inspire and motivate them to succeed in school. During their visit, students and parents are encouraged to participate in job shadowing to gain first-hand experience in a career area of interest. This year, 160 students, forty-five parents, and seven teachers participated in the event.

## SACATON ELEMENTARY SCHOOL DISTRICT

1999

**Contact:** Joyce Baldwin  
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**Total Students Served:** 563

**PROJECT OVERVIEW** Project FOCUS addresses the needs of American Indian students in the fifth through eighth grades at Sacaton Middle School, located on the Gila River Indian Reservation. Following promotion from the eighth grade, students must leave the community to attend either boarding school or high school in adjacent communities. Principal activities of this project include: 1)

individual counseling for student and parents; 2) tutoring for at-risk students; 3) an accelerated math program for seventh and eighth grades; 4) an Honors Communication Program for fifth through eighth grades at the student-operated community Radio Station, KTAO; 5) professional development programs for all teachers to insure implementation of new methodologies and curriculum; 6) a college/career education program; 7) a science research program investigating tribal environmental issues, led by tribal and university scientists; 8) the Math Engineering Science Achievement (MESA) program; and 9) a mentoring project involving university students of American Indian descent. Students who successfully complete the program will have accomplished the following: passed Algebra I in the eighth grade with a grade of C or better; improved yearly achievement on the Stanford Achievement Test; completed a high school advanced math course; and, be on schedule for graduating from high school and meeting university entrance requirements.

**STRATEGY** The program has an excellent tutoring component utilizing American Indian university undergraduates to tutor students in the fifth through eighth grade in both math and language arts. Adult mentors are drawn from a wide variety of professions, including the FBI, Intel Corporation, and the KidStar Radio Network. The Arizona State University (ASU) mentoring program incorporates the ASU American Indian Program and the SUMS Institute, a project for minority students in mathematics. The newly developed high school CO-OP Program joins high school tutors with students from the fourth and fifth grade. Since these tutors also receive instruction in their own high school course work, CO-OP students as well as elementary students benefit from this program.

## TUCSON UNIFIED SCHOOL DISTRICT

1999

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**Total Students Served:** 700

**PROJECT OVERVIEW** The mission of the Building the Future GEAR UP project at Wakefield Middle School and Pueblo Magnet High School is to offer mentoring, tutoring, and academic enhancement programs that encourage students to develop college aspirations. Building a Future is a collaboration between the University of Arizona and six other community partners. Wakefield

and Pueblo provide students with a rigorous college preparatory curriculum to ensure they meet college entrance requirements, while the university offers additional services such as the Academic Preparation for Excellence (APEX) and Mathematics, Engineering, Science Achievement (MESA) programs. Classes, on campus, are also provided to the students through the University of Arizona's Extended University enrichment programs.

Faculty and staff from Wakefield and Pueblo participate in development workshops that focus on classroom management, vertical teaming for language arts and math, and reading strategies. Other project activities include improved parent education and a student-developed monthly news magazine that is sent to the homes of all GEAR UP students. During the 2001-2002 academic year, the program will meet the needs of 553 students.

**STRATEGY** For early exposure to a college experience, GEAR UP students attend math, science, writing, and fine arts classes at the University of Arizona through its Extended University. These classes are held during Wakefield Middle School's intersession and summer breaks and are taught by university faculty, staff, and/or graduate students. The unique courses challenge the students to view their education from a creative perspective while providing them a positive learning experience in a university setting.

## NORTHERN ARIZONA UNIVERSITY

2000

**Contact:** Melvin Hall  
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**Total Students Served:** 2,000

**PROJECT OVERVIEW** Central Arizona Academic Enrichment Program (CAAEP) is offered in two high schools and the related feeder system of middle and elementary schools. One high school serves an intensely urban community with high rates of crime, poverty, drug issues, and family mobility. The second high school serves a densely populated, suburban community with rapidly

changing demographics. The program provides mentoring, tutoring, after-school and summer enrichment, and parental involvement programs to over 2,000 students in a cohort model. The program also includes college information services for parents and students, professional development for teachers, and support for more rigorous coursework. Project interventions are linked together by the Passport to Success, issued to each participant. To remain eligible for scholarships from a \$5 million trust, a student must maintain a valid passport throughout the five years of the program. Further, the passport provides parents and site coordinators with a concrete indicator of student participation and progress.

**STRATEGY** The Summer Enrichment Program (SEP) has proven to be a very powerful intervention. It involves selected participants spending seven days on the Northern Arizona University (NAU) campus, living in dormitory housing, and completing a problem-based learning curriculum. Each summer's program is jointly developed with the Grand Canyon National Park, with full participation by park rangers in the curriculum. The capstone experience of the program is a required PowerPoint presentation of the solution to a significant study problem developed by a team of five current participants. Students are invited to return to SEP each year until they graduate from high school.

## SANTA CRUZ COUNTY SUPERINTENDENTS

2000

**Contact:** Judith Espinosa  
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**Total Students Served:** 426

**PROJECT OVERVIEW** The Santa Cruz Opportunity for Education Project (SCOEP), a partnership of the Santa Cruz community, its schools, and Northern Arizona University, is implementing a program for college success for students in the eighth grade. The project goals include: 1) awareness of college opportunities and expectations; 2) academic support and preparation; 3) development

of personal skills; 4) understanding the value of, and the need for, preparation for a college education; 5) ensuring enrollment, and support for success, in appropriate college preparation courses; and 6) development of support networks for students with teachers, community members, business leaders, and university personnel. The meaning of the word "scoop" is "the distance the mind can reach." The GEAR UP project presents an opportunity for Santa Cruz students to reach for success in higher education.

**STRATEGY** GEAR UP initiated a job shadowing experience for its students. An initial half-day program introduced students to the professional participants and provided an overview of the professions. Subsequently, students have spent a day each month with their selected professional and have developed a mentoring relationship. The mentor is in touch with the student every other week, enabling participants to be more comfortable talking about the profession they wish to pursue.

## UNIVERSITY OF ARIZONA

2000

**Contact:** Mary R. Lindley  
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**Total Students Served:** 605

**PROJECT OVERVIEW** The Dreams Come True GEAR UP partnership provides Amphitheater Middle School students, who entered the sixth and seventh grade during the 2000-2001 school year, their parents, and teachers with a comprehensive program of college readiness, including: 1) an academic course on college readiness; 2) articulation activities with the high school and the University of

Arizona such as advising, campus tours, and buddy matches; 3) work-based learning through field trips, job shadowing, career fairs, and internships; 4) summer academies; 5) support services for students needing individual attention through tutoring, mentoring, and referral to specialized services; 6) workshops on college admissions and financial aid for parents; 7) life skills and nutrition programs; English-as-a-Second Language (ESL) classes for parents; and 8) professional development and a tuition pool for teachers to attend University of Arizona courses and noncredit workshops.

**STRATEGY** At the core of the Dreams Come True project is the addition of a program for college readiness to both the middle and high school curriculum. At the middle school, the separate course is offered as an elective and is bolstered by enrichment and experiential opportunities. At the high school level, the readiness curriculum will be integrated into the core courses, especially in English and social studies classes, thus enabling continuation of an emphasis on college readiness following completion of the grant.

## GARLAND COUNTY COMMUNITY COLLEGE

1999

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**Total Students Served:** 2,100

**PROJECT OVERVIEW** The Creating 21st Century Scholars project currently serves 955 students in grades six through nine. The main objective is to provide a rigorous academic program, with a career focus, in support of 80 percent of the students scoring above the 50th percentile on standardized tests by 2003. To accomplish this, the program includes: 1) prescribed, computer-assisted instruction; 2)

support for curriculum alignment and staff development; 3) classroom aides; 4) vertical teams; 5) career academies, advisories, speakers, and job shadowing; 6) reteach classes; 7) individual education plans; 8) after-school tutoring and partner-site tutoring; 9) summer school and summer enrichment homework assistance; 10) mentoring; 11) parental involvement activities; and 12) field trips and college visits.

**STRATEGY** In an effort to improve student achievement, GEAR UP provides individual education plans (IEPs) for each student. These plans are based on deficiencies indicated on a national testing instrument. Specific deficiencies are noted on the student's IEP, and are targeted in the computer-assisted labs, the classrooms, the reteach classes, and in after-school tutoring. Tests were constructed on the areas of concern, and students were pre-tested in October and will be post-tested in March to evaluate the strategy. The IEPs and the strategies for improvement are also shared with the parents during student-led conferences.

## NEWPORT SPECIAL SCHOOL DISTRICT

2000

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**Total Students Served:** 1,156

**PROJECT OVERVIEW** The Newport Special School District, in a partnership with Arkansas State University-Newport, Newport Housing Authority, Merchants and Planters Bank, Newport Parks and Recreation Services, Newport Police Department, and Newport Chamber of Commerce is serving entire classes in the fourth through eighth grades. The GEAR UP Newport project intends to increase

students' academic performance; increase graduation rates; increase postsecondary entry rates; offer information regarding financial aid; and provide scholarships.

**STRATEGY** Through the computer labs at the elementary and junior high schools, all students in the fourth through eighth grades have benefited from software programs such as PLATO and word processing. These labs are available to students before and after school. The students, particularly those who are disadvantaged, have the opportunity to learn life-long skills. GEAR UP not only touches lives of students before and after school, but also during the school day by providing pre-advanced placement classes in literature, English composition, and mathematics and by offering small group tutoring during study halls.

## BELLFLOWER UNIFIED SCHOOL DISTRICT

1999

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**Total Students Served:** 2,570

**PROJECT OVERVIEW** Bellflower Middle/High School and its partners are implementing Project PREPARE (Partnerships Resulting in Effective Programs for All to Reach Excellence) to ensure that all students meet the rigorous standards required for admission to postsecondary educational institutions. To most effectively assist students in learning and achieving high standards, the program is

instituting activities in the following areas that will result in systemic change: 1) improving student academic achievement and preparedness for postsecondary studies; 2) improving parent and student awareness of, and involvement in, college preparatory plans; 3) implementing curricular reform, enhancing teacher preparation, and improving teaching and learning methods; and 4) establishing effective business, community, and higher education partnerships. Program activities include tutoring, individual counseling, Advancement Via Individual Determination (AVID) classes, Mathematics Engineering Science Achievement (MESA) programs and classes, parent institutes, vertical teaming, and curriculum development through the collaborative work of Bellflower High and California State University at Long Beach (CSULB).

**STRATEGY** To help low-achieving students improve academically, several approaches are used: 1) a program counselor works with students and parents to keep students focused on school work; 2) an Academic Intervention Plan is developed for each student; 3) MESA college tutors assist in a number of academic classes; 4) AVID elective classes have been added to the curriculum; 5) Individual Academic Plans are developed for all program students; and 6) parents are encouraged to attend the Parent Institute programs. The MESA program includes a summer Marine Science Institute, and an after-school MESA Junior Engineering course is offered that focuses on hands-on learning. Students participate in school and regional competitions and have won several competitions at CSULB.

## CALIFORNIA STATE UNIVERSITY SAN MARCOS

1999

**Contact:** Charles Prickett  
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**Total Students Served:** 2,500

**PROJECT OVERVIEW** The California State University San Marcos GEAR UP project currently serves over 1,500 students at Grant Middle School in Escondido. Over 90 percent of all Grant Middle students are Latino, and about the same number receive federally-subsidized breakfasts and lunches. GEAR UP has provided three professional development workshops for all sixty-five teachers at Grant. All teachers have completed the School Self-Assessment Rubric and shared the results. The outcomes have led to a resolve for change at Grant, including the prime component of a more rigorous curriculum.

Over 300 parents have graduated from the Parent Institute for Quality Education workshops, providing a dedicated cadre of parents who now act in leadership roles for the school. Exciting field trips for students follow curriculum, such as a visit to the Birch Aquarium to enhance two weeks of students' lessons about oceanography. Similarly, a visit to the Getty museum is scheduled.

**STRATEGY** GEAR UP at Grant Middle School offers students tutoring during class as well as after school. The after-school program concentrates on every student finishing homework everyday. The in-class tutors follow the lesson plans of the class and work individually or in small groups. GEAR UP tutors are trained in classroom management, lesson planning, and lesson presentation skills.

The project's most innovative aspect is the Senderos program, a committee of parents who are involved in the feeder elementary schools. Trained to be mentors to new parents of Grant students, their involvement makes GEAR UP truly reflective of the Grant community.

## CALIFORNIA STATE UNIVERSITY, FRESNO FOUNDATION

1999

**Contact:** Alejandra Juárez  
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**Total Students Served:** 600

**PROJECT OVERVIEW** The GEAR UP project at McCabe Jr. High School has been involved in several activities for students, parents, school staff, and the community since its inception in September 1999. In May 2000, GEAR UP hosted its second annual Cinco De Mayo Carnival and Health Fair at the McCabe campus with approximately 250 students and their families, plus more than 100

community members, in attendance. This was a notable success as it brought the community together with school board members, administrative staff, students, teachers, and parents.

When the GEAR UP program was initiated, McCabe was considered to be an under-performing, under-achieving school by the State of California Academic Performance Index (API) standards. Today, McCabe remains low in ranking as compared to other schools, but has made some remarkable gains in student achievement based on the SAT-9. During the second year of GEAR UP, 10 percent more students scored at, or above, the 50th percentile in the national percentile ranking for reading, math, language and spelling than had in previous years. Another extraordinary gain in access to college preparation is that McCabe now has enrolled all seventh grade students in pre-algebra and all eighth grade students in algebra. These accomplishments can be attributed to the efforts of the GEAR UP staff, the support of all partners, and parent and community involvement in changing perceptions and attitudes about McCabe's children to develop a college-going culture. Teachers have welcomed the program and partnered with the GEAR UP staff to provide challenging learning experiences for all students.

**STRATEGY** The GEAR UP program implemented GPA (grade point average) trips, which were an incentive for students to raise their GPA from one quarter to the next. Between the first and third quarter, 130 students raised their GPA by .3 or better. This was a significant accomplishment for students at McCabe, and for the project. The students wanted to participate in the field trips and made an extra effort to rank on the eligibility list.



## CALIFORNIA STATE UNIVERSITY, FULLERTON FOUNDATION 1999

**Contact:** David Pagni  
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**Total Students Served:** 800

**PROJECT OVERVIEW** Project GEAR UP – Anaheim seeks to address the needs of 800 students who entered the seventh grade at Sycamore Junior High School in 1999, and serves them through their years at Anaheim High School. Activities of this project include: 1) college workshops for students and parents; 2) Saturday and summer math academies for students; 3) math tutoring; 4) professional development for mathematics teachers; 5) establishment of vertical teams to ensure continuity between the junior and senior high schools; and 6) a mentoring program involving college students from the area.

The goal of the project is to increase the college-going rate for this cohort of students as compared to the rate for students graduating from Anaheim High School in the past. Over the period of the grant, there has been a 45 percent increase in seventh-graders moving from the 26th to the 38th percentile on the math subtest of the SAT-9. At the same time, there has been a 20 percent increase of eighth-graders moving from the 30th to the 36th percentile.

**STRATEGY** The project is focused on mathematics as the gate-keeper course for college-bound students. GEAR UP staff facilitates success in math by working closely with the mathematics teachers, as well as with parents and administrators. Counselors from California State University, Fullerton have been working with the cohort since seventh grade in their math classes. In addition, ten counselors have served as after-school tutors and mentors. These counselors are following the cohort through the grades and provide on-going communication with the students and their parents.

## CALIFORNIA STATE UNIVERSITY, HAYWARD FOUNDATION 1999

**Contact:** Linda James  
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**Total Students Served:** 3,500

**PROJECT OVERVIEW** Project SOAR serves a cohort of approximately 3,500 students within the Oakland Unified School District (OUSD). These students entered seventh grade in 1999, and are expected to graduate from high school in 2005. The project addresses four strands of support and currently works with the six comprehensive high schools and alternative sites. The academic

strand focuses on providing support and intervention through classroom tutoring, a comprehensive after-school tutoring program with emphasis on the High School Exit Exam, and extended-year programs such as SOAR2University Summer Programs. The project employs more than 70 tutors throughout the school year and summer. There is also a very strong guidance and counseling component that uses academic counseling assistants who provide support through the web-based Individual Student Plan developed by Project SOAR.

The parent strand develops effective parenting skills and generates parent advocacy to guide students toward thinking about and planning for college. GEAR UP employs full-time parent liaisons to provide intensive outreach and support for parents. The partners provide resources from local businesses and community organizations for the cohort and ensure sustainability of this partnership with Oakland Unified School District. One such partnership is the Take Home Computer Program. The systemic change strand builds the capacity of the school district by examining systems that promote increased student achievement for all students.

**STRATEGY** In collaboration with OUSD, the project developed a data-driven intervention model to align project support with student needs. Data derived from the Measures of Academic Progress Test, SAT-9, grade point averages, Individual Student Plans, and others, are used by the academic counseling assistants and tutors to target intervention support for at-risk students through the use of Student Intervention Plans. Appropriate interventions are identified based upon a student's needs and the student is referred to services accordingly. Parents are kept informed of a student's progress through parent conferences.

## CALIFORNIA STATE UNIVERSITY, LOS ANGELES

1999

**Contact:** Robert Arellanes  
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**Total Students Served:** 785

**PROJECT OVERVIEW** The California State University, Los Angeles GEAR UP program serves 785 middle and high school students from East Los Angeles. In the area, 70 percent of the population is at, or below, the income level eligible for free or reduced lunch; over 95 percent is potentially a first-generation college student; the dropout rate is over 40 percent; and there is a serious lack of counseling and

educational services. Academic year and summer educational enrichment and services include: 1) academic assessment; 2) individual educational and career plans; 3) preparatory instruction in rigorous courses; 4) academic monitoring and tutoring; 5) academic, personal, and career advising; 6) mentoring and work assistance; and 7) preparation for entrance exams. A comparison of grade point averages (GPA) reported since GEAR UP's inception indicates an increase of .48 in the overall GPA for current eighth-graders from the overall GPA for the same cohort in their seventh grade year. Also, a review of the mean-scaled scores for reading, math, and language indicates critical gains have been made.

College enrollment support includes help in securing financial aid, as well as referrals to educational, community, and social agencies to address academic needs. In addition, GEAR UP services include educating parents to better assist their children in undertaking a rigorous, college preparatory education. Professional development is provided to facilitate curriculum improvement and to strengthen skills of teachers for working most effectively with GEAR UP students.

**STRATEGY** The middle school, high school, and institutions of higher education have combined services to offer in-class language arts and math tutoring and individual advisement sessions; PSAT prep workshops; and a Summer Language Arts Academy. The number of eighth-graders taking the PSAT has increased significantly. To encourage their participation, parents have been visited by parent volunteers, administrators, students, or GEAR UP staff in a massive door-to-door campaign. All households have been visited at least once. As a result, about 50 percent of the cohort parents attend the Parent Institute for Quality Education classes.

## COLLEGE OF THE SISKIYOU

1999

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**Total Students Served:** 330

**PROJECT OVERVIEW** In 1999, the GEAR UP project served a cohort of 180 students in the fifth, sixth, and seventh grades at Weed Elementary School. The original cohort of students continues to be served with additional grades included in years three through five. Currently, GEAR UP addresses needs of approximately 240 students in the sixth, seventh, eighth and ninth grades at Weed Elementary and Weed High School.

Principal activities of this project include tutoring for all GEAR UP students provided by fifteen tutors. Approximately fifty at-risk students receive one-on-one tutoring, and an after-school study hall is available for all GEAR UP students. A professional development program established vertical teams to ensure continuity between the elementary and high schools and developed a college preparatory math program to strengthen continuity between elementary and high school. Students were given the opportunity to attend a PSAT workshop and take the PSAT in the eighth and ninth grade. An advisor/counselor was engaged at the start of the 2001-2002 academic year to ensure students were taking the appropriate classes. Conferences are scheduled to discuss credits and provide direct parent/student counseling of at-risk students. In comparing the 2000 SAT -9 scores to the 1999 baseline scores, increases in those scoring at, or above, the 50th national percentile ranking were: 1) in the sixth grade, 10 percent increased their reading skills, 7 percent increased math skills, and 15 percent increased language skills; 2) in the seventh grade, 13 percent increased their reading skills, 21 percent increased their math and language skills; 3) in the eighth grade 11 percent increased their reading skills, 16 percent increased their math skills and 10 percent increased their language skills. In addition, Weed Elementary has exceeded the State's targeted Academic Performance Index growth for the last two years. In 1998-1999, Weed was targeted at nine points and actual growth was thirty-eight, and in 1999-2000, targeted growth was seven points and actual growth was fifty-nine, making the school award eligible.

**STRATEGY** All GEAR UP students will complete COIN Career Exploration and Educational Planning Guide workbooks as well as write a short synopsis about the career of their dreams. They will also complete the documentation in the computerized COIN Career Guidance System. Parents and students will attend career assessment workshops using the COIN Career Assessment software. Students are being screened for Scotopic Sensitivity Syndrome, a form of dyslexia.

## HARTNELL COLLEGE

1999

**Contact:** Roland Montemayor  
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**Total Students Served:** 2,731

**PROJECT OVERVIEW** Through the add-a-cohort model, GEAR UP will provide services to 2,731 students over a five-year period. The project meets the weakness of poor math and English performance, a high attrition rate, and a low college-entry rate. The middle school curriculum for math and language arts has been revised significantly to take advantage of math and language resource teachers, as well as

an increased number of math teachers hired through the grant, and a revised schedule providing for double-periods of language arts. Additional services and activities provided by GEAR UP include: intensive tutorial programs; a Saturday Academy for middle school students; a Saturday College for high school students; and information sessions for parents and students on postsecondary options and financial assistance. A full-time college counselor is on-site at the high school to work with students in accessing information and applying to colleges. Further, GEAR UP offers professional development workshops and conferences to assist faculty in encouraging and maintaining raised expectations of students' academic performance and entry into postsecondary institutions.

**STRATEGY** Each year, a cohort group of 100 parents attends an eight-week Parent Institute. In this effort, the parents are both leaders and participants. Topics discussed include active participation in a child's education, adolescence, college planning, financial aid, and school culture. Surveys have found graduates to be dramatically better informed on all Institute topics. In subsequent years, graduates organize, recruit, and teach new cohorts of parents. This successful model has been adapted to meet the needs of parents of both middle school and high school students.

The extended day learning program has increased from 60 to 445 participants. Sixteen teachers provide small group tutoring, and students from the high school and college partners conduct enrichment activities. These efforts have yielded a 10 percent increase in participants' SAT-9 average reading and math scores. Also, although the Academic Performance Index (API) target for 1999-2000 was 19 percent, the school achieved a 38 percent increase.

## I HAVE A DREAM FOUNDATION – OAKLAND

1999

**Contact:** Martha Cook  
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**Total Students Served:** 260

**PROJECT OVERVIEW** The I Have a Dream Foundation - Oakland (IHAD) was established in 1996, by a group of East Bay neighbors who raised funds adequate for a ten-year commitment to ensure that all children then in Prescott Elementary School's third grade would have the opportunity to go to college. To help make this promise a reality, the project staff provides "Dreamers" with services that

promote academic and social development, develop cultural enrichment, and strengthen support systems. Through the 1999 GEAR UP grant, the reach of the program expanded from the eighty-eight original "Dreamers" to a total of 276 students. With partners from the Oakland Unified School District, the Peralta Community Colleges District, and Stiles Hall, the program has served nearly 300 at-risk youth during the past two years by tutoring, providing mentors, conducting summer school and enrichment programs, and instilling the dream of a college education.

**STRATEGY** Each student is provided with a case manager, who serves 20 students. Case managers offer each of their students in-class tutoring and support them in an after-school enrichment program. Students also receive life-skills counseling which confronts such issues as drug and alcohol abuse, personal relationships, and self-esteem building. Throughout the year, field trips are offered that focus on varied topics such as higher education, arts and sciences, and service learning. Another key component of the program is parental support commitment. Parent meetings are held monthly and a Family Literacy Night, where students and their parents focus on reading and learning together, has been instituted.

## LONG BEACH UNIFIED SCHOOL DISTRICT

1999

**Contact:** Megan Stanton-Anderson  
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**Total Students Served:** 1,220

**PROJECT OVERVIEW** The Long Beach Unified School District (LBUSD) GEAR UP program was instituted in 1999, with students in sixth grade cohorts at Hamilton Middle School, Marshall Middle School, and Jefferson Leadership Academies. Cohorts have access to rigorous courses to prepare them for college. Students and their parents receive early information about college options, financial aid,

and scholarships through individual and group counseling, parent nights, and college visitations. Students receive support through academic counseling, tutoring, mentoring, dedicated Advancement Via Individual Determination (AVID) classes, and AVID strategies integrated in core academic areas. Teachers receive training in various methodologies, including essential elements of standards-based instruction, brain-based learning, AVID strategies, multiple intelligences, and literacy strategies for secondary students. Access to computers in classrooms and labs enhances student performance and promotes technological literacy. Partners provide additional support for students throughout the year and with summer enrichment activities, including Reader's Camp, Writer's Camp, Math Camp and Ocean Camp. The feeder high schools of Jordan, Millikan and Wilson collaborate with middle schools through vertical teaming to plan for cohort transition to the high schools next fall. All of these efforts provide students and their parents equal access to educational excellence, early college awareness, and planning to achieve their academic and personal goals.

**STRATEGY** In 2001-2002, to enhance student and parent early awareness and planning for college, GEAR UP information on the LBUSD Middle School web page will have links to college websites. Initially, the links will be to the University of California, California State University and Long Beach Community College. In addition, the site will use text boxes to inform students and parents of recent college news that may impact college planning, such as changes in admission policies, testing, and financial aid. As the site is further developed, other college-related information and academic tips will be added. Hard copies of the information will be distributed to libraries and posted on community bulletin boards to further publicize and promote early college awareness.

## LOS ANGELES UNIFIED SCHOOL DISTRICT

1999

**Contact:** Cheryl Mabey  
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**Total Students Served:** 11,000

**PROJECT OVERVIEW** The Project GRAD Los Angeles GEAR UP project currently serves over 7,800 sixth through ninth-graders at four middle schools feeding into San Fernando High School. Located in an empowerment zone, over 80 percent of the students—90 percent of whom are Latino and 5 percent African American—are eligible for free or reduced lunch. Key aspects of the Academic Preparation

program include: 100 percent of all sixth graders at the four Project GRAD middle schools are enrolled in a consistent reading program, producing a fourfold increase in students reading at or above grade level; college student tutors have provided over 33,000 hours of tutoring, resulting in the acceleration of the reading skills of 468 middle school students by more than half a grade level by mid-year 2001; and, over 50 percent of Project GRAD teachers received professional development, totaling 15,000 hours. The College Awareness component is also strong. Middle school College Advisors, placed on campuses, have hosted 5,016 middle school students in College Awareness tours or programs. Over 1,250 volunteers participated in a community walk to students' homes to talk about preparing for college early. From the 2001 Walk, over 97 percent of sixth grade students and their parents signed Compacts. Currently, 57 percent of San Fernando High School students have signed College Scholarship Agreements.

**STRATEGY** Innovative strategies are varied and include: 1) a weekly network luncheon with Project GRAD Scholars and business leaders during College Institutes; 2) a "Welcome to the Neighborhood" annual event during which a university president speaks to middle school families; 3) provision of Family College Planners to every sixth and ninth grade family; 4) an annual public briefing for public officials, funders, parents, and teachers; 5) Connections program staff working with reading clubs, case-managed students, and after-school programs; and 6) an annual strategic planning retreat with elementary to high school staff—one result of such strategic planning is an articulated math curriculum for middle school to high school.

## LOS ANGELES UNIFIED SCHOOL DISTRICT

1999

**Contact:** Anna Eleftheriou  
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**Total Students Served:** 612

**PROJECT OVERVIEW** Project Higher Learning seeks to create a college culture for 612 students attending Washington Irving Middle School in Northeast Los Angeles. Components include: 1) individualized college counseling for students and parents; 2) an early college testing program; 3) intensive tutoring, summer literacy, and mathematics programs; 4) professional development that is

implemented through peer coaching and other classroom coaching support; and 5) a college/career education program for students. Successful students will have passed Algebra I in the eighth grade with a mark of C or better; scored at, or above, the 50th percentile on the Stanford 9 Achievement Test (SAT-9); and entered high school at, or above, grade level prepared for the rigors of an academic curriculum. After high school graduation, the Project Higher Learning GEAR UP students will be prepared to enter a college or university and earn a postsecondary degree.

**STRATEGY** GEAR UP developed a high school mentor program that is implemented during the seventh grade student's second semester. The seventh-graders are assigned high school mentors from the tenth grade. Once the mentees reach ninth grade, they have already visited their high school twice; they have developed a relationship with their mentors; and, they have enrolled in college-bound classes. Their mentors are seniors who act as coaches and advisors. High school, then, does not seem such a forbidding place.

GEAR UP initiated a dialogue that led to the project's involvement in the Masters for Teachers Program offered through California State University at San Bernardino with courses taught at one of the GEAR UP schools. Through this year long program, twenty-five teachers received their masters degree with a middle school emphasis.

## LOS ANGELES UNIFIED SCHOOL DISTRICT

1999

**Contact:** Susan Bonoff  
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**Total Students Served:** 700

**PROJECT OVERVIEW** Project S.T.E.P.S. is a partnership designed to significantly improve the college-going success rate for a cohort of predominantly low-income, Hispanic students from North Hollywood. Through active participation from partners at California State University Northridge, Los Angeles Valley College, the Fulfillment Fund, the Parent Institute for Quality Education, the Los

Angeles Annenberg Metropolitan Project and the Los Angeles Unified School District, Project S.T.E.P.S. is changing the goals and college readiness of more than 700 students and their families. Project S.T.E.P.S. does extensive data collection and analysis to guide the program in providing services that are designed and matched to each student's need, resulting in maximum efficiency.

**STRATEGY** Operating on a year-round schedule, Project S.T.E.P.S. has developed opportunities for students to make the most of their off-track time. Programs offered strengthen academic skills as well as expose students to university and community college classes. GEAR UP produces a monthly bilingual newsletter to keep students and parents up-to-date in Project S.T.E.P.S. activities. Vertical Teams and Building Success, professional development programs offered through the College Board, fostered communication leading to multilevel curriculum alignment sessions. A Mother/Daughter Program has worked to create shared experiences and provided mothers with techniques to improve communication with their daughters. A bilingual college admissions counselor from UCLA has been hired to provide evening counseling for parents and their students one night a week.

## PALOMAR COMMUNITY COLLEGE DISTRICT

1999

**Contact:** Calvin One Deer Gavin  
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**Total Students Served:** 4,550

**PROJECT OVERVIEW** The Palomar College GEAR UP project is an outcomes driven, results-oriented educational partnership. The goals and objectives are the basis for resource allocation, planning, coordination, and evaluation. The partners, staff, school personnel, parents, volunteers, and students are supportive, involved, and committed to the evolution of GEAR UP and the

beliefs of student access, opportunity, achievement, and rigor.

The partnership has leveraged resources, received tremendous teacher support, and sustained community commitments beyond annual matching requirements, thus being able to add the annual sixth grade cohort in the middle school, and serve all ninth-graders (regardless of matriculating middle school) at San Marcos High School. The leadership of the school sites, district office, college, and partner organizations have been personally involved, open to GEAR UP directions, programs, and services, and have provided space, facilities, time, and other resources.

The program, in its third project year, now serves 1,500 middle school students and 1,000 students in the ninth grade, their parents, teachers, and administrators. The ultimate goal is to be a "model GEAR UP program." The efforts are challenging, yet the changes are already becoming reality, and the seeds of success are growing and blossoming.

**STRATEGY** The Palomar College GEAR UP Partnership has seven innovative and proven program components: 1) the After-School Academies and tutorial services; 2) a course, Preparing for College, offered to eighth-graders at Palomar College for college credit that includes a take-home video; 3) parent education and involvement; 4) K-College teacher vertical teams; 5) binder reminders and student planners for skill building; 6) curriculum-based college visits and cultural field trips; 7) outreach-transition-orientation programs for fifth grade through college. Please contact Palomar College GEAR UP for more insights and detailed information.

## REEDLEY COLLEGE

1999

**Contact:** Elizabeth Garcia  
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**Total Students Served:** 405

**PROJECT OVERVIEW** The Reedley College GEAR UP project seeks to address the needs of 405 students from Parlier High School in Parlier and Reedley High School. Principal activities include: 1) after-school tutorials for students academically challenged; 2) individual counseling; 3) a mentoring component, using college students and community professionals, for students at risk of failing their current

grade; 4) a strong parental component; 5) campus visits; 6) a continuing career information program initiated in the student's seventh grade year; 7) monthly parent and student workshops which include information about financial aid; and 8) a Club GEAR UP on-site at both high schools. Students who successfully graduate from GEAR UP will be academically and mentally prepared to enter a four-year institution with enough information about a specific career area of interest, and understand how to research other areas as well.

Parlier Junior High School students surpassed their SAT-9 test goal set by the state. Their success is attributed to a highly motivated principal and staff, as well as to the efforts of the GEAR UP program in fostering parent involvement, providing academic assistance and guidance, and helping students and parents understand that attending college is a realistic and attainable goal.

**STRATEGY** GEAR UP has implemented a program of student contracts for students who are not progressing in their studies. Parents and students agree that the student will attend tutorial sessions at least twice a week until his/her grades have improved. The contract gives GEAR UP tutors permission to contact parents when the student does not attend the tutorial. Students participating in the contract program have shown tremendous academic improvement. For example, Parlier Junior High School's Class of 2001 had 180 of 205 (88 percent) students graduate with a 2.0 grade point average, or higher. During the same semesters, the seventh grade class, which did not participate in student contracts, promoted only 130 of 203 (64 percent) students to the eighth grade with a 2.0 grade point average or higher.

## REGENTS OF THE UNIVERSITY OF CALIFORNIA — STUDENT EDUCATIONAL ADVANCEMENT

1999

**Contact:** Jose LaMont Jones  
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**Total Students Served:** 950

**PROJECT OVERVIEW** The University of California at San Diego (UCSD)-Cal-SOAP-CREATE GEAR UP project enhances existing programs in two urban high schools and their feeder middle schools, where average test scores and college preparation is low, to provide information for students about preparing for college, and to help them get there. The GEAR UP project begins serving students in the

seventh grade and follows them through their graduation from high school, providing: tutoring; academic counseling; mentoring; enriched learning opportunities; campus visits, and information about financial aid; college prep courses; and other motivational activities for students and their families.

**STRATEGY** Subject-matter remediation, academic enrichment, and high-interest activities merged in the after-school program are offered until 6:00 P.M. daily. As a result, grades improved, 137 students completed science fair projects, and the Writer's Club published a magazine of student writings. GEAR UP sponsored an extra section of the geometry class during inter-sessions to allow an additional thirty top algebra students to be eligible for AP Calculus during their senior year. In addition, GEAR UP and its partners sponsored two PSAT classes during inter-session to prepare students for the Math and Verbal sections of the PSAT/SAT.

## SAN DIEGO STATE UNIVERSITY FOUNDATION

1999

**Contact:** Ian Pumpian  
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**Total Students Served:** 850

**PROJECT OVERVIEW** The San Diego State University-GEAR UP project is built into Monroe Clark Middle School's nationally-recognized Extended Day Classes (XDC) program. Each semester, more than seventy-five San Diego State University (SDSU) student mentors log 3,000 hours with over 500 Clark students, and supplementary college mentors serve at-risk students. GEAR UP is

supported by more than twenty teachers at Clark who provide curriculum components and guidance. Each semester Clark parents attend a special SDSU campus orientation that addresses admissions, costs, and courses. Parents also volunteer in classrooms and in after-school GEAR UP activities. Clark GEAR UP teachers, staff, and parents are closely allied with their counterparts at nearby Hoover High, where most Clark eighth-graders matriculate. All GEAR UP students are eligible each year for a \$100 scholarship that is placed into an individual college account accessible upon graduation. GEAR UP initiatives establish a lasting K-16 partnership, promote early college awareness, and ensure that disadvantaged middle school students are prepared to pursue, and succeed in, postsecondary education.

**STRATEGY** Special GEAR UP Extended Day Classes are held twice a year and involve over twenty teachers and 350 students. Students spend forty-five minutes in the classroom learning about taking class notes, options for college, requirements, applications, financial aid, or listening to a guest speaker. Students then participate in a recreational activity, team sport, or hobby. Visits to San Diego State University and other colleges have included an overnight stay on campus, special classes taught by SDSU professors, and the chance to shadow college mentors. GEAR UP at Clark Middle School promotes learning in and out of the classroom, which is what college is about. To become familiar with the college admittance process, middle school students fill out a college application, select a major and receive an acceptance letter from the president of SDSU.

## SAN FRANCISCO UNIFIED SCHOOL DISTRICT

1999

**Contact:** Kaleda Walling  
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**Total Students Served:** 1,668

**PROJECT OVERVIEW** San Francisco GEAR UP provides services to entering seventh and eighth-graders at Luther Burbank Middle School and James Lick Middle School, and follows the cohorts of students through high school. Primary services to students include: before and after school tutoring by teachers and San Francisco State students; Mission Science Center field trips and on-site

services to encourage success in science and math; nine-week Parent Institute training to advise parents about postsecondary enrollment; parent liaison sessions at both middle and high school levels to track student achievement and communicate with parents; music therapy intervention and training to teach a specific learning methodology that may be applied in the classroom; college and career education programs led by the San Francisco State University Outreach Office; and a mentoring program provided by Operation Dream. Recent statistics for student performance are available at the project's website.

**STRATEGY** San Francisco GEAR UP collaborates with the Mission Science Center (MSC) to provide a unique combination of arts and science activities. Middle school students have the opportunity in their science classes, and after-school, to do hands-on projects that teach math and science skills. For example, plate-tectonics was taught by students using clay to create plate replicas and drawing a map in which to track plate movement. Gardening and field trips to local fault lines are among many other activities provided by MSC. Students are inspired to learn in order to complete the activities.

## SAN JOSE STATE UNIVERSITY FOUNDATION

1999

**Contact:** Xiaolu Hu  
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**Total Students Served:** 1,109

**PROJECT OVERVIEW** GEAR UP: A Passport to a Future is a partnership between San Jose State University and San Jose Unified School District. The GEAR UP project includes the strong involvement of local community agencies that are dedicated to promoting community advancement and student achievement. The purpose of this project is to maximize community resources to assure

access to college for 964 seventh grade students from three middle schools having a majority population of low-income families. These students will receive significant encouragement, targeted support, and rigorous instruction to assist them in planning and preparing for college study. To achieve the goals, the program provided participants with comprehensive academic services including college preparation training, career exploration, counseling, and mentoring. The community and family are essential allies in promoting student success. The project will create systemic change that will support continuous improvement in the schools well into the future. This change will occur through professional development of inservice and preservice teachers, counselors, and administrators. Anticipated outcomes include increased numbers of students choosing and completing college preparation courses, increased student interest and enrollment in college, improved school attendance and academic performance, and improved awareness and access to college admission and financial aid information.

**STRATEGY** Implementation of a mentoring program has been challenging due to the limited access to classrooms and limited contact time after school. GEAR UP staff members have been creatively and persistently exploring resources and ways to provide effective role models who might encourage students to achieve better in school. Resulting from the partnership with the Girl Scouts of Santa Clara County, the program implemented a group mentoring program. IBM, a GEAR UP partner, has donated ten computers for students to use in connecting with their employees through the electronic mentoring program. The staff has also developed GEAR UP clubs for students to learn about college preparation and life and has expanded the objectives and activities of the club by creating mentoring relationships, monitoring student growth, and making home visits.



## SANTA ANA UNIFIED SCHOOL DISTRICT

1999

**Contact:** Lilia Tanakeyowma  
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**Total Students Served:** 7,200

**PROJECT OVERVIEW** The central goal of GEAR UP Santa Ana is to empower student participants with the academic skills, motivation, and college preparation necessary for persistence and success in their postsecondary education. Santa Ana Unified School District (SAUSD) is the fiscal agent of this partnership which includes Santa Ana College, the University of California at Irvine (UCI), Carr and

McFadden Intermediate, Saddleback and Valley High Schools, and numerous business partners and community partners. An add-a-cohort model was chosen to help in institutionalizing activities. By the time the Class of 2005 become seniors, GEAR UP Santa Ana will have served 7,200 students. Core components of the program are: 1) restructuring the Language Arts/Language Development Departments by integrating the nationally recognized Pathway model; 2) restructuring the mathematics curriculum and providing in-school supplemental instruction by offering pre-algebra and algebra classes for all seventh and eighth grade students; 3) integrating college awareness and guidance into the regular school day; 4) providing summer academic enrichment programs hosted by UCI; 5) providing age appropriate mentoring for seventh through twelfth grade students; and 6) providing a GEAR UP Parent Academy.

**STRATEGY** A Homeroom For College curriculum was developed and lessons are presented daily in seventh and eighth grade homerooms by college and university students and staff. All GEAR UP middle school students receive sixteen lessons covering topics such as: goal setting; career exploration; learning how to study; high school graduation—what it takes; college and university requirements; and getting along with others. A recent student survey showed that: 1) 93 percent of the students feel getting a college degree is important; 2) 57 percent know the entrance requirements for college or university; 3) 79 percent want to obtain an undergraduate degree and 49 percent a graduate degree; and 4) 74 percent know how to access the resources for more information about postsecondary opportunities.

## SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT

1999

**Contact:** Janis Marsh  
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**Total Students Served:** 1,500

**PROJECT OVERVIEW** The Shasta College GEAR UP project, located in the rural region of northern California, serves 1,500 middle school and high school students attending Anderson Middle School, Happy Valley Elementary (HVE), Anderson High School and West Valley High School. The project objectives are designed to promote the key concepts of GEAR UP: 1) development of a college-

going culture; 2) rigorous academic curriculum; 3) high quality teaching; 4) intensive college-going and academic support; 5) multicultural college-going identity; and 6) family-neighborhood-school supports.

The project began serving 300 seventh grade students, and includes a new cohort of seventh-graders each year in addition to the advancing grade levels of students who continue to participate in GEAR UP activities and events in high school. GEAR UP provides intense, ongoing services for students to help them develop appropriate academic skills in preparation for college. For teachers, GEAR UP encourages enhanced curriculum development and teaching methodologies; and, for parents, provides information and support to enable families to plan for college over a period of years. The intended outcome of the project is to bring about substantial change in the timing, intensity, and effectiveness of college preparation activities to significantly impact student performance and, potentially, improve college enrollment rates.

**STRATEGY** Happy Valley Elementary (HVE), was rated the fourth most improved school in California, for 1999-2000, based on the Academic Performance Index (API). Awards were given based on a five point school-wide growth and at least a four point growth for each numerically significant subgroup. The 1999 API base for HVE was 657; and the 2000 growth resulted in 674. By meeting, and exceeding, the target growth of five points school wide, HVE's certified teachers received monetary rewards. For 2000-2001, a growth of eight points was obtained. Creativity in approaches included: late bus transportation for the after-school tutoring program; parent involvement activities such as Valley Visits and Donut Time, informal monthly gatherings before school; and professional development for school/family partnering and understanding poverty and asset building for students.

## SOLANO COMMUNITY COLLEGE

1999

**Contact:** Louise Santiago  
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**Total Students Served:** 525

**PROJECT OVERVIEW** Project C.O.L.L.E.G.E., in collaboration with Solano Community College, offers middle and high school students at Mare Island Technology Academy (MIT) the opportunity to complete college-level courses while in middle or high school. In addition, students are provided with academic support to meet and exceed grade-level expectations. Other services offered through

Project C.O.L.L.E.G.E., instituted in 1999, include mentoring and an on-site advisor who follows a student from sixth through twelfth grade. Students not only complete Algebra I in the eighth grade, but also will have at least nine units of college credit by the time they graduate from high school. MIT Academy is a new charter school in Vallejo, currently serving grades six through ten. The program will add the eleventh grade in 2002-2003, and the twelfth grade in 2003-2004.

**STRATEGY** Initially, 63 percent of the students served at MIT Academy were below grade level in reading and math. Currently, that figure has been reduced to 50 percent. Through a daily tutorial period, an after-school homework period, and weekend seminars, students are provided academic support in groups of fewer than sixteen students. Teachers and aides receive training in intervention strategies, and parents attend Institutes to support their students. Partners provide guest speakers and field trip opportunities to encourage students to remain college bound.

## UNIVERSITY CORPORATION — CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

1999

**Contact:** Warren Furumoto  
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**Total Students Served:** 4,480

**PROJECT OVERVIEW** The California State University Northridge's (CSUN) GEAR UP Program enters its third year by expanding in-class tutoring to 2,700 middle and high school students. More than seventy college tutors serve as mentors and teaching assistants, and help students with study skills such as note taking, organization, tracking assignments, and monitoring

personal progress. Tutors assist teachers with content-specific lessons, and they encourage students to attend college. Tutors receive thirty to sixty hours of tutor preparation training, as well as ongoing training through college classes and meetings and observations conducted by the Tutor Coordinator. The CSUN GEAR UP program applies the Lesson Study professional development strategy. Lesson Study is an approach wherein teachers meet to design lessons, observe one or two teachers from the group delivering the lessons, reconvene to review and revise the plans, then deliver refined lessons. This approach not only encourages collaborative teaching but also provides teachers, with a process to create exemplary, rigorous lessons accessible to all students.

**STRATEGY** In an experimental model in Spring Semester 2001, tutors were trained to provide assistance to two teachers teaching shadow classes of reading and English. The at-risk students identified for the program were given an additional period of English that addressed technical reading and writing skills needed to access rigorous content. Due to the support by tutors, the successful model was expanded to six teachers. After the two-week training for tutors, exemplary candidates were recruited for the reading-English program. These tutors received additional training by the lead teacher of the reading program. Teachers and tutors meet regularly to discuss progress of students and to review future lessons. Semester review is scheduled for January 2002.

## CALIFORNIA STATE UNIVERSITY, FRESNO FOUNDATION

2000

**Contact:** Daniel Griffin  
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**Total Students Served:** 610

**PROJECT OVERVIEW** West Fresno GEAR UP for Success provides assistance to sixth, seventh, and eighth grade students and will track them through high school. The program emphasizes tutoring, career awareness, teacher professional development, and parental involvement. The school will start advanced math and science courses to better prepare students who require additional assistance

due to their state test scores being in the lowest quartile. Students also participate in after-school programs to improve self-esteem and language arts. Saturday Academies focus on career awareness, study skills, and the necessary high school curriculum components; and summer programs will focus on math and science enrichment activities. The project's goals are to: 1) enroll 60 percent of the students in advanced placement (AP) courses in high school; 2) improve SAT-9 scores of no fewer than 75 percent of students in the seventh and eighth grades whose baseline test rankings placed them in the lowest quartile so that they will demonstrate annual gains of at least 15 percentile points compared to the previous year's score in math, reading and language arts; and 3) increase college-going rates by 30 percent.

**STRATEGY** The program emphasizes the need to develop self-esteem to work hard and achieve one's goals. The students participate in field trips to become aware of college and careers. Minority preservice teachers are employed as tutors and work individually with the students. The tutors are monitored by the university's Teacher Recruitment Office to improve effectiveness with the students. Academically improving students are encouraged to attend the summer program to reach grade level in all subjects.

## LOS ANGELES UNIFIED SCHOOL DISTRICT, IRVING MIDDLE SCHOOL

2000

**Contact:** Anna Eleftheriou  
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**Email:** aelefth@aol.com  
**Total Students Served:** 1,878

**PROJECT OVERVIEW** Project Higher Learning seeks to create a college culture for 1,878 students attending three middle schools in Northeast Los Angeles. Components include individualized counseling for students and parents, intensive tutoring, professional development implemented through peer coaching and related classroom support, and a college and career education program for

students. Students who successfully complete the program will: 1) pass Algebra I in the eighth grade with a mark of C or better; 2) score at, or above, the 50th percentile in reading, algebra, and language on the SAT-9; and 3) enter high school prepared for the rigors of an academic curriculum. Upon graduation from high school, GEAR UP students will be prepared to enter a college or university, persist in the coursework, and succeed in attaining a postsecondary degree.

**STRATEGY** Project Higher Learning has established an on-site professional development program funded through GEAR UP and District funds. A professional development trainer/coordinator is supported by two full-time literacy and math coaches. Following the training, coaches work with classroom teachers to ensure that new strategies are implemented effectively. The program is supported further through a professional development leadership committee, a peer-coaching network, mentor teachers, and teachers proficient in new methodologies, all of whom provide coaching assistance and demonstration lessons for classroom teachers.

## REGENTS OF THE UNIVERSITY OF CALIFORNIA

2000

**Contact:** Shirley Mow  
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**Total Students Served:** 5,049

**PROJECT OVERVIEW** The purpose of the University of California, Santa Cruz (UCSC)/Watsonville GEAR UP project is to ensure that students from Watsonville High School and its feeder middle schools are prepared for, and will succeed in college. The students are primarily Hispanic, with high populations of low English proficiency (LEP) and students from Mexican migrant families. The academic

performance is below average on every indicator. Based on educational research, the partnership program includes: 1) professional development; 2) an enhanced instructional program in math; 3) peer study groups and cross-age tutoring; 4) a college-bound awareness curriculum; and 5) a strong family involvement component. Infused into all aspects of school culture will be the message that all students can go to college.

**STRATEGY** The UCSC/Watsonville GEAR UP professional development strategy is to encourage all teachers and administrators to become researchers, able to gather and interpret data on student achievement. With the expertise and support of GEAR UP math specialists, partners participate in the following data-driven process: 1) interpreting data; 2) modifying instruction and teaching strategies; and 3) aligning curriculum to meet state standards. Data-driven planning is a cyclical process, as instructors must continually align curriculum and assess student needs.

## REGENTS OF THE UNIVERSITY OF CALIFORNIA

2000

**Contact:** Elias Escamilla  
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**Total Students Served:** 850

**PROJECT OVERVIEW** The Gompers Secondary GEAR UP project will enhance an existing partnership between University of California San Diego (UCSD), Gompers Secondary School in the San Diego Unified School District, and the San Diego California Student Opportunity and Access Program (Cal-SOAP) through additional partnerships with the AVID (Advancement Via Individual

Determination) Center, the Parent Institute for Quality Education, and the Center for Parent Involvement in Education. Gompers has been identified as a low-performing school by the California Department of Education. Problems of enrolled students include low test scores, attendance, tardiness/discipline issues, inexperienced teachers, and a lack of parent and community involvement. These issues will be addressed by GEAR UP through a comprehensive set of services and activities. Services for students include: 1) tutoring; 2) test preparation; 3) after-school and summer activities; 4) counseling; 5) mentoring; 6) information about financial aid and college prep courses; 7) campus tours; and 8) 21st Century Scholar Certificates. Parents will be offered leadership training, campus tours, information about financial aid and scholarships, and home visits. Among the services for staff are: development through AVID and the California Subject Matter Projects; counselor conferences; and improved middle school curriculum through the California State GEAR UP Project.

**STRATEGY** The Computerized Advising and Academic Mentoring (CAAM) project established an interactive mentoring and academic enrichment environment whereby large numbers of college students provided potential college-going middle and high school students with information concerning college preparation. Approximately 85 percent of the above interaction was conducted over significant distances, and within non-traditional timeframes, by Cal-SOAP, GEAR UP, and College Advocate students physically located in an ECC (Electronic Communication Center) at UCSD but communicating directly with students and parents via computer-based, live web cams. The school district, in conjunction with another technology grant, is planning to expand this program. Students liked the individualization, privacy, and the role models provided through this approach. In addition, they felt that the distance factor was more comfortable in that no one was standing over their shoulder.

## REGENTS OF THE UNIVERSITY OF CALIFORNIA

2000

**Contact:** Jennifer Obidah  
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**Total Students Served:** 1,500

**PROJECT OVERVIEW** Working on the premise of seven interrelated conditions that will bring achievement and college access to Inglewood's middle and high school students, the UCLA/Inglewood Community GEAR UP project addresses the needs of 1,500 students entering the sixth and seventh grades at Crozier Middle School and follows them through Inglewood High School.

Principal activities of this project include: 1) tutoring for at-risk students; 2) Academic Boot Camps in math and science for all students; 3) a professional development program establishing vertical teams to ensure continuity between the middle and high schools; 4) a peer coaching program to insure implementation of new teaching methodologies; 5) a college and career education program for students and parents; 6) a mentoring program involving UCLA students; and 7) a Parent Institute to teach parents about their child's development and the academic requirements for college. Students who successfully complete the GEAR UP program will have accomplished the following: passed Algebra I in the eighth grade with a C or better; scored at, or above, the 50th percentile in reading, algebra and language on the Stanford Achievement Test in the eighth grade; completed an individual course guide; and, remained on schedule according to their course guide in meeting university entrance requirements.

**STRATEGY** In implementing the professional development component, the program has used two of the four district-required hours of staff meeting time. This ensures that every teacher at the school attends the professional development workshops focusing on reading and writing across the curriculum. The GEAR UP staff has found this strategy extremely helpful as the school has a year-round schedule. Three parent liaisons have been trained in the state GEAR UP Parent Institute and can develop initiatives to involve parents thought to be hard-to-reach.

## REGENTS OF THE UNIVERSITY OF CALIFORNIA, DAVIS

2000

**Contact:** Elizabeth Bishay  
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**Total Students Served:** 1,950

**PROJECT OVERVIEW** The GEAR UP partnership of the University of California, Davis, the Sacramento City Unified School District, the National Society for Collegiate Scholars, and the College Horizons Program of the Sacramento County Office of Education is concerned with Sacramento High School statistics that indicate approximately 40 percent of enrolled freshmen leave school by their junior year.

Among African American and Hispanic students, the percentage increases to 50 percent or more. This attrition appears to be related directly to a lack of academic preparation for these students, as well as to an absence of perceived benefit derived from a college education. GEAR UP provides the following activities: 1) an increased number of counselors to provide a continuous system of services to bridge the transition from middle to high school; 2) information for middle school students and their families regarding preparation for higher education; 3) development of an individual academic plan for all eighth grade students to monitor student progress through the college-preparatory track; 4) grade seven through twelve articulation in mathematics and English and language arts; 5) tutoring and academic support programs for middle school students to promote success in a rigorous curriculum; and 6) alignment with state content standards and articulation of resources to provide a comprehensive college preparation program extending from grade seven to twelve.

**STRATEGY** This project coordinates all activity through a site manager who is the liaison between the university and the three schools receiving services. The site manager is a seasoned K-12 instructor familiar with the district and the schools being served. The GEAR UP staff meet bi-weekly to discuss strategies, and the Advisory Committee meets monthly. The project is supported by a companion grant from the California Academic Partnership Program (CAPP), which provides assistance in preparing students to pass the California State High School Exit Examination.

## RIVERSIDE COMMUNITY COLLEGE

2000

**Contact:** Marilyn Martinez-Flores  
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**Total Students Served:** 1,575

**PROJECT OVERVIEW** Passport Plus serves 1,575 eighth grade students from predominantly disadvantaged communities. The program is currently implemented at Chemawa and Sierra Middle School in the Riverside Unified School District, and at Wells Intermediate in the Alvord Unified School District. The purpose of Passport Plus is to increase the number of students who are prepared

for, have access to, and succeed in undergraduate college programs. With this in mind, schools offer their students: additional tutoring; counseling through workshops, college tours, and student-led conferences; and extra support in core academic areas, such as algebra and literacy skills. In addition, parents receive Parent Institute for Quality Education training and will have workshops addressing financial aid and college-readiness skills for their child. Professional growth experiences are provided to teachers through peer coaching, reflection time, and GEAR UP conferences and leadership institutes.

Upon receiving a diploma, students will be eligible for a scholarship to Riverside Community College (RCC). To receive the scholarship, students must complete high school with their class and enter RCC in the fall 2006. The scholarships are available to all members of the initial cohort, who were enrolled in the seventh grade in the fall 2000, at the three targeted schools, and are funded through a combination of GEAR UP and matching contributions. The fund is sufficient to cover tuition and fees at RCC for every member of the initial cohort, operating as a last-dollars scholarship after grants and other financial aid.

**STRATEGY** Last year, Wells Intermediate piloted a student-led conference program involving approximately 100 students. Students developed a portfolio of materials they had completed throughout the year, and volunteer teachers assisted in providing these students with a one-on-one environment to conference with their parents. Students shared their work and grades and provided a rationale for receiving certain grades based on their performance. At the end of the conference, parents wrote letters to their child thanking them for the conference and for sharing their learning experiences. In Spring 2002, all three schools will conduct student-led conferences.

## SAN JOSE STATE UNIVERSITY FOUNDATION

2000

**Contact:** Andrew Hughey  
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**Total Students Served:** 1,552

**PROJECT OVERVIEW** The GEAR UP Community Achievement Project in San Jose partners with the East Side High School District and two of its feeder districts. The area is diverse, with more than forty languages spoken. The academic components in the after-school and Saturday Community Academies concentrate on math and reading. The math model consists of releasing a high school math

teacher from each high school to team-teach in the respective middle school. Math integration meetings involve teachers who work across grade levels on content standards. The reading model consists of an innovative, action-oriented approach to enhancing literacy.

The counseling component in the Academies focuses on completion of a Student Achievement Plan with each student. The plan will be supported by college and career workshops, campus visits, a group mentoring model, and job shadowing. Counseling integration meetings with high school counselors facilitate the transition of students from the eighth to the ninth grade. Similarly, the Community Action Specialists work with all parents to complete a Parent Achievement Plan that will increase parental participation in the schools and in the educational program that offers courses in math, reading, communication, parenting, and computers. GEAR UP participants will be eligible to receive tuition assistance from a million-dollar scholarship fund, created by community leaders to provide college access to low-income students.

**STRATEGY** Saturday Academy students are involved in classes using Action Reading Methods to teach reading skills and concepts. This method involves students in recreating what they have read through drama. Participants become actors in a play depicting scenes from the books they have read. Students become better able to decode the implicit material in what they are reading. The process also allows peers to help each other understand fully what they are reading. Multilingual readers in an Action Reading Methods course are more involved since the focus is on action rather than concentrating purely on verbal responses. Students actively involved in this process will begin reading more, and at a higher skill level, while having a positive experience.

## SONOMA STATE UNIVERSITY

2000

**Contact:** José Hernández  
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**Total Students Served:** 465

**PROJECT OVERVIEW** In partnership with the Lawrence Cook Middle School and Elsie Allen High school in southwest Santa Rosa, the GEAR UP project seeks to increase student academic achievement and subsequent enrollment in postsecondary education. Program services were initiated in 2001, and are offered to the seventh grade cohort. The GEAR UP project provides intensive individual and group services including: 1) educational and career assessment; 2) planning and guidance; 3) targeted academic instruction; 4) tutoring; 5) a Saturday Academy; 6) summer academic programming; 7) scholarships; 8) family-centered training; 9) professional teacher development; and 10) enhanced partnership interagency collaboration.

**STRATEGY** The GEAR UP program seeks to strengthen academic proficiencies through a Saturday Academy during the academic year; a Summer Academy offering instruction at a local four-year college; a program of after-school tutoring; and collaborative efforts with the school district.

## THE FOUNDATION FOR CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

2000

**Contact:** Donna Schnorr  
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**Total Students Served:** 7,306

**PROJECT OVERVIEW** GEAR UP Inland Empire (GUIE) is supported by a foundation of stakeholders whose reciprocal investment has enabled each system to work together in mutually beneficial ways. GUIE targets teacher development, tutoring, parent and student workshops, enrichment activities, and extended academic learning time for five middle and four high schools. GUIE assesses needs, aligns

infrastructures of seemingly separate systems, develops specific activities to target outcomes, and channels community resources. California State University San Bernadino's (CSUSB) counseling students facilitate evening and weekend parent and student academies, home-visits, school safety, career and diversity training, and college familiarization by applying course theory to practice. As GUIE students see college mentors who speak, and look, like them from college settings in their community, the prospect of attending college becomes a reality. The human linguistic resources help bridge the gap for non-native speakers by creating a sense of community and family. Further, parents are invited to bring their children and extended family to GUIE events. San Bernardino Valley College (SBVC) and CSUSB students offer free tutorial services and students in the Kinesiology Department facilitate the health/sports program through their fieldwork. Community resources and grants are directed to GUIE events such as Arrowhead Medical Center, Moreno Valley's tolerance grant, and Intel Corporation, so that community efforts are integrated and maximized. The college students' competencies are enriched while simultaneously benefiting their community.

**STRATEGY** Approximately seventy-five GUIE educators have been trained in mathematics, exceptionalities, language and culture. They are able to utilize the strengths of their diverse students for classroom enrichment and to encourage them to develop positive self-esteem based on cultural pride. GUIE involves key partners, includes parents, and considers teachers' needs. Teachers can receive three certificates required by the district. Courses are offered at school sites for cohort planning and implementation. Classroom theory and application are integrated. Teachers take an action research course for assessing student outcomes, placing teachers at the reflective helm of their practice. GUIE also provides workshops to enhance parent and student awareness of learning styles.

## WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

2000

**Contact:** Cathie Kosel  
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**Total Students Served:** 420

**PROJECT OVERVIEW** The Cal\*West GEAR UP project, a partnership of the West Contra Costa County Unified School District and the University of California Berkeley, is designed to encourage and assist students, starting in the seventh grade, to prepare for college. The project serves 420 students, who were seventh-graders at Protola Middle School in 2000-2001, and their

families and will follow them through the eleventh grade. The Cal\*West GEAR UP Project has two major components: 1) math; and 2) college and career counseling. Through the math component, students will receive math tutoring, and math teachers will receive in-class support and professional development. Through the college and career counseling component, college and career information will be distributed to teachers, counselors, students, and parents; students and parents will receive individual attention to assist them with financial aid forms and college applications; and school counselors will receive professional development. Each year, Cal\*West partners will conduct strategic interventions to ensure that the cohort students and their families receive critical services: tutoring, mentoring, counseling, financial aid and college planning, and opportunities to put their knowledge into action through special projects. Additionally, providing professional development for teachers, counselors, and other school staff/administrators will enable the goals of the partnership to be achieved, as well as provide opportunities for curricular innovation.

**STRATEGY** The number of Cal\*West students receiving math tutoring before school, during lunch, and after-school has increased from fifty students last year to 117 students this year. As an incentive, each student who attends tutoring sessions regularly receives a color laminated hall pass. This facilitates the student's release from an activity/class to tutoring as well as movement through the school to the location of the tutoring session. Since students are not allowed in the halls during class periods, this pass has reduced problems for both students and staff.

## REGENTS OF THE UNIVERSITY OF CALIFORNIA

2001

**Contact:** Elena Hood  
**Phone:** (858) 534-3544  
**Email:** ehood@ucsd.edu  
**Total Students Served:** 415

**PROJECT OVERVIEW** Pauma GEAR UP will address the needs of K-7 students who attend Pauma Elementary School, serving a racially and ethnically diverse population of students that is 65 percent Latino, 25 percent American Indian, and 10 percent white, African American and others. Each entering cohort of kindergarten students will be added at the beginning of each subsequent year, with GEAR

UP follow through to Valley Center High School. The project will feature: 1) tutorial support; 2) bilingual and bi-cultural after-school programs; 3) academic enrichment and motivational activities using role models with backgrounds similar to the students'; 4) staff development to emphasize content knowledge, teaching strategies to make college preparatory curricula accessible to nearly all students, current research and proven practice, and curriculum organized around state standards; and 5) parental involvement programs to establish and strengthen meaningful home-school connections without weakening traditional cultural or family values. Intended outcomes are: 1) to ensure that, by the end of eighth grade, students are on track to complete a college prep curriculum and to achieve technical competence with computers; 2) to reduce the performance gap in standardized achievement test scores; 3) to develop a school culture that encourages college enrollment; 4) to increase parental awareness, support and involvement; and 5) to increase the rate of college admission and entry among participants.

**STRATEGY** Use of technology will be integral to the project to maximize access to program resources and minimize costs associated with travel time. Technological integration will include online one-to-one tutorials and advising sessions conducted via web cams, microphones and graphics tablets; interactive software for mathematics learning and review; development of computer and Internet skills for both students and parents; and online professional development programs.



## BOULDER VALLEY SCHOOL DISTRICT RE 2

1999

**Contact:** Lori Canova  
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**Total Students Served:** 62

**PROJECT OVERVIEW** The Boulder Valley School District, the I Have a Dream Foundation of Boulder County, the University of Colorado at Boulder and the Housing Authority of the City of Boulder form the Boulder GEAR UP Partnership. With funding from GEAR UP, the project addresses the needs of a cohort of children in grades three through seven who reside in four public

housing sites in Boulder County. The students targeted by the project are desperately in need of comprehensive, accessible, quality services. Project activities are based on the highly successful I Have a Dream model that combines personal and academic support to motivate low-income students to stay in school and achieve their personal, academic, and vocational goals. The projected outcomes of GEAR UP are stronger schools, informed parents and an increase in youth from public housing attending college. Students will have access to high quality programming in the core areas of academic achievement, support services, college preparation, work experience, community service, technology, and scholarships which will strengthen their academic performance and increase their chances of going to college.

**STRATEGY** One unique factor is that most GEAR UP events are held at the low-income public housing sites where the students live rather than at school. Students come straight from school directly to the after-school center and receive a healthy snack before starting their tutoring session with volunteer tutors. Over 80 percent of students attend the centers on a regular basis. The GEAR UP coordinator's office is also on-site, and his presence in the community has increased parental involvement. The location also increases attendance at events because transportation is not an issue. Having a safe place to go after school for tutoring and enrichment activities on Fridays keeps participants engaged, involved, and out of trouble. On average, 95 percent of the students participate in the enrichment activities.

## UNIVERSITY OF NORTHERN COLORADO

1999

**Contact:** Sherie Calvillo  
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**Total Students Served:** 1,482

**PROJECT OVERVIEW** The project focuses on assisting eligible students from Greeley at highest risk of not enrolling and successfully completing postsecondary educational programs. Target outcomes include: 1) a 100 percent increase in the number of low-income and disadvantaged students participating in the GEAR UP program completing college preparatory course work and activities

over the duration of the project; 2) a 90 percent school attendance rate by GEAR UP participants by year five of the project; 3) an 80 percent promotional rate of low-income and disadvantaged students participating in GEAR UP; 4) a 50 percent increase in the high school completion rate of low-income and disadvantaged GEAR UP participants; 5) the continuous participation in the GEAR UP program of 90 percent of GEAR UP students who graduate from high school; 6) a 100 percent increase in services provided to high-need students (low-income, migrant, limited English proficient, homeless, special education, etc.) through the GEAR UP program; 7) a 50 percent increase in the numbers of low-income and disadvantaged students participating in the GEAR UP program who complete a college degree; and 8) 80 percent of project participants achieving proficiency scores in language arts and mathematics on the Colorado Student Assessment Program (CSAP) by the twelfth grade.

**STRATEGY** Among the strategies the Greeley GEAR UP partnership employs to meet project goals are: 1) individual student success plans (ISP's); 2) intensive academic support to achieve mastery of state and local content standards; 3) a summer academic and college-oriented program on the UNC campus; 4) GEAR UP Mentor Corps to assist GEAR UP students; 5) GEAR UP Web Site and electronic mentor program; 6) GEAR UP college preparatory course work for all participants including students with limited English proficiency; and 7) credit toward graduation for summer and academic year program participation in GEAR UP schools.

## ADAMS COUNTY SCHOOL DISTRICT 14

2000

**Contact:** Gary Stark  
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**Total Students Served:** 446

**PROJECT OVERVIEW** The Adams County School District (ACSD) 14 GEAR UP project addresses many needs for the 446 students in the eighth grade at Adams City Middle School and Kearney Middle School. These students will continue to receive support while attending Adams City High School. Principal activities of the project include: math enhancement classes; summer math camp programs;

individual tutoring; advising and mentoring; support for college-preparation; and professional development for teachers. In addition, the AVID (Advancement Via Individual Determination) program is designed to develop a scholastic and college-preparation mindset for the entire student body at both schools. Students receive instruction in organization and study skills, work with business partners on-site, and visit college campuses.

**STRATEGY** Most of the GEAR UP students have participated in Math Enhancement Classes. These classes use graphing calculators, motion detectors, and other technology to allow for the development of an understanding of patterns and functions by using a hands-on approach to work with real life situations. The middle schools are evolving from offering little pre-algebra instruction to offering algebra for high school credit.

## UNIVERSITY OF SOUTHERN COLORADO

2000

**Contact:** Karen Pace  
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**Total Students Served:** 4,090

**PROJECT OVERVIEW** The Mathematics and Student Support Systems (MASS) GEAR UP project will accelerate academic achievement in five eligible middle and secondary schools in Pueblo School Districts 60 and 70, in partnership with the University of Southern Colorado and Pueblo Community College. The goals and objectives provide an opportunity for the schools to develop, and

implement, a range of support systems for their students, families, and staff that will: 1) enhance and coordinate standards-based mathematics curriculum, including gateway courses required for success in higher education; 2) increase the postsecondary options for project students; and 3) sustain MASS through partnership collaboration. Identified needs include: low academic performance; limited preparation for college; support to succeed in a rigorous standards-based curriculum; resources for families and staff to overcome economic, rural, and geographic barriers to success; and, the involvement of the larger community in preparing students. After five years, students will achieve academic readiness for college as evidenced by high school graduation and enrollment in a postsecondary option. A MASS Partnership Governing Council will have an advisory role, act as liaison to the community, and assist in the identification of resources for sustainability.

**STRATEGY** The project is site-based. An enhanced math curriculum was implemented to integrate technology through the use of computerized mathematics labs, and faculty members for the math lab were recruited and trained. Academic support systems have been initiated to include tutoring, mentoring, career assessment, and counseling. Individualized educational and career plans, with family input, will be documented in a portfolio. Family involvement will be a target of the project as activities address preparation for college and career planning. Professional development activities will be made available to school counselors and math teachers. Further, the business partners are represented on the governing council and will help sustain the project.

## UNIVERSITY OF CONNECTICUT, OFFICE OF SPONSORED PROGRAMS

1999

CONNECTICUT

**Contact:** John Bennett  
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**Total Students Served:** 120

**PROJECT OVERVIEW** The overarching goal for PATHS to the Future: A Community of Learners is to ensure that equal access to educational opportunities is provided through the GEAR UP activities of PATHS (Partners And Teachers Helping Students), thereby maximizing student potential to seek out and be prepared for higher education. To address this goal, the team

works to provide an environment that promotes all students' developing the knowledge and skill base that will maximize their potential to succeed in school, in their chosen careers, in their personal lives, and in their responsibilities to the common good of their community. This environment must include a seamless, dedicated collaboration of all stakeholders (students, teachers, families, and community) promoting a Community of Learners. It is suggested that this seamless approach involving all stakeholders, especially family and community, is very special about the GEAR UP project led by the University of Connecticut.

**STRATEGY** The most innovative features of the GEAR UP program are: 1) the explicit involvement with the families of participating students; and 2) the explicit effort to involve students and families with the schools more broadly (i.e., helping them to identify with the school as an important part of their life, as contrasted with a typical view of school as being the place that students have to go to work on matters with which they don't identify). As such, the GEAR UP staff is seeking social as well as educational opportunities for students and families that take place in the schools.

## BRIDGEPORT BOARD OF EDUCATION

1999

CONNECTICUT

**Contact:** James Santo  
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**Total Students Served:** 3,205

**PROJECT OVERVIEW** The Bridgeport Board of Education (BOE) GEAR UP project serves a cohort of 1,520 seventh and eighth grade students. In pursuance of the project goals, the following initiatives have been implemented. GEAR UP sponsors math enrichment programs during the summer and after school, and a Connecticut Math Test preparation course in each school. College and Career Centers are

being established through the purchase of materials and technology. The Consultation Center at Yale University is delivering an "affective" curriculum, Maximizing Adolescent Academic Excellence (MAXX), to seventh-graders during the school day. For eighth-graders, MAAX activities take place after school. During the 2001 fall semester, 800 students will participate in university tours. GEAR UP supports school reforms and promotes higher academic standards through professional development for the math and guidance departments. Through a partnership with the Bridgeport Parent Center, GEAR UP will sponsor a series of ten workshops and be a sponsor at the Bridgeport High School's College Fair. Every eighth grader will be invited to attend these events with their parents.

As the cohort enters high school, the scope of initiatives will expand. The expected outcomes for the students are an increased positive conception about their ability to achieve academically, a greater awareness about college opportunities, and an increase in the number of students who complete a course in algebra and geometry successfully. The primary goal is to increase the number of students who enroll in higher education.

**STRATEGY** As an incentive for the GEAR UP students, the project gave each participant entering a Trapper Keeper, notebook and pencil. This has been a great way to get the students excited about the project and their individual academic success. Further, GEAR UP student committees have been developed to provide a forum to express ideas, offer programming suggestions, and increase college and career knowledge. The project has fostered effective partnerships to increase resources available to students and parents. Through these, universities are presenting at workshops for parents and students, community partners are supporting programs through incentives and tutors, and GEAR UP is able to include the cohort in community activities.

## COLLEGE OF MICRONESIA - FSM KOSRAE CAMPUS

1999

**Contact:** Kalwin Kephas  
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**Total Students Served:** 447

**PROJECT OVERVIEW** The GEAR UP KOSRAE, led by the College Of Micronesia (COM)-FSM, Kosrae State Campus, is a partnership seeking to address the needs of 447 students who entered the sixth and seventh grades in all six K-9 schools during 1999-2000, and who will be served through their graduation from Kosrae High School. The project's dual purpose is to develop and

implement an early intervention and college awareness program for participating students, and to ensure that disadvantaged middle and secondary school students are prepared for, pursue, and succeed in postsecondary education. Principal GEAR UP activities include: 1) an after-school math and language arts enrichment program; 2) individual counseling for students and parents to help their children succeed in school; 3) supplemental tutoring for at-risk students; 4) a professional development program establishing vertical teams to ensure continuity between the elementary and high schools; 5) a teacher peer counseling program to ensure implementation of new instructional methodologies; 6) campus visits for a college and career education program for students and parents; 7) a mentoring program involving college students of COM-FSM Kosrae Campus; and 8) a series of workshops for parents to stay abreast with current developments in the schools' curricula. Students who successfully complete the program are expected to have the following accomplishments: passed Algebra I in ninth grade with C or better; scored at, or above, the 50th percentile in reading, algebra, and language on the Stanford-9 Achievement Test in the ninth grade; completed an individual course guide; and completed recommended courses at the appropriate grade level.

**STRATEGY** GEAR UP KOSRAE is a Community Approach Program where partnerships are formed to increase student preparation and to provide opportunities for successful postsecondary education and training. Parental associations were formed to assist with students' behaviors and attendance. A group of college students, trained as tutors and mentors, work with GEAR UP participants in the areas of reading and math. In surveying students and parents, project staff noted that their experience had positive effects on self-image, school and class attendance, and academic achievement.

## BROWARD COMMUNITY COLLEGE

1999

**Contact:** Vernon Jones  
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**Total Students Served:** 184

**PROJECT OVERVIEW** GEAR UP at Broward Community College serves 180 middle and high school students at four community housing sites in Pompano Beach and Hollywood. The program has a partnership agreement with Broward County School Board, Pompano Housing Authority, and the Broward County Housing Authority. Each agency serves on the GEAR UP

Advisory Board, and a school board liaison works closely with the GEAR UP director. Ten tutors/mentors provide academic assistance and cultural education. Outreach to parents of students includes the development of a parent advisory group and services that are provided by college administration. Both a mid-year and an end-year conference are planned to orient students to college, offer self-development workshops, and provide information specific to the needs of the parents.

Each GEAR UP site has a computer lab complete with interactive software programs to teach fundamentals in all subjects for sixth through twelfth grades. The GEAR UP project offers field trips that are enjoyable and educational and may provide hands-on experiences for learning. Students interact with professionals from various fields and are exposed to myriad scientific and general education sites. On selected trips, there is collaboration with Broward Community College's CROP (College Reach Out Program).

**STRATEGY** A daily lesson plan supplements the student's homework assignment and provides academic work for students who did not receive a homework assignment for the day. Discussion about thought-provoking quotes is facilitated to help the students expand their thinking. Students acquire new knowledge and a sense of accomplishment each day. Included in the lesson is an inspirational quote of the week, vocabulary words of the week, a cultural historical fact of the day, a social skill of the week, and academic assignments. Each GEAR UP site has a computer lab complete with interactive academic software programs, and SAT/ACT preparation programs and a library with books on cultural heritage and academic subjects.

## DUVAL COUNTY PUBLIC SCHOOLS — CURRICULUM AND INSTRUCTIONAL SERVICES

1999

**Contact:** Donna Soncrant  
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**Total Students Served:** 680

**PROJECT OVERVIEW** The Duval's Future GEAR UP project includes two cohorts of students, each beginning in the seventh grade at Ribault Middle School and then continuing to Ribault High School. The mission of Duval's Future is to ensure that disadvantaged students are prepared for, pursue, and succeed in postsecondary education.

Duval's Future depends on collaboration among all four of Jacksonville's institutions of higher education, three of the city's most effective child advocate agencies, Ribault's parents, and the school system's educators. A number of crucial changes in the public school system will result from the GEAR UP initiative: 1) the internship component of a new Masters program for counselors will be piloted, focusing on development of counseling skills that address academic preparation and support in urban schools; 2) the expansion of an after-school initiative, funded through the 21st Century Community Learning Centers, to include a summer program during which students will have an eight-week college experience by spending at least two weeks on each of the four local college campuses; 3) the implementation of a mentor training and retention program; and 4) the development of a model for parent training and involvement to support academic preparation for college.

**STRATEGY** As a result of a successful GEAR UP program, the following capacity building structures will be in place for future use in Duval County: 1) an intensive field experience model through the University of North Florida to train guidance counselors as effective academic advocates; 2) a model for recruitment, selection, training and retention of mentors; 3) a parent training and involvement model to increase parent participation in school-related activities; 4) a cadre of students who will serve as tutors and mentors for their peers; 5) a recruitment and training model for tutors for each of Jacksonville's four institutions of higher education; and 6) interconnections and a history of support and cooperation among Jacksonville's fundamental advocates and educational partnerships.

## EAST CAMPUS OF VALENCIA COMMUNITY COLLEGE

1999

**Contact:** Laura Hebert  
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**Total Students Served:** 424

**PROJECT OVERVIEW** The East Campus of Valencia Community College 1999 GEAR UP grant project formed a partnership consisting of the Orange County Public Schools, **Jackson Middle School, Colonial High School**, Albertsons Super Market, Huntington Bank, COMPACT, and several other community agencies. In its third year, the partnership addresses the academic

needs of some 424 students annually. The project began serving the entire seventh grade cohort at Jackson who now attend ninth grade at Colonial.

The program consists of after-school and summer academic programs; learning technologies; tutoring, mentoring, and advising; field trips; professional development for teachers; and parent involvement activities. Project goals include increasing students' preparedness for high school graduation and college life, student retention, parent/family involvement, professional development opportunities for teachers, and long-term partnership investment in GEAR UP programs on behalf of disadvantaged students.

**STRATEGY** With the aid of computers, tutors help students improve GPAs and Achievement Test (FCAT) scores. Students score at four Skill Levels. On average, students have increased FCAT scores by one Level. More than 80 percent of students achieved a C or better in math, language arts, and science.

The project offers a six-week summer program serving 100 at-risk students. Instruction focuses on math, language arts, and science. Valencia faculty and area teachers provide instruction. On average, students who participated in the summer program achieved a GPA of 3.0 and believed they were better prepared academically for the upcoming academic year.

## FLORIDA INTERNATIONAL UNIVERSITY BOARD OF REGENTS

1999

**Contact:** Gustavo Roig  
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**Total Students Served:** 3,000

**PROJECT OVERVIEW** GEAR UP Homestead is committed to enhancing the personal and academic development of students and is intent on assisting them for postsecondary education and professional careers. The program accommodates approximately 2000 students at ASPIRA South Charter Middle School and Homestead Middle School and extends services to each subsequent grade level as students pursue their education at South Dade Senior High.

The principal components of the program include: 1) in-school tutoring designed to improve student/teacher ratios; 2) a biweekly after-school program in which local university students reinforce academic skills; 3) personal counseling for students and their families; 4) a mentoring/role model program involving professionals and community leaders; 5) a Saturday achievement initiative; 6) coordinated parental involvement activities; 7) professional development seminars to improve instructional strategies; and 8) an intensive summer academy administered at Florida International University (FIU). Students participate in drug awareness and non-violence programs and are encouraged to serve as peer tutors. Involvement enhances skills needed to successfully complete specific core classes in math, science, and language arts at each grade level. Additionally, students acquire specific preparatory skills to improve individual scores on the Florida Comprehensive Achievement Test (FCAT). High school graduation and college entrance requirements are stressed throughout the program.

**STRATEGY** During the 2001 Summer Academy, two new classes introduced to the curriculum effectively provided students an opportunity rarely available in the regular school year. The Career Awareness course allowed students to research various professions, understand prerequisites for such careers, and develop a basic portfolio. This class was enhanced by the Power Learning Universal System (PLUS) course that allowed students to learn and implement proven memory improvement and test-taking strategies and techniques. Students participating in these courses expressed increased confidence in preparing for, and pursuing, a college education to achieve their desired careers.

## GREATER MIAMI URBAN EDUCATION PACT, COLLEGE OF EDUCATION, FLORIDA INTERNATIONAL UNIVERSITY

1999

**Contact:** Robert Vos  
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**Total Students Served:** 900

**PROJECT OVERVIEW** The stated mission of GEAR UP EXPRESS is "to accelerate the academic achievement of cohorts of middle and secondary at-risk students so that increasing numbers will graduate from high school, enroll, and succeed in college." The GEAR UP EXPRESS initiative began in 1999 by targeting the sixth grade cohorts at Madison and Westview Middle (Miami) Schools and will

continue to follow these students as the cohorts move to Miami Central Senior High School. The project has implemented academic support from basic to intensive, and is focused on increasing academic achievement and creating pathways to college. Strategic involvement of numerous business and college-based individuals at the school sites creates multiple opportunities for mentoring, counseling and instructional connection with the students. Program goals include gains in math and reading achievement, advanced placement course enrollment for math and science, high school graduation, and transfer to college.

Housed in the College of Education at the Florida International University Biscayne Bay Campus, other partners in GEAR UP EXPRESS include Miami Dade Community College, Miami Dade County Public Schools, Barry University, Belafonte Tacolcy Center, Black Executive Forum, Dade Retired Educators Association, Education Fund, Madison Middle School, Miami Central High School, United Teachers of Dade, Urban League of Greater Miami, and Westview Middle School.

**STRATEGY** Direct student services include tutoring, counseling, career mentoring, cross-age tutoring, case management, summer programs, Saturday programs, after-school programs, and specialized opportunities in math, science, and technology. As Madison and Westview are in the Central Feeder Pattern, GEAR UP EXPRESS benefits from a feeder pattern initiative funded by the Ford Foundation, Central EXPRESS, that also provides direct services to elementary students, professional development for staff, and parent and community outreach. Parent Resource Centers have opened at both middle schools and are providing numerous services to the parents and guardians of GEAR UP students.

## INDIAN RIVER COMMUNITY COLLEGE

1999

**Contact:** Sarah Alexander  
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**Total Students Served:** 2,937

**PROJECT OVERVIEW** The primary goal of GEAR UP in the Okeechobee County School District is to increase significantly the number of low-income students who will continue, and graduate from, secondary education and will be prepared academically and financially to enter, and succeed, in college. There are four other specific GEAR UP goals. The first is to develop a solid foundation for

college through challenging courses, well prepared teachers, and modern learning tools. To accomplish this goal, all students will have completed Algebra IA by grade nine. Students who score in the bottom 25th percentile on the Florida Comprehensive Assessment Test (FCAT) are placed in an intensive language arts class with a specifically designed curriculum that focuses on reading so that, by grade nine, students will be reading on grade level. The second is to encourage all middle and high school students to complete secondary school and to undertake postsecondary education. This goal is accomplished by counseling students on careers and financial aid. Career classes and trips provide an opportunity for students to explore careers and hear guest speakers from various occupational fields. The third goal is to promote needed reforms and improvements in schools through curriculum development, staff training, and professional development. The fourth goal addresses increased parental involvement in preparing students for college and includes providing information on college options, required courses and financial aid.

**STRATEGY** To improve reading skills, students in the intensive reading classes make weekly visits to the Health Care Facility and read to the elderly. Through a collaborative agreement, middle school students in the intensive reading classes visit a selected elementary school and conduct reading activities with the students. To increase parental involvement, classes are designed to help parents develop skills, strategies, and techniques to use at home to improve their child's academic performance. Class modules include Parent Attitude, The Home Environment, Reading Skills, Memory and Thinking Skills, Study Skills, and Homework and Learning Expeditors.

## OSCEOLA CAMPUS OF VALENCIA COMMUNITY COLLEGE, 1999 STUDENT SERVICES

**Contact:** Laura Hebert  
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**Total Students Served:** 320

**PROJECT OVERVIEW** The Osceola Campus of Valencia Community College GEAR UP partnership consists of the Osceola County District Schools, **Denn John Middle School, Gateway High School**, Publix Super Market, Huntington Bank, Wells' Built Museum, and other community agencies. Entering its third year, the partnership aids an average 320 students

annually. In 1999, the project began serving the entire seventh grade cohort at Denn John Middle School. Students are now in the ninth grade at Gateway High School. Services presently provided include after-school and summer academic programs; learning technologies; field trips; tutoring; mentoring, and advising; teacher professional development; and parent involvement activities. Project objectives will increase: 1) students' preparedness for high school graduation and college enrollment; 2) student retention; 3) family involvement; 4) professional development opportunities for teachers; and 5) long-term partnership investment in GEAR UP programs for disadvantaged students. The project conducts a formative evaluation process that measures the success of the project in improving student academic achievement. On a monthly and quarterly basis, staff and teachers identify specific learning successes, enabling them to adjust, as necessary, academic and personal interventions to address specific areas.

**STRATEGY** Tutoring activities focus on increasing grade point averages (GPA) and Achievement Test (FCAT) scores. Students score at four Skill Levels. On average, students have increased FCAT scores by one Level. Nearly 90 percent of students had grade increases in math, language arts, and science. The project also offers a six-week summer program serving 100 at-risk students. Valencia faculty provides the instruction focused on math, language arts, and science. Students who participated in the summer program achieved, on average, a GPA of 3.0. Students also expressed confidence that they were better prepared academically for the upcoming school year.

## SCHOOL BOARD OF ALACHUA COUNTY

1999

**Contact:** Cheryl Conroy  
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**Total Students Served:** 3,722

**PROJECT OVERVIEW** The Alachua County GEAR UP offers service in two of the county's middle schools. Tutoring, mentoring, counseling, peer mediation, motivation and career exploration are among the support services available to students. Parental participation is encouraged in a number of activities, including: 1) presentations about higher learning institutions; 2) scholarship acquisition; 3) stimulation of student school success; and 4) motivation.

Faculty and staff are offered a variety of professional development opportunities including Brain Gym and violence prevention. The aim of GEAR UP is to serve the total school community by supporting students academically, socially, and behaviorally; by providing an environment which acts as a springboard to higher education; and by offering developmental opportunities to faculty and staff.

**STRATEGY** One innovative strategy is the Gentlemen's Club which fosters good manners, anger management, empathy and setting priorities for young boys within the middle school. The Gentlemen's Club is facilitated by the dean and a peer mediation specialist, and uses a forum of mentoring to further its vision of turning reckless behavior in boys into responsible behavior in young men. The Club takes a realistic look at what denigrates the human spirit and encourages that which elevates it. The goal is fewer discipline referrals and more responsible citizens.

## UNIVERSITY OF SOUTH FLORIDA

1999

**Contact:** Jerome Lieberman  
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**Total Students Served:** 585

**PROJECT OVERVIEW** The University of South Florida GEAR UP program provides comprehensive services to two cohorts of students, most of whom live in an enterprise zone. The program incorporates in-school enhancements, after-school tutoring/mentoring, enrichment activities, and special programs. In the fall of 1999, services were provided to the entire seventh grade cohort at Franklin

Middle School, with the second cohort of seventh-graders beginning in the fall of 2000. In the ninth grade, almost 90 percent of Franklin students transferred to Blake High School. The project is also working with a smaller number of ninth-graders who transferred to Brandon High School and to Tampa Bay Tech.

The GEAR UP project design incorporates the collective successful experience of the team providing program services and a thorough familiarity with best practices for achieving academic success, high school graduation, and advancement to postsecondary education. A significant opportunity exists for systemic changes to occur through the various aspects of this GEAR UP initiative. An extensive evaluation plan has been integrated into the program design.

**STRATEGY** With the assistance of a professional reading specialist, GEAR UP tutors were trained in specific reading strategies. As a result of the tutors applying these strategies, eighth grade students who fall below the required reading score of 6.0 on the Florida Comprehensive Assessment Test (FCAT) were identified and targeted for specialized assistance from the GEAR UP tutors. Through effective tutor training and implementation of professional reading strategies, 60 percent of the students targeted have raised their reading scores significantly.



## WEST CAMPUS OF VALENCIA COMMUNITY COLLEGE

1999

**Contact:** Laura Hebert  
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**Total Students Served:** 288

**PROJECT OVERVIEW** The West Campus of Valencia Community College was awarded a GEAR UP grant in 1999. An effective partnership that includes Orange County (Florida) Public Schools, **Carver Middle School, Evans High School**, Publix Super Markets, Huntington Bank, Wells'Built Museum, and Community Visions has been developed. Entering its third year, the project addresses the

academic needs of an average 288 students annually. GEAR UP began by serving all students enrolled in the seventh grade at Carver Middle School. Cohort students are now in the ninth grade at Evans. GEAR UP provides after-school and summer academic programs, learning technologies, tutoring, mentoring, and advising, as well as educational and cultural field trips, professional development for teachers, and parent involvement activities. Project objectives will increase students' preparedness for high school graduation and college enrollment, student retention, parent/family involvement; professional development opportunities for teachers; and long-term partnership investment in GEAR UP programs on behalf of disadvantaged students. The project conducts a formative evaluation process that measures the success of the project in improving student academic achievement. Staff and teachers identify specific learning obstacles, enabling them to address areas in need of improvement.

**STRATEGY** Tutoring activities focus on increasing grade point averages (GPA) and Achievement Test (FCAT) scores. Students score at four Skill Levels. Tutoring features computers and software. On average, students have increased FCAT scores by one Level. More than 60 percent of students achieved a C or better in math, language arts, and science. The project offers a six-week summer program taught by Valencia faculty serving 100 at-risk students. Participants in the summer program achieved an average GPA of 3.0. Students maintained they were better prepared academically for the upcoming academic year.

## BAY DISTRICT SCHOOLS

2000

**Contact:** Beth Deluzain  
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**Total Students Served:** 600

**PROJECT OVERVIEW** The GEAR UP BAY project is a collaborative effort of four local entities: Bay County Chamber of Commerce, Bay District Schools, Bay Education Foundation, and Gulf Coast Community College. GEAR UP BAY is designed to meet four goals: 1) increasing student learning; 2) improving parent involvement; 3) supporting systemic school reform; and 4) providing mini-

scholarships for successful school performance. The project serves approximately 600 students, known as the 7-11 cohort because they will be part of the high school class of 2007 and the college class of 2011. Currently, these students are seventh-graders at Everitt Middle School and Rosenwald Middle School. Oversight for the program is provided by the Board of Directors who have quarterly meetings to review data about the program and to make suggestions to the two project coordinators.

**STRATEGY** GEAR UP staff is pleased with the effectiveness of a number of the strategies. Without a doubt, the most effective strategy is the provision of mini-scholarships, awarded based on points earned throughout the year. Three levels of scholarships are given, valued at \$100, \$200, and \$400. Students accrue points through activities such as earning good grades, attending before and after-school tutorials, participating in summer programs, and bringing their parents to workshops. GEAR UP recently awarded 179 scholarships to students based on points earned in their first year.

## OSCEOLA CAMPUS OF VALENCIA COMMUNITY COLLEGE

2000

**Contact:** Laura Hebert  
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**Total Students Served:** 371

**PROJECT OVERVIEW** The Osceola Campus of Valencia Community College was awarded a GEAR UP grant in 2000. An effective partnership composed of Osceola Campus, Osceola County District Schools, **Parkway Middle School**, Welbro Construction, Huntington Bank, Community Visions, and other community agencies was developed. Entering its second year, the partnership

seeks to fulfill the academic needs of an average 371 students annually. The project began serving the entire seventh grade cohort at Parkway Middle School. Students are now in eighth grade. Services currently being provided include after-school and summer academic programs, tutoring, mentoring, and advising, scholarships, educational and cultural field trips, professional development for teachers, and parent involvement activities. Project objectives will increase: students' preparedness for high school graduation and college enrollment; student retention; parent/family involvement; professional development opportunities for staff; and long-term partnership investment in GEAR UP programs on behalf of eligible students.

The project evaluation process measures its success in improving student achievement. Staff members pinpoint learning aids or hindrances, enabling them to refocus academic and personal interventions to address possible problem areas.

**STRATEGY** Tutoring activities focus on increasing GPAs and Achievement Test (FCAT) scores. Students score at four Skill Levels. Tutoring features computers and software. On average, students have increased FCAT scores by one level. More than 70 percent of students achieved a C or better in math, language arts, and science. The project offers a six-week summer program serving 100 at-risk students. Instruction focuses math, language arts, and science. Valencia schoolteachers provide instruction. On average, students who participated in the summer program achieved a GPA of 3.0. Students also stated that they were better prepared academically for the upcoming academic year.

## PALM BEACH COMMUNITY COLLEGE

2000

**Contact:** Sherry Fletcher  
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**Total Students Served:** 219

**PROJECT OVERVIEW** The Palm Beach Community College (PBCC) GEAR UP project serves approximately 219 students in Pahokee Middle Senior High School who were enrolled in the 2000-2001 seventh grade class. Project goals are to provide services to help students stay in school, take the right courses, study hard, and go to college. In order to achieve this goal, PBCC is partnering with the

School District of Palm Beach County, Florida Atlantic University, the Housing Partnership and the 100 Black Men of Palm Beach County. The PBCC GEAR UP project will provide program participants comprehensive support services through high school graduation, including: 1) an after-school program with tutors and mentors; 2) summer enrichment activities; 3) case management; 4) academic counseling; 4) mental health counseling for the students and their families; 5) parent outreach; 6) professional development of school staff; and 7) college, career, and cultural awareness activities.

**STRATEGY** Through the PBCC GEAR UP after-school program, students have become part of an initiative to become more familiar with the capitalistic economic system of the United States. Their involvement includes learning about how their participation in businesses and careers may enhance their academic, social, and economic development. Corporate executives, entrepreneurs, professional practitioners and academic advisors interact with the group to expand the students' concepts about future educational, career, and lifestyle choices. In addition, relevant academic and social skills are initiated and practiced often by the group.

## SCHOOL BOARD OF MANATEE COUNTY

2000

**Contact:** Robert Carroll  
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**Total Students Served:** 347

**PROJECT OVERVIEW** The GEAR UP project at Lincoln Middle School serves 347 students in the eighth grade. The program offers tutoring and mentoring, from 7:30 A.M. through 4:30 P.M. daily, by fifteen Manatee Community College students who work with the GEAR UP staff that is comprised of a math specialist, guidance counselor, language arts specialist, staff assistant and coordinator.

Currently, more than 120 students are tutored daily. Students come to GEAR UP out of their elective classes. Many with academic difficulties are assigned to GEAR UP on a permanent basis. During the three quarters the program has been offered at Lincoln, the overall grade point average of the class has improved by 15 percent.

During back-to-school nights, the approximately 120 parents who attend are given GEAR UP information and tour the eighth grade classrooms. In an effort to improve parental contact, the staff held an open house after the first quarter report cards were complete and distributed the report cards to the parents. This proved effective in that 300 parents attended. The eighth grade teachers meet monthly with the GEAR UP staff to coordinate curriculum and plan strategies. An inservice program was held for the tutors to share teaching strategies, discipline techniques, classroom management options, and motivational techniques.

**STRATEGY** At the end of the first grading period, all students who achieved a 3.0, or higher, grade point average were rewarded with an ice cream sundae party, provided by a business partner. Individual goals for each grading period are encouraged, and teachers are provided with coupons to reward students. A summer program at Palmetto High School is being planned which will include both academic and extracurricular activities for the transition from middle to high school. The GEAR UP staff is also working with the high school principal to ensure the best possible scheduling options for the next school year. Further, the GEAR UP staff has been involved in student basketball games, field trips, and other special events at Lincoln Middle School.

## WEST CAMPUS OF VALENCIA COMMUNITY COLLEGE

2000

**Contact:** Laura Hebert  
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**Total Students Served:** 428

**PROJECT OVERVIEW** The West Campus of Valencia Community College has developed an effective partnership consisting of Orange County Public Schools, **Meadowbrook Middle School**, Publix Super Market, Huntington Bank, Welbro Construction, Wells' Built Museum, and community agencies to implement the GEAR UP project. Entering its second year, the partnership addresses the

academic needs of an average of 428 students annually. The project began serving the entire seventh grade cohort at Meadowbrook Middle School. Students are now in the eighth grade. GEAR UP services provided include: after-school and summer academic programs; learning technologies; tutoring, mentoring, and advising; educational and cultural field trips; professional development for teachers; parent involvement activities; and dedicated scholarships. The project intends to increase students' preparedness for high school graduation and college enrollment, student retention, and parent/family involvement. The project conducts a formative evaluation process that measures the success of the project in improving student academic achievement. Staff and teachers identify specific learning increases and/or decreases, enabling them to refocus academic and personal interventions as necessary.

**STRATEGY** Tutoring activities are provided that focus on increasing grade point averages (GPA) and Achievement Test (FCAT) scores. Students score at four Skill Levels. Tutoring features computers and software. On average, students have increased FCAT scores by one Level. More than 70 percent of students achieved a C or better in math, language arts, and science. The project offers a six-week summer program serving 100 at-risk students. Instruction focuses math, language arts, and science. Valencia faculty provides instruction. Students who participated in the summer program achieved an average GPA of 3.0. Students also stated that they were better prepared academically for the upcoming academic year.

## WEST CAMPUS OF VALENCIA COMMUNITY COLLEGE

2000

**Contact:** Laura Hebert  
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**Total Students Served:** 440

**PROJECT OVERVIEW** The West Campus of Valencia Community College leads an efficacious GEAR UP partnership that includes Orange County Public Schools, **Westridge Middle School**, Publix Super Market, Huntington Bank, Wells'Built Museum, DreamKeepers, and related community agencies. Entering its second year, the partnership seeks to address the academic needs of an

average 440 students annually. In its first year, the project served the entire seventh grade cohort at Westridge Middle School; the students are now in the eighth grade. Services currently provided include: 1) after-school and summer academic programs; 2) learning technologies; 3) tutoring, mentoring, and advising; 4) educational and cultural field trips; 5) professional development for teachers; 6) parent involvement activities; and 7) dedicated scholarships. Objectives of the project are to increase: students' preparedness for high school graduation and college enrollment; student retention; parent/family involvement; professional development opportunities for teachers; and the long-term partnership investment in GEAR UP programs on behalf of disadvantaged students. The project conducts a formative evaluation process that measures the success of the project in improving student academic achievement.

**STRATEGY** Tutoring activities focus on increasing grade point averages (GPA) and Achievement Test (FCAT) scores. Students are scored at four Skill Levels. Tutoring features computers and software. On average, students have increased FCAT scores by one Level. Nearly 70 percent of students achieved a C or better in math, language arts, and science. The project offers a six-week summer program serving 100 at-risk students. Valencia faculty and schoolteachers provide instruction focused on math, language arts, and science. Students who participated in the summer program achieved a GPA of 3.0. Students also stated that they were better prepared academically for the upcoming academic year.

## WEST CAMPUS OF VALENCIA COMMUNITY COLLEGE

2000

**Contact:** Laura Hebert  
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**Total Students Served:** 457

**PROJECT OVERVIEW** The West Campus of Valencia Community College was awarded a GEAR UP grant in 2000 and has developed a partnership consisting of Orange County Public Schools, **Robinswood Middle School**, Publix Super Markets, Huntington Bank, Wells'Built Museum, DreamKeepers, and other community agencies. Entering its second year, the partnership seeks to address

the academic needs of an average 457 students annually. The project began serving the entire seventh grade at Robinswood. Students are now in the eighth grade. Services currently provided include after-school and summer academic programs, learning technologies, tutoring, mentoring, and advising, educational and cultural field trips, professional development for teachers, and dedicated scholarships. It is hoped that GEAR UP will increase students' preparedness for high school graduation and college enrollment, student retention rates, parental involvement, professional development opportunities for teachers, and long-term partnership investment in and on behalf of disadvantaged students. The project conducts a formative evaluation process that measures the success of the project in improving student academic achievement. Staff and teachers routinely report on their progress, enabling them to refocus, as necessary, academic and personal interventions to address areas in need of improvement.

**STRATEGY** Tutoring activities are provided that focus on increasing grade point averages (GPA) and Achievement Test (FCAT) scores. Students score at four Skill Levels. Tutoring features computers and software and has helped students increase FCAT scores by an average of one Level. More than 80 percent of students achieved a C or better in math, language arts, and science. The project offers a six-week summer program serving 100 at-risk students, focusing on math, language arts, and science. Valencia faculty and schoolteachers provide instruction. On average, students who participated in the summer program achieved a GPA of 3.0.