

FY 2008 GEAR UP Partnership Abstracts

PR Award Number P334A080015
Grantee: Wenatchee School District
Director's Name: Carolyn Griffin-Bugert
State: Washington
Phone Number: (509) 662-7745
Email Address: GB.C@mail.wsd.wednet.edu

The Wenatchee School District's GEAR UP Project will expand an existing GEAR UP program with a proven record of addressing the barriers that prevent low-income students from achieving their full academic potential and pursuing higher education. The existing program has shown such promising results at Orchard Middle School that we plan to expand to a second middle school with this new grant, while ensuring that the fledgling supports for change at Orchard stay in place. This project will also create systemic change at the high school.

This project has seven unique features:

It expands a highly successful model. The Wenatchee School District has operated a GEAR UP project at Orchard since 2002. Since GEAR UP started, Orchard has received *five years* of state recognition for making significant academic progress. This effective model will be expanded to a second middle school.

It will have long-term systemic implications. To create the highest potential for systemic change, the project is designed to operate at two middle schools for five years and the high school for four years. Increasing the length of programming in each school will increase the likelihood of long-term systemic change.

It has a guaranteed scholarship component. A guaranteed state scholarship of up to \$37,000 will ensure that low-income GEAR UP students have money to attend college.

It is small and focused. Most GEAR UP projects are operated by higher education and serve multiple school districts. This project serves only two middle schools in one school district, with the district as the fiscal agent. The project's small size ensures that it will be highly flexible and responsive to the needs of students and staff at each building.

This project is innovative. Student incentives, a successful Homework Center model, AVID college prep classes, a team of parents trained to spread college information, and a weekly radio show in Spanish are just a few of the innovative and successful techniques we have implemented to engage students and their families.

This project is well-supported by its partners. Nineteen partner cost share agreements demonstrate strong support by higher education, business, and community organizations.

This project is cost-effective. 1,400 students will be served at an average cost of \$400 per student.

PR Award Number P334A080022
Grantee: Regents of the University of California-San Diego
Director's Name: Linda Doughty
State: California
Phone Number: (858) 569-1866
Email Address: ldoughty@ucsd.edu

The San Diego Unified School District GEAR UP will enhance an existing partnership among the University of California, San Diego; the San Diego Unified School District; the San Diego California Student Opportunity and Access Program (Cal-SOAP); and, Advancement Via Individual Determination (AVID), with the addition of new partners: the San Diego Community College District and the Parent Institute for Quality Education. The program will begin with the sixth and seventh grade cohorts (N = 2,150) at Correia, Farb, Kroc, Montgomery and Roosevelt Middle Schools and continue working with these cohorts as they move to Pt. Loma, Serra and Madison High Schools, and Kearny and San Diego Educational Complexes, respectively, through their constituents' senior year. Goals and objectives are: 1) Increase the academic performance and preparation for postsecondary education for GEAR UP students; 2) Increase the rate of high school graduation and participation in postsecondary education for GEAR UP students; 3) Increase GEAR UP students and their families knowledge of postsecondary options, preparation and financing; 4) Schools who implement GEAR UP will have increases in measures that substantiate development of a multi-cultural college-going identity; and, 5) There will be an increase in college environmental climate and culture at participating schools. Proposed Activities for students: tutorial support, intensive summer academic programs, test preparation, leadership development, additional counselor assigned to the cohort at each school, information about financial aid/college prep courses, college campus tours, 21st Century Scholar Certificates. For staff: instructional strategies using content standards, tools to improve the quality of classroom instruction; AVID training; Counselor Institute; Leadership Training Institute for principals; planning seminars. For parents: workshops on helping their children prepare for college, college campus tours, information about financial aid/scholarships, home visitations, translators/program materials available in their native languages.

PR Award Number P334A080033
Grantee: Lancaster County School District
Director's Name: Robert Lowery
State: South Carolina
Phone Number: (803) 416-8862
Email Address: rlowery@lcsd.k12.sc.us

The project is based on six years of rigorous assessment and meticulous planning conducted by a community coalition comprised of over 30 public, private, civic, and faith based organizations. Several science-based strategies have been selected to increase the rigor of secondary instruction and participation in postsecondary education, especially among low-income students.

Interventions include:

Springboard and integrated system of professional staff development, vertical teaming, rigorous instructional modules, and assessment-driven classrooms linking grades seven through twelve;

A rigorous professional development component that increases existing staff training by over 200 percent each year;

A \$900,000 cash match donated by two private foundations to provide scholarships to GEAR UP participants;

A Leadership Academy and mentoring component, comprised of monthly sessions designed to promote peer support for achievement, strengthen critical thinking skills, expose youth to postsecondary educational opportunities especially through Historically Black Colleges and Universities, and recognize ongoing participation and achievement;

Extensive campus-based college awareness activities including a Science - Math Camp, College Fairs, parent workshops, accelerated enrollment for juniors and seniors, and field trips to regional campuses; and

A comprehensive community awareness campaign that includes home visitation, information sessions, and media component comprised of 16 public service announcement and eight half-hour broadcasts written and produced in partnership with youth at the target schools.

PR Award Number P334A080046
Grantee: University of Hawaii
Director's Name: Roderick Labrador
State: Hawaii
Phone Number: (808) 956-9112
Email Address: labrador@hawaii.edu

This project builds on the successes and utilizes the best practices established by a previous University of Hawaii at Manoa GEAR UP partnership grant (2000-2006). The proposed project will provide 675 seventh graders at Waipahu Intermediate School access to rigorous academic preparation, financial information, and financial assistance to enter and succeed in postsecondary education. In addition to tutoring, mentoring, professional development, parental involvement activities, and the use of Individual Development Accounts (or IDAs), the project features two unique components: an innovative language education program specifically adapted to meet the needs of the large language minority and immigrant student population, and access to rigorous college-preparatory courses via online learning. The project enhances the language education program by fully integrating computer-based technology into the curriculum. Additionally, it will be one of the few programs in the state to offer key math, science and language courses online, many of which are advanced and unavailable at the target schools.

There are five project goals: 1) increase the academic performance and preparation for postsecondary education of GEAR UP students; 2) increase the rate of high school graduation and participation in postsecondary education of GEAR UP students; 3) increase student and family knowledge of postsecondary education options, preparation, and financing; 4) increase training for teachers and other school staff in building on the strengths of culturally and linguistically diverse students, and in promoting student access to advanced academic programs via online learning, and 5) increase community support for students' decision to go to college. The relationships established and outcomes achieved to date by the previous University of Hawaii at Manoa GEAR UP project under the leadership of Dr. Rod Labrador provide strong evidence that an enhanced and expanded program will be successfully implemented.

PR Award Number P334A080047
Grantee: Nassau Community College
Director's Name: Marilyn Monroe
State: New York
Phone Number: (516) 572-3575
Email Address: MonroeM@ncc.edu

It would be morally wrong and competitively foolish to foreclose young people's options for higher education based even in part on income, and yet, that is where we find ourselves today. A nation committed to equal opportunity and to maintaining its competitive edge in the world cannot tolerate wasting the talent of so many of its young people so casually.

This proposal is written, therefore, with a sense of urgency for a continued commitment to the GEAR UP mission, and to provide leadership, resources and cooperation in directing, shaping and changing the lives of 1,115 students and their families from the high-poverty, low-performing schools in the Uniondale School District. The program will commence serving all 565 sixth and 550 seventh grade students from Turtle Hook and Lawrence Road Middle Schools and follow their progression through Uniondale High School with sixth grade students receiving services through 12th grade as a result of coordinated efforts among our partners and local capacity-building.

Nassau Community College (NCC), the lead agency, is the largest community college in the State of New York and is the 10th largest single-campus community college in the United States. The College serves approximately 22,000 credit students annually on its 225-acre Garden City campus, and has for many years demonstrated the capacity to deliver long-term systemic strategies designed to establish high achievement as a performance standard for low income youth transitioning into middle school, high school, and college.

NCC's commitment to excellence is unwavering, as demonstrated by the outcome of our 1999 GEAR UP grant with the Westbury School District. The program design, with its unique components, interwoven enrichment activities and rewarding incentives transformed the traditionally negative feelings our students had for higher education into an enthusiastic attendance in college. We proudly boast that 91 percent of our graduating seniors in 2006 enrolled in over 74 colleges and universities throughout the country.

The college, the Uniondale School District, and partners, Calvary AME Church, Uniondale Public Library, African American Museum, S.O.A.R., Cradle of Aviation Museum, Long Island Works, Sunz of Sankofa, and Long Island Mentoring Partnership, plan to recreate this success by significantly increasing the number of Uniondale students prepared to enter and succeed in postsecondary education. To meet our objectives, NCC GEAR UP will provide intensive, individualized and coordinated support that includes academic immersion, tutoring, mentoring, counseling, professional development, parental involvement, curriculum enhancement, summer programs and college visits. The anticipated program outcomes are as follows:

For students, it means acquiring college readiness, and knowledge and skills that will serve them for the rest of their lives. For teachers, it means community support in pushing students to realize their full potential. For parents, it means greater involvement and knowledge of college. For business, it means a ready supply of workers who have learned the habits of solving problems, thinking clearly, and communicating with precision. For colleges, it means more first-year students prepared and ready to attend. For communities, it means a better quality of life and a better future for everyone.

PR Award Number P334A080058
Grantee: St. John's University
Director's Name: Yvette Morgan
State: New York
Phone Number: (718) 7990-2532
Email Address: morgany@stjohns.edu

St. John's University, in collaboration and partnership with Region 4, Joseph Pulitzer and Albert Shanker Intermediate Schools, Long Island City High School in Queens County, N.Y., the New York State Higher Education Service Corporation, the Consultation Center at Yale University, HANAC, Inc., Goodwill Industries, and the Center for Science Teaching and Learning will provide comprehensive services over a six-year period for a cohort of 800 students entering grade seven at the aforementioned intermediate schools in September 2008. The objectives and goals of the services provided are to nurture high expectations for participating students, assist them in persisting in their studies, graduating and, ultimately attaining a college or university education. Services provided will include after school and Saturday tutoring, homework assistance, mentoring, counseling, computer literacy instruction and test preparation skills. In addition, through numerous workshops and activities, students will become versed in all matters related to college readiness and success. Both parents of participating students and partnering middle and high school teachers will be provided separate and appropriate seminars and training consistent with their respective roles in assisting in the success of participating students. Intended outcomes include, at minimum, 90 percent of participating students demonstrating improved academic achievement by the end of eighth grade; 60 percent satisfactorily completing programs of study enabling them to enroll in college preparatory high school tracks; 70 percent of participants enrolled in college preparatory tracks during ninth, tenth and eleventh grades and 70 percent of project participants ultimately enrolling in associate or bachelor degree programs following high school graduation.

PR Award Number P334A080059
Grantee: Morehead State University
Director's Name: David Sloan
State: Kentucky
Phone Number: (606) 783-5441
Email Address: DL.Sloan@MoreheadState.edu

The East Kentucky Regional GEAR-UP Project is requesting assistance from the U.S. Department of Education to serve impoverished students in a six-county region located in the heart of central Appalachia. These school districts, some of the poorest in the nation, are in desperate need of help such as that offered by GEAR UP. Morehead State University is uniquely qualified to serve as the facilitator for this project. Our commitment to the area is evidenced by our recent Carnegie Foundation designation as an engaged institution, one of only 75 institutions in the nation so listed. Our commitment to the area has been further strengthened by the creation, with the help of the Kentucky Legislature and the Kentucky Council for Postsecondary Education, of our Center for Regional Engagement, which is committed to institutionalizing and better utilizing Morehead State University's resources to help the region it serves. These factors will allow us to offer critical services to a severely depressed region in a cost-effective, efficient and thorough manner.

We have chosen our partners and alliances very carefully so that this program will pool the greatest possible strength in terms of diversity, abilities and resources. Our project involves working with faith based institutions such as local churches and the state Office for Faith Based and Community Initiatives; non-profit community groups like the East Kentucky Science Center and the Commonwealth Institute for Parent Leadership, as well as educational partners such as P-16 councils and the school partners themselves. The strengths of our partnerships, along with the project design and implementation strategy has allowed us to address all four invitational priorities that pertain to partnership grants.

The goals and objectives are based on a high need for both family and academic support mechanisms will focus on student development, teacher/curriculum development, and parent development clusters with a special emphasis on parental awareness and involvement. Our initial seventh grade cohort will be 2,105 students. We will continue serving this group as we add new seventh graders, and by year six this project anticipates to serve and make a significant impact on 12,312 students.

The major curricular vehicles will be mathematics and science. Services and activities will be provided by master teachers, local district personnel, guidance counselors, youth service center directors, college professors, qualified community persons, and external program consultants. Featured program elements in science and mathematics will include the infusion of the latest technology, teacher professional development, and curriculum reform and improvement. Additional activities for students and parents will include after-school activities, conferences, workshops, Saturday programs, field trips, and summer camps. The academic support component will consist of mentoring, tutoring, college counseling, family counseling, and financial aid counseling.

Implied within the design of the proposed project are three necessary ingredients for the institutionalization of successful program elements: 1) development-augmentation, 2) evaluation-research, and 3) diffusion-dissemination. A heavy emphasis will be placed on assessment and evaluation with a focus on outcomes attainment; all outcomes assessment activities will be reviewed by an external evaluation team, and monitored by the highly visible Appalachian P-16⁺ Council.

The need for this project clearly exists, but to succeed we understand it takes more than a need. That is why we believe the determination, desire, drive and commitment that we have towards this project makes this proposal not only worthy, but worthwhile of funding.

PR Award Number P334A080071
Grantee: Yale University
Director's Name: Nadia Ward
State: Connecticut
Phone Number: (203) 789-7645
Email Address: Nadia.Ward@yale.edu

Yale University School of Medicine is pleased to partner with Bridgeport Public Schools in submission of its application to the U.S. Department of Education for the Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) grant competition. The primary goal of the initiative is to prepare all Bridgeport students with the skills and aspiration needed to graduate from high school and prepared to succeed in a productive postsecondary educational option of their choice. To accomplish this goal, three performance objectives have been identified: 1) to increase students' academic performance and preparation for postsecondary education; 2) to increase graduation rates and entry into postsecondary education; 3) to increase students' and their families' knowledge of postsecondary education options, preparation, financing. All programs and services are designed to meet each objective.

This proposal seeks to recruit a cohort of 1,447 seventh grade students from all 14 middle schools in Bridgeport: Caesar Batalla, Blackham, Wilbur Cross, Curiale, Dunbar, High Horizons, Hooker, Longfellow, Marin, Multicultural, Park City, Read, Roosevelt, and Winthrop. An array of programs and services has been designed to address each performance objective.

Targeted interventions for teachers are designed to improve the quality of instruction for middle and high school students in areas of mathematics and English. Training will involve classroom embedded coaching, professional learning communities, in-service trainings, and summer institutes. Professional development for guidance counselors will include training in principles and best practices of positive youth development to support the establishment of youth-driven leadership and mentoring programs for adolescents. Counselors will also participate in training to design, implement, and manage effective high school transition programs.

Academic enrichment and support programs extended to students include classroom-based instruction in affective education, small group workshops, and individual academic advising. An array of college and career awareness workshops, college tours, and tutoring, mentoring, and accelerated summer learning experiences will also be provided for students. A full range of high quality college preparatory tools will be available to families to assist them in navigating the college planning process. Other services extended to parents will include the dissemination of materials and workshops on increasing parenting capacities, participation in a parent advisory council, managing school transitions, and college preparation and financial aid options.

Finally, support to sustain this initiative has been ensured through matching partnership agreements made by a diverse and broad-based collaborative of agencies that include the Bridgeport Board of Education, Bridgeport Parent Center, Bridgeport Public Education Fund, Bridgeport Regional Council, Connecticut Department of Higher Education, Fairfield County Community Foundation, Fairfield University, Greater Bridgeport Area Foundation, HCC Foundation, Junior Achievement of Western Connecticut, Ralphola Taylor Community Center, United Way of Eastern Fairfield County, and University of Bridgeport.

PR Award Number P334A080082
Grantee: Board of Education of Prince George's County
Director's Name: Sheila Gray
State: Maryland
Phone Number: 301-952-6361
Email Address: grants@pgcps.org

Prince George's County Public Schools (PGCPS) seeks federal funding through the GEAR UP program to develop a college readiness and preparation program designed to address low income students' accessibility and preparation to enter and succeed in postsecondary education. PGCPS, the 18th largest school system in the nation, serves 129,000 students, in grades pre-K through 12. The student population is largely African American (75.4 percent), with a growing Hispanic student population (16 percent).

In partnership with Howard University, St. Mary's College, University of Maryland, Explore Colleges, and First Priority Trailways, PGCPS proposes to support academic and college preparatory activities in four middle schools – Benjamin Stoddard, Buck Lodge, Drew-Freeman, and William Wirt and feeder high schools. A 1,378-member cohort of high poverty students will participate in the program from seventh grade through 12th grade.

The centerpiece of the STEPS project is *Advancement Via Individual Determination (AVID)*. This program will be supplemented by high quality professional development, student support programs, and parent engagement and empowerment. Student support programs will be delivered through the Saturday Academy whose components include academic support, career exploration, college exploration, cultural enrichment, PSAT and SAT preparation, and leadership development.

STEPS is well-aligned with existing PGCPS improvement efforts to transform the culture of low-performing schools and to prepare college ready students. PGCPS is committed to creating an environment that fosters and promotes all students entering college ready to succeed. An independent evaluator with significant experience in evaluation and assessment will complete a comprehensive evaluation of the goals and outcomes of the program.

PR Award Number P334A080107
Grantee: Lafayette Parish School System
Director's Name: Burnell LeJeune
State: Louisiana
Phone Number: (337) 521-7112
Email Address: jblejeune@lpsonline.com

Lafayette GEAR UP will serve 2,302 sixth and seventh grade cohort students in Lafayette Parish School System, Lafayette, Louisiana. Total school enrollment of the targeted six middle schools and their five feeder high schools is 11,127 disadvantaged students in grades six – twelve. Partners include: University of Louisiana - Lafayette; South Louisiana Community College; Louisiana Technical College; Smithsonian Institute; Acadiana Arts Council; Southwest Medical Center; National Wetlands Research Center; and multiple community businesses. After extensive planning and collaboration between administrators, teachers, parents, community organizations and higher education leaders and after careful review of relevant scientific research, the following program components were selected for inclusion in our GEAR UP proposal: 1) student enrichment activities through partnerships with institutions of higher education and museums; 2) support services for students and families that utilize SAMHSA model programs and proven strategies; 3) cohort teacher professional development that reinforces research-based findings pertaining to student academic performance, student/parent engagement and teacher quality enhancement, and 4) transition activities that will help students prepare for and succeed in postsecondary education. Collaborators made certain that professional development and curricular activities utilized sustainable models, such as train-the-trainer strategies, to increase the long-term impact Lafayette GEAR UP has on our high need schools. LGU will provide extensive services, leading to improved student performance in core academic subjects, increased student commitment to education and high rates of student enrollment in postsecondary education, including universities, colleges, technical colleges and vocational programs. All cohort students will have equal access to all program components and special assistance will be provided to students, as needed, to eliminate barriers that impede equal access for targeted youth. EduShift, Inc. personnel will provide quality external evaluation of required Government Performance and Results Act (GPRA) performance measures.

PR Award Number P334A080109
Grantee: Richland School District Two
Director's Name: Arlene Bakutes
State: South Carolina
Phone Number: (803) 738-7378
Email Address: abakutes@richland2.org

The Richland School District Two GEAR UP Partnership includes:

- Three middle schools: Dent, Longleaf, and Summit Parkway;
- Three high schools: Blythewood, Richland Northeast, Ridge View Partnerships;
- Three degree-granting Institutions of Higher Education (IHEs): Benedict College, Columbia College, and Midlands Technical College; and
- Two community organizations: Big Brothers, Big Sisters of Greater Columbia, Inc., and the North East Richland Ministerial Alliance (NERMA).

A dedicated team, comprised of our district superintendent, Chief Academic Officer, representatives from the partnering IHE and community organizations, school administration, teachers, parents, and community members have been involved in gathering components for The Richland School District Two GEAR UP program application. The program will begin at the seventh grade level and initially serve 823 students in the cohort. The program will follow students into the high schools, increasing the cohort to an estimated 1,167 students, and provide services and support through the twelfth grade year. The goal of the program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The objectives of the program are specific: 1) to increase the academic performance and preparation for postsecondary education of participating students; 2) to increase the rate of high school graduation and participation in postsecondary education of participating students; and 3) to increase educational expectations for participating students and student and family knowledge of postsecondary education options, preparation, and financing. The program includes many activities which are focused on student academic success leading to an eventual postsecondary education experience. With cooperation from the identified partners and other community organizations, the program will provide tutoring during the regular school day for students who need additional support; after-school tutoring and assistance.

PR Award Number P334A080117
Grantee: University of Cincinnati
Director's Name: Stephanie Cappel
State: Ohio
Phone Number: (513) 556-3611
Email Address: Stephanie.Gilbertson@uc.edu

The partner schools in this proposal are failing to reach the academic goals set by No Child Left Behind, having achieved passage rates averaging only forty percent on the required grade eight Ohio Achievement Test in core academic subtests. Many of the high schools have a dropout rate that exceeds fifty percent. The goal is to significantly increase the number of high-poverty students who are prepared to enter and succeed in postsecondary education. GEAR UP SCORES objectives are: 1) Increase academic performance and preparation for postsecondary education. GEAR UP SCORES students will increase math and science scores on the standardized Ohio Achievement Tests by five percent annually; 2) Increase the high school graduation rate and participation in postsecondary education. High school graduation rates will increase three percent annually with a seven percent annual increase in students enrolling in postsecondary education; 3) Increase knowledge of GEAR UP SCORES students and their families about postsecondary education options, preparation and financing. Parents/caregivers and students will demonstrate a fifty percent increase in knowledge of college access and financial aid as measured by collaborative assessment and focus groups.

GEAR UP SCORES will follow sixth and seventh grade students at the partner schools through high school at the majority of the Cincinnati Public Schools (CPS) high schools. Driven by a passion to see every student succeed not only in the classroom, but in life, leaders in the education, business, and civic sectors have come together to form GEAR UP SCORES. GEARUP SCORES will lead a cultural shift from low expectations to academic excellence. To achieve the goal of raising student achievement, supportive strategies will be integrated into a program that includes implementation of College Board curriculum, a rigorous secondary school program of study options, high standards, and effective instructional practices. GEAR UP SCORES will support 4,000 high-poverty students in up to forty of the lowest performing K-8 schools, following them to a minimum of eleven high schools and on to college. GEARUP SCORES will bring a coordinated support program, including college admissions counselors, into each of the partner schools and in year six will connect eligible high school graduates with committed grants which assure gap funding to cover tuition, books and fees, and local, regional, and national scholarship funds.

GEAR UP SCORES will provide critical services to support sixth and seventh grade students and follow them through high school and on to college. CPS and GEAR UP SCORES will implement Individual Academic and Career Plans (IACPs) for every GEAR UP SCORES student to ensure appropriate preparation for college.

Activities: GEAR UP SCORES students will take rigorous, research-based coursework aligned to the Academic Competitiveness Grant, dual enrollment courses through partner colleges, receive structured support to increase high school graduation rates, and have expanded access to pre-college and college opportunities. Families will have support and access to information in order to increase the number of students who aspire to succeed in postsecondary education. Teachers will receive professional development that relates to specific content areas and increases cultural competence. The program partners are contributing \$19,200,000 in cash and services in support of GEAR UP SCORES.

Partners: To accomplish GEAR UP SCORES, the University of Cincinnati has formed a partnership with CPS, Cincinnati State Technical and Community College, Strive, the Cincinnati Youth Collaborative, Parents for Public Schools of Greater Cincinnati, the *Enquirer*, the Cincinnati REDS, the Cincinnati BENGALS, and the City of Cincinnati.

PR Award Number P334A080118
Grantee: Hampton City Schools
Director's Name: Donna Woods
State: Virginia
Phone Number: (757) 727-2006
Email Address: dwoods@sbo.hampton.k12.va.us

Hampton City Schools proposed a GEAR UP program that provides Hampton's children with a personalized education that is both rigorous and relevant. The program will serve the 2008-09 seventh grade cohort of targeted schools, Lindsay Middle School and Sprately Middle School, following these 604 students through to graduation at Hampton High School and Phoebus High School. Major goals for Hampton GEAR UP are: all GEAR UP students will increase their academic performance and preparation for college; all GEAR UP students and their families will gain the knowledge required to be prepared, both academically and financially, for and enroll in college; and all GEAR UP students will increase their attachment to school and respect for peers and adults.

GEAR UP aligns with Hampton's reform strategy, guided by the National Association of Secondary School Principals (NASSP) Breaking Ranks model, which is reforming its secondary schools into academically rigorous, personalized learning environments. This GEAR UP program is also aligned with regional and national workforce development needs and will emphasize STEM (science, technology, engineering, and mathematics) career exploration. The Hampton GEAR UP partners are the Coliseum Central Business Improvement District (CCBID), the Educational Policy Institution, Old Dominion University, the Peninsula Metropolitan YMCA, and the Virginia Space Grant Consortium.

Outlined below are the five primary components of Hampton GEAR UP and a brief listing of programs and services within each of these components.

Academic Rigor: In middle schools: implementation of the College Board's SpringBoard curriculum in math and English; in-class, small group remedial instruction provided by math and reading coaches; and remedial instruction in English and math at Saturday Academies. In high schools: summer bridge program for all students prior to entering ninth grade; implementation of the John's Hopkins' Strategic Reading course as remediation for ninth graders below grade level and Transition to Advanced Mathematics course providing a 'double dose' of math for all students; students guided to enroll in one of Virginia's rigorous programs of study.

Staff Professional Development: In all schools: facilitation of Professional Learning Communities; math and reading coaches support implementation of rigorous curriculum in GEAR UP classrooms with modeled lessons, co-teaching, and feedback; implementation of Advancement Via Individual Determination (AVID) and Teacher Expectations for Student Achievement (TESA) training for teachers and administrators.

Parent Involvement: In all schools: establishment of formal parent involvement programs with an emphasis on building parent knowledge of academic and financial preparation for college; implementation of a Parent Expectations for Student Achievement (PESA) training program; and an annual parent retreat.

Future Focus: In all schools: establishment of a College and Career Resource Center staffed by a full-time College and Career Coach; and implementation of school-year college preparedness seminars, career exploration activities, campus-based summer programs, and workplace experience.

Individualized Support: In all schools: an expansion of the AVID program will bring tutoring support and study skill instruction to every student in the cohort; an Adult Advocate assigned to each students; and the implementation of an advisory program that places a small group of students with a faculty member several times a week for ongoing academic and personal counseling and support.

PR Award Number P334A080130
Grantee: The University of Texas at El Paso
Director's Name: Juliette Caire
State: Texas
Phone Number: (915) 747-5367
Email Address: jcaire@utep.edu

They University of Texas at El Paso (UTEP) proposes a GEAR UP Partnership that directly addresses the identified funding priorities, including: 1) improving poor performance in the areas of math, in particular algebra readiness and completion; 2) increasing achievement of students with limited English proficiency; 3) increasing low rates of college readiness and preparedness; 4) addressing a low college going rate, plus high rate of remediation once they enter postsecondary institutions; 5) increasing the number of students who enroll and successfully complete requirements of advance placement (AP) courses; 6) closing the gaps in dissemination of information to students that promotes science, technology, engineering and math to girls and underserved minorities.

UTEP is nationally ranked in key categories as one of the top ten Hispanic degree producers, according to the U.S. Department of Education statistics. UTEP is the only major research university in the country whose students are predominantly Mexican-American. The National Action Council for Minorities in Engineering has called UTEP's College of Engineering "a model for other institutions who say that today's minority young people from low-income families can't succeed in a rigorous math- or science-based discipline."

UTEP GEAR UP will build on its past successes to address the weaknesses and gaps in current services. Key components include engaging, tutoring, mentoring, academic readiness rigorous courses, college preparation classes (AVID); transition events, promoting advance placement courses, and exposure to career fields unrepresented by minority and females.

A strong partner collaboration will be the key to accomplishing many of the objectives. UTEP's College of Engineering, a national leader in Engineering Education of minority students and women, will develop innovative engineering lessons to increase student interest in math and a shadow program that for the first time in El Paso will offer the opportunity to give high school students UTEP course credit. Engineering Teacher Learning Communities assists teachers in linking technology to math and science success, equipping students with critical thinking and problem solving skills.

The program will increase parents' engagement and awareness of success, empowering them and impressing upon them the significance of their support and expectations for their children's future. The UTEP GEAR UP promotes parent and student awareness of the benefits and accessibility of both college and financial aid. Staff development includes training in technology-based curriculums for math and science, preparing students for future success, and strategies for increasing students' ability to relate academics to every day experiences.

The comprehensive program of leading initiatives will demonstrate a model for districts seeking to address higher expectations for students in achievement on Advance Placement and college readiness tests. The collaboration between true partners builds both capacity and momentum for sustainability of best practices that will be provided during the GEAR UP grant period. The program features continuous quality improvement via the PLAN, DO, STUDY, ACT evaluation cycle, with assessment and evaluation built into key features of the UTEP GEAR UP comprehensive plan.

PR Award Number P334A080135
Grantee: Eastern Arizona College
Director's Name: Eldon Woodall
State: Arizona
Phone Number: (928) 428-8409
Email Address: Eldon.Woodall@eac.edu

The schools participating in the Pathway to College (PTC) Project are located in northeast and east central Arizona primarily on the Navajo and Apache Indian Reservations or their border communities. The project covers eight school districts that serve a 15,000 square mile area.

They include:

- Chinle School District • Clifton School District • Ft Thomas School District
- Gila Regional School District • Miami School District • Payson School District
- Red Mesa School District • San Carlos School District

Over 10,000 students attend our schools. 62 percent are Native American and nine percent are Mexican-American. Over 79 percent qualify for Free and Reduced Lunch. Culture, family, jobs, and peer pressures encourage our youth to enter the workforce. Less than 50 percent of the adults hold a high school degree. In addition, all schools have a similar concern: less than ten percent of graduating seniors attend college and of those, three percent graduate.

PTC establishes a comprehensive plan that focuses services on our 865 seventh graders, the Class of 2014. It addresses three levels of interventions:

- Academic interventions to the youth through after school and summer classes, tutoring, enrichment courses and programs, assistance by Student Intervention Teams, and academic planning. Academic interventions also address educational reforms by improving the quality of instruction, mapping curriculum with informed assessments, and increasing the number of college prep courses.
- Youth development: character, personal responsibility and citizenship development through increased counseling and counselor training, implementing Character Counts, developing youth leadership and mentoring programs, providing college awareness and visits, also, financial planning/scholarships.
- Family, community, and business interventions through neighborhood, chapter and district parent meetings, community newsletters, parent and volunteer training, career awareness (including job shadowing and internships), college awareness, and financial assistance.

The PTC Partnership has pledged to carry out these interventions and ensure they make a difference in the lives of our youth. The two colleges, Eastern Arizona College (which also serves as the PTC fiscal agent) and Dine College (which was formed by the Navajo Nation to educate its youth), have committed their faculty, facilities, and resources to lead and support the reengineering of our schools and work with our youth. In addition, PTC was able to secure the support of the following community organizations, tribal agencies and businesses to co-sponsor our youth development and family, community, and business interventions. All partners have an established history of service to the community.

- New Designs for Learning • Heinfeld and Meech CPA • Dine Dept of Law Enforcement
- SEABHS • Navajo Medical Center • Arizona State PIRC

PTC will adhere to a continuous improvement approach to evaluation that is aligned with the National GEAR UP program and its goals and objectives.

PR Award Number P334A080140
Grantee: Emery Unified School District
Director's Name: William Chavarin
State: California
Phone Number: (510) 866-3627
Email Address: William.Chavarin@emeryusd.org

The Emery Unified School District (EUSD) GEAR UP project will address three main problems in the Emeryville, CA, area: 1) academic underachievement; 2) high drop-out rates; and 3) low rates of enrollment in and completion of postsecondary education. Our project will serve students beginning in sixth and seventh grades at Anna Yates Elementary School, at the California College Preparatory Academy, and at Emery Secondary Schools. Average sixth and seventh grade enrollment for the past four years has been 240 students in these grades.

The underlying philosophy of our GEAR UP project is that all students in our target schools are capable of high levels of academic achievement, high school completion, and enrollment in and completion of postsecondary education. A major barrier to student achievement in our target schools is poverty, and with poverty comes lack of access to the educational and cultural resources that are available to more privileged students. To address these barriers, this project will implement a range of research-based interventions that have been shown to improve student achievement and increase rates of postsecondary enrollment and completion. Those interventions include the following: teacher and staff professional development; Lesson Study strategies; inquiry-based learning; problem-based learning; academic reading techniques; enhanced mathematics instruction; problem-based learning; study skill training; tutoring; mentoring; field trips to educational and cultural sites and family involvement components.

Objectives and performance measures are aligned with GPR.A indicators and GEAR UP program measures. The evaluation plan includes a plan to provide immediate, useful feedback to project stakeholders on student achievement.

PR Award Number P334A080145
Grantee: Washington State University
Director's Name: Genoveva Morales Ledesma
State: Washington
Phone Number: (509) 372-7308
Email Address: GMorales@tricity.wsu.edu

Seven school districts, three higher education institutions and nine community and business organizations came together to develop the Harvest of Hope GEAR UP Program to address the needs of low-income, at-risk students in the Columbia Basin of Washington State. Partners will consist of the following: 1) Higher Education Institutions: Washington State University, Big Bend Community College, Walla Walla Community College; 2) Schools: College Place, Dayton, Moses Lake, Prescott, Soap Lake Touchet, Walla Walla School Districts; 3) Community Organizations: Digital Learning Commons, Mano y Mano, Puget Sound Center for Teaching, Observatory, Perametric Technology Corporation, Northwest Education Loan Association, Abriendo Puertas (Texas A&M University) and RGI Corporation.

The target schools are located in the Eastern region of Washington State. The diverse population consists mostly of farmers, immigrants, first generation Americans and working class residents, many of whom are undereducated. Among residents at least 25 years old in the counties where the target schools are located, only 14.7 percent have earned a bachelor's degree or higher, compared to the state rate of 30.5 percent. Up to 50 percent of the target school students do not graduate on time. The target schools average 38 percent minority enrollment, and 11 percent Limited English Proficiency (LEP) enrollment. Target school students have low academic achievement rates, high dropout rates, low graduation rates, and low postsecondary enrollment rates. The Harvest of Hope GEAR UP will provide these small, rural schools with comprehensive early intervention services for students, parents, and teachers.

The Harvest of Hope GEAR UP will serve 2,072 students annually, through high school graduation. Using a strategy formulation process, the Harvest of Hope Partners selected culturally appropriate, evidence-based strategies and services that respond to the need of the target school students, parents, and teachers. Teachers will receive training in Guided Language Acquisition Design, math, science and Computer Aided Design. These topics will help teachers work with LEP students and invigorate math and science curricula. Parents will be trained on financial aid, academic engagement and postsecondary processes through Abriendo Puertas (Opening Doors) and Hands on Banking. Students will receive services through programs such as "I am Going to College", AVID tutoring, after school and summer programs, and yearly cohort events and activities designed to help inform and prepare students to enroll and succeed in postsecondary education. Early intervention plans will also be implemented to help identify students at risk for falling below grade level, being expelled and /or dropping out.

These annual measurable outcomes will be achieved by the Harvest of Hope GEAR UP: 1) Increase by ten percent the number of eighth and tenth grade students passing the state standard WASL test in Math, Reading, and Science; 2) Increase by 10 percent the number of students taking advanced Math, Science and English/ Language Arts courses; 3) 80 percent of teachers receiving professional development in ELL strategies, Math and /or Science report teaching improvements; 4) Increase by 20 percent the number of students that graduate high school on time; 5) Decrease the dropout rate by 10 percent; 6) Increase by 20 percent the number of students enrolling in postsecondary education; 7) Increase student knowledge about postsecondary options, financing and application processes by 20 percent; 8) Increase by 20 percent the number of students who take the SAT and ACT test; and 9) Increase parent knowledge about postsecondary options, financing and application processes by 20 percent.

PR Award Number P334A080151
Grantee: The Evergreen State College
Director's Name: Kimberly Lees
State: Washington
Phone Number: (360) 867-5136
Email Address: LeesK@evergreen.edu

The Evergreen State College “GEAR UP for College” project is based on the ideals of equity and commitment to ensure that all students leave school ready for postsecondary education. The project will serve 1,200 students in two cohorts, beginning in the sixth and seventh grades, in two school districts, one urban (Clover Park School District), and one rural (Oakville School District). The project’s objectives are to: (1) increase academic performance/preparation for postsecondary education primarily in the areas of math and reading; (2) increase rate of graduation and participation in postsecondary education through a systematic program of student academic and personal development; (3) increase students’ and their families’ knowledge of postsecondary education options, preparation and financing; and (4) expand the schools’ network of community partners to sustain services for postsecondary education and career preparation.

This project has successfully fulfilled all five Invitational Priorities delineated in the grant application packet. Full-time Educational Specialists will work in the six target middle and high schools providing direct services to students. They will collaborate with school staff to develop sustainable student-to-student peer mentoring and tutoring systems within and across schools, and parent-to-parent resource groups to share high school graduation, and college and career preparation information. College Preparation Assistants (college student tutors) will provide on-site tutoring to accelerate student achievement. Summer institutes for teachers, developed in collaboration and aligned with the district’s school improvement plans, will develop teachers’ skills in teaching conceptual math, reading across the content areas, and culturally relevant curriculum. Transition symposiums will bridge middle and high school teachers’ dialogue to align curriculum and address student transition issues. The Northwest Regional Educational Laboratory (NWREL) will systematically collect data, and direct the formative and summative evaluation of the project. Along with our six community school partners in the Clover Park and Oakville School Districts, we have also solidified twenty-seven community and faith-based organizations, including Pierce College, Centro Latino, Educational Talent Search--Centralia College, Lakewood's Promise, Math Engineering and Science Achievement (MESA), Pierce County Habitat for Humanity, Junior Achievement, National Association of Blacks in Criminal Justice, and the Boys and Girls Club who will partner formally with the project and provide services to help achieve the project’s objectives.

PR Award Number P334A080152
Grantee: Washington State University
Director's Name: Genoveva Morales Ledesma
State: Washington
Phone Number: (509) 372-7308
Email Address: GMorales@tricity.wsu.edu

Ten school districts, two higher education institutions and eight community and business organizations came together to develop the One Vision Partnership GEAR UP Program to address the needs of low-income, at-risk students in the Columbia Basin of Washington State. Partners will consist of the following: 1) Higher Education Institutions: Washington State University, Walla Walla Community College; 2) Schools: Clarkston, Columbia, Endicott-St. Jon. Ephrata, Finley, Kiona-Benton, North Franklin, Pasco, Paterson, Walla Walla School Districts; 3) Community Organization: Digital Learning Commons, Puget Sound Center for Teaching, Learning & Technology, Texas Instruments, Laser Interferometer Gravitational-Wave Observatory (LIGO), Parametric Technology Corporation, Northwest Education Loan Association (NELA), Abriendo Puertas (Texas A&M University) and RGI Corporation.

The target schools are located in the Columbia Basin of eastern Washington State. Most of the target schools are small and rural, and are geographically and educationally isolated. With an economy primarily driven by agriculture, this region attracted many immigrant and migrant farm workers. Much of this region is now economically distressed, and many of the target school students are children of farmers, immigrant or migrant farm workers, and are Hispanic, minority and/or limited English speaking. The target schools average 38.6 percent minority enrollment, 20.4 percent migrant enrollment and 15.9 percent Limited English Proficiency (LEP) enrollment, compared to state rates of 2.7 percent, 1.9 percent and 7.4 percent respectively. Target school students have low academic achievement rates, high dropout rates, low graduation rates, and low postsecondary enrollment rates. The One Vision Partnership GEAR UP will provide these small, rural schools with comprehensive early intervention services for students, parents and teachers.

The One Vision Partnership GEAR UP will serve 2,792 students annually, through high school graduation. Teachers will receive training in Guided Language Acquisition Design, math, science and Computer Aid Design. These topics will help teachers work with LEP students and invigorate math and science curricula in the target schools. Parents will be trained on financial aid, academic engagement and postsecondary processes through Abriendo Puertas (Open Doors) and Hand on Banking. Students will receive services through programs such as "I'm Going to College", AVID tutoring, after school and summer programs, and yearly cohort events and activities designed to help inform and prepare students to enroll and succeed in postsecondary education. Additionally, early intervention plans will be developed for students experiencing difficulties in academics, or having attendance or behavior problems. Early intervention plans will help identify students who would otherwise be at risk for falling below grade level, being expelled and/or dropping out.

These annual measurable outcomes will be achieved by the One Vision Partnership GEAR UP: 1) Increase by ten percent the number of eighth and tenth grade students passing the state standard Washington Assessment of Student Learning (WASL) test in Math, Reading and Science; 2) Increase by ten percent the number of students taking advance math, Science and English/Language Arts courses; 3) 80 percent of teachers receiving professional development in ELL strategies, Math and/or Science report teaching improvements; 4) Increase by 20 percent the number of students that graduate high school on time; 5) Decrease the dropout rate by 10 percent; 6) Increase by 20 percent the number of students enrolling in postsecondary education; 7) Increase student knowledge about postsecondary options, financing and application process by 20 percent; 8) Increase by 20 percent the number of students who take the SAT and ACT test; and 9) Increase parent knowledge about postsecondary options, financing and application processes by 25 percent.

PR Award Number P334A080160
Grantee: Inter American University of Puerto Rico-Ponce Campus
Director's Name: Amaury Boscio-Vargas
State: Puerto Rico
Phone Number: (787) 250-7984
Email Address: aboscio@inter.edu

The Inter American University (IAU) of Puerto Rico, the largest private university on the Island is requesting a GEAR UP Partnership Program to serve three municipalities from the Ponce Educational Region. We selected three middle schools under the improvement plan according "NCLBA", with very low achievement in the State Standardized Assessment Test (Pruebas Puertorriqueñas) and with 98 percent or more students receiving free lunch service. This project is designed to serve 465 eligible participants (450 students and 15 teachers annually). By the end of 2013, the project will have served 540 participants. Our location will be in cyber-centers sponsored by the IAU and the Municipality Majors, who are our partners.

The following objectives are interrelated to provide a participant an integral development: 1) One hundred percent of participants will be recruited and selected. 2) Ninety percent of participants will receive an Integral Development Plan consisting of motivational activities, cultural experiences, academic help, and career counseling, to enhance self-esteem to increase their desire to improve academic development and to successfully pursue and complete high school. 3) Sixty percent of participants will participate in a Summer Science and Technology Immersion Program. 4) Seventy percent of participants will demonstrate better performance in the high school state test in comparison with the middle school results and maintain or improve their annually GPA. 5) Annually fifteen (15) teachers will receive technical support and on-hand experiences in improving assessment techniques and use of the computer in the educational process.

The USDE funds request are \$365,117 for a cost per participant of \$785 (465 participants). The average cost for six years is \$365,117 for a cost per participant of \$689 (530 participants).

PR Award Number P334A080169
Grantee: Research Foundation of CUNY on behalf of Lehman College
Director's Name: Herminio Martinez
State: New York
Phone Number: (718) 960-8934
Email Address: herminio.martinez@lehman.cuny.edu

The Bronx Institute of Lehman College is the lead organization and fiscal agent of Bronx Gaining Early Awareness and Readiness for Undergraduate Programs Initiative (BIGGEARUP). The following 17 partners join us in this effort: a local educational agency (The New York City Department of Education); two community-based organizations (Aspira of New York City and Mosholy Montefiore Community Center); five college programs in addition to Lehman (Brown University, Columbia University, Fordham University, Harvard University, and Johns Hopkins University); seven not-for-profit organizations (The After School Corporation, Commission on Independent Colleges and Universities, The Congressional Hispanic Caucus Institute, the Experiment in International Living, The New York Public Library, The United Way of New York City, and The Urban Assembly Schools); and two businesses (The College Board and Peterson's- A Nelnet Company). They will match equally the \$2.0 million requested from the U.S. Department of Education.

Our six-year initiative for 2,500 low income, predominantly African-American and Hispanic students from 14 Bronx middle schools address: 1) Low academic performance (as few as two percent of students pass English Language Arts; as few as four percent pass math in some schools); 2) Low graduation and college attendance rates for students of color (up to an 80 percent dropout rate for African-Americans and Hispanics); 3) Professional development and technology needs. The follow objectives address these gaps:

Objective 1 - increase achievement and preparation for college; Objective 2 - increase students' and families' postsecondary knowledge; Objective 3 - enhance teacher quality; and Objective 4 - support long-term sustainability once federal funding has ceased.

Students will be prepared for college through program activities including tutoring, enriched technology, college awareness workshops, and residential summer programs for college credit. Metis Associates will evaluate progress towards project objectives as well as the success of Bronx GEAR UP strategies.

PR Award Number P334A080178
Grantee: Duval County Public Schools
Director's Name: Kristen Larsen
State: Florida
Phone Number: (904) 858-6089
Email Address: larsenk@dreamsbeginhere.org

Creating positive outcomes for nearly 1,000 Duval County students in middle schools and communities, where large achievement and income gaps exist, is exactly what the Dreams for Our Future GEAR UP proposal is designed to do. Target schools were selected on the basis of: free/reduced lunch percentages; level of economic disadvantage; and state assessments of academic performances. Middle school students from Matthew Gilbert, Paxon, Northwestern, and Ribault will matriculate to Andrew Jackson and Jean Ribault High Schools--two of the district's most academically challenged high schools.

To "gear up" students for the opportunities that will contribute to their postsecondary success, Duval County Public Schools will collaborate with each of the city's four colleges and universities (University of North Florida, Jacksonville University, Edward Waters College, and Florida Community College at Jacksonville (FCCJ), community support agencies (Project Reach, Communities in Schools), parents, community members, and district educators to develop a comprehensive program. Over a six-year period, partners will provide a wide range of project services that include guidance counseling/support, career planning, mentoring, college awareness activities, parent involvement, and academic/tutorial support. Long term expectations include the following: 1) Improved academic preparedness and performance; 2) Increased graduation rates and enrollment in institutions of higher learning; 3) Increased awareness and participation among students and parents in programs and activities that support an understanding of postsecondary enrollment requirements, funding options, and opportunities; and 4) Increased scholarship opportunities for the high school graduates, as supported by collaborations with the local colleges, city and community agencies, and school districts.

PR Award Number P334A080181
Grantee: Victor Valley College
Director's Name: Patricia Bejarano-Vera
State: California
Phone Number: (760) 245-4271
Email Address: bejarano-verap@vvc.edu

Victor Valley College is a two-year community college located in the High Desert region of San Bernardino County, 90 miles east of Los Angeles. It serves an area of 2,200 square miles and a population of 300,000. Designated as a "financially distressed area" by the California Community College Chancellor's Office, the GEAR UP Partnership program will serve as the catalyst and facilitator for all activities, strategies, and events that are designed to achieve improvement in the academic performance of students from the target GEAR UP schools. Only ten percent of parents whose children attend the target schools have obtained a college degree, compared to 28 percent in the state. Dropout rates from high schools are far above the national level, exceeding 18 percent across the District and well above 20 percent in some locales. Working collaboratively with the High Desert Cal- PASS (Partnership for Achieving Student Success) GEAR UP will assist in effectively increasing early college awareness and readiness, by providing consistent and timely academic advising, tutoring, mentoring, and a host of other comprehensive services. Serving 1,475 students beginning in the sixth and seventh grades at five eligible middle schools, the project will provide critically needed educational and support services to eligible low-income middle school students. The overall goal of the project is to enable students to stay in school, become academically successful, and take appropriate courses to attend college. Schools will promote rigorous coursework, and students' progress will be monitored to ensure that they will be academically prepared for college. Through concerted efforts, parents and teachers will become actively involved in preparing students for college, as well as in promoting continuous improvements in instruction and curriculum.

PR Award Number P334A080182
Grantee: San Jose State University Research Foundation
Director's Name: Andrew Hughey
State: California
Phone Number: (408) 924-3636
Email Address: arhughey@aol.com

The mission of the San Jose GEAR UP Community Achievement Project is to substantially increase the number of low-income students who are to enter and succeed in postsecondary education. San Jose State University (SJSU) is the designated fiscal agent for the local partnership that includes San Jose Evergreen Community College District and five school districts: East Side Union High School, San Jose Unified, Alum Rock Elementary, Franklin-McKinley, and Mount Pleasant School Districts. The community partners are San Jose Evergreen Community College District; Silicon Valley Higher Education Roundtable; Santa Clara County Office of Education; AVID-Region V; City of San Jose Role Model Mentor Program; After School All Stars of Great San Jose, and California Youth Outreach. The targeted population consists of 3,006 multicultural, multilingual, low-income students who score well below the national average in mathematics and reading. They are primarily English learners and first generation to go to college.

The project will facilitate cross-sector collaboration as a community of learners. The focus for students will be academic rigor and success through participation in after school, Saturday and summer academies. The focus for students together with parents will be increased college awareness and career information. The professional development will focus on integration teams across the grade levels, action-centered teaching strategies for teachers and accelerating academic language development by using research-based methods like vocabulary and language development; guided interaction; metacognition and authentic assessment; explicit instruction; meaning-based context and universal themes; modeling, graphic organizers, and visuals. School site teams of counselors and parent education liaisons will meet with students and parents to review achievement plans to monitor the progress in their six-year plans.

PR Award Number P334A080187
Grantee: Fort Peck Community College
Director's Name: Paula Brien Firemoon
State: Montana
Phone Number: (406) 768-6300
Email Address: pfiremoon@fpcc.edu

Goals and Objectives:

Goals: it is a goal of Project EAGLE to significantly increase the percentage of low-income students on the Fort Peck Indian Reservation who are adequately prepared to enter and succeed in postsecondary education.

Objective 1: During the project period of September 1, 2008 through August 31, 2014, Project EAGLE will increase academic performance for four cohorts of students at three partner schools (12 cohorts total), as measured by at least 75 percent of selected students passing pre-algebra at the end of their seventh grade year and at least 75 percent of selected students passing Algebra 1 by the end of their ninth grade year, as evidenced by project records, student grades reports, monthly reports, internal/external evaluations, partnerships formed, and comparisons to baseline data.

Objective 2: During the project period of September 1, 2008 through August 31, 2014, Project EAGLE will increase the rate of high school graduation for four cohorts of students at three partner schools (12 cohorts total), as measured by at least 85 percent of participants graduating from high school and at least 70 percent of participants entering a postsecondary educational institution, as evidenced by project records, student grade and graduation reports, college entrance letters, monthly reports, internal/external evaluations, partnerships formed, and comparisons to baseline data.

Objective 3: During the project period of September 1, 2008 through August 31, 2014, Project EAGLE will increase the knowledge level of postsecondary education options, academic preparation, and financing for four cohorts of students at three partner schools (12 cohorts total).

Number of Students to be Served: We will serve four cohorts (grades four to seven in year one in each of three schools for a total of 12 cohorts. All told, Project EAGLE will serve 291 students in each year of the project.

Target Schools: Identified partners include Fort Peck Community College (applicant), Brockton Public Schools (target school), Frazer Public Schools (target school), Poplar Public Schools (target school), Fort Peck Education Department (community organization), Daya Tibi Wellness Center (community organization), External Evaluation Firm (business community), and other partners both within and external to the boundaries of the Fort Peck Indian Reservation.

Activities and Services to be Implemented: Activities and services to be implemented will include, but not be limited to, presentation of college readiness activities, supportive services, alignment of curricula with challenging standards, professional development, Kids to College style training, and data gathering to document the project's successes and challenges.

PR Award Number P334A080190
Grantee: Texas A&M University
Director's Name: Linda Castillo
State: Texas
Phone Number: (979) 845-0891
Email Address: lcastillo@tamu.edu

Students from low income families and recent immigrants in Bryan, Texas are currently ill-prepared to enter and succeed in postsecondary education. Last year only 22 percent of Bryan High School senior's class took the SAT and half that many took the ACT; within these groups, students were identified as being below the state average in college readiness. The Bryan Independent School District (ISD) GEAR UP Partnership Project will provide integrated school-community-postsecondary support services for a cohort of approximately 987 students who will be in the seventh grade in the fall of 2008; these students represent the entire population of seventh graders in Bryan ISD who attend four middle schools: Long Middle School, Rayburn Middle School, Austin Middle School, and Davila Middle School (opening fall 2008). These middle schools feed into two comprehensive high schools: Bryan High School, Rudder High School (currently only serving ninth grade) and one specialized high school: Bryan Collegiate High School, which focuses on college preparation and currently only serves ninth grade. Partners involved in this project include Bryan ISD, Texas A&M University, Blinn College, The City of Bryan, Project Unity, and local churches.

The purpose of the project is to significantly increase the number of students in Bryan ISD who are prepared to enter and succeed in postsecondary education. In particular, the project will target students from low-income families, students who are English language learners, and students with disabilities; all of these populations are significantly underrepresented in college preparation activities and college attendance. The goals of the project are as follows: 1) To remove psychological and institutional barriers regarding high school graduation and higher education. 2) To provide services so that all Bryan students are academically prepared for postsecondary education, including (a) ensuring that all students, including all subgroups, score at least at the proficient level on the TAKS examination, (b) achieving equity among student subgroups in terms of access to advanced programs (dual credit, advanced placement) and extracurricular activities, (c) reducing the drop-out rate across all student subgroups, (d) to provide quality, appropriate staff development related to enhancing success for low performing in Bryan ISD to faculty, administrators, and counselors. 3) To increase awareness of and decision-making skills regarding college matriculation and careers among students and families. 4) To develop a model for a sustainable school-community-postsecondary education partnership.

Project activities that will address these goals include personal and group counseling, including career counseling; summer enrichment programs; tutoring, including bilingual tutoring, and mentoring; family outreach activities (which occur at neutral locations such as churches within the community) related to secondary and postsecondary education, adolescent issues, careers, interfacing with agencies that serve students with disabilities, and other topics as requested by participating families; college visits; and workshops for students regarding financial aid, college choices, and postsecondary education application processes.

PR Award Number P334A080196
Grantee: Ogden City School District
Director's Name: Amy Vance
State: Utah
Phone Number: (801) 737-7904
Email Address: Vancea@ogden.sd.org

Students and schools served: Ogden City Schools (OCS) in Weber County, Utah proposes a GEAR UP program: Own Your Future (OYF). OYF will serve 875 students in three middle schools--Mount Ogden, Highland, and Mound Fort--who will advance into two high schools--Ben Lomond and Ogden.

Project Partners: OCS will partner with Weber State University and the Ogden-Weber Applied Technology College. OCS meets invitational priority number two by partnering with the following community-based organizations: Boys & Girls Club of Weber-Davis; Youth Impact; The Ogden School Foundation; and the Ogden/ Weber Chamber of Commerce.

Identified gaps and weaknesses: OCS personnel identified the following district- and school-level gaps and weaknesses through the use of various student data: Gap 1: Low performance and poor college preparedness in core subject areas; Gap 2: Low attendance, high dropout rate; Gap 3: Low graduation rate; low college enrollment, graduation rates; and Gap 4: Few opportunities for pro-social involvement

Goals: Together with key partners, OCS established six program goals, summarized below:

Goal 1: Increase the postsecondary preparation of project students (GPRA objective one); Goal 2: Increase the academic performance, attendance of project students (GPRA Objective one); Goal 3: Increase the rate of high school graduation and postsecondary participation of project students (GPRA Objective two); Goal 4: Increase students' and families' knowledge of postsecondary education options, preparation, and financing (GPRA Objective three); Goal 5: Increase the educational expectations and planning activities of project students; and Goal 6: Increase the preparation of project teachers and staff to teach and serve students.

Activities: OYF's project activities and services are directly linked to project goals and the identified gaps in OCS's current services. The 19 proposed activities fall into the following categories: 1) tutoring; 2) after-school and Saturday programs; 3) summer programs; 4) mentoring; 5) college and financial counseling; and 6) professional development and curriculum improvement.

PR Award Number P334A080209
Grantee: San Leandro Unified School District
Director's Name: Jaliza Eagles
State: California
Phone Number: (510) 332-2151
Email Address: jeagles@sanleandro.k12.ca.us

For the past five years, San Leandro Unified School District, located in Alameda County, California has provided interventions and services in direct alignment with the GEAR UP program and goals. We have participated in on-going reform work related to equity, culturally relevant pedagogy, and frontloading for English learners, all designed to close the achievement gap for African American and Latino students and improve the achievement of all of our students. We have seen some success through this work and are certain that with additional support we will truly be able to close the achievement gap and prepare our students for postsecondary educational opportunities.

The GEAR UP San Leandro Partnership included the following agencies: Chabot College; University of California, Early Academic Outreach Program (EAOP); Pacific Educational Group (PEG); R.T. Fisher Educational Enterprises (RTF), Inc.; Girls Inc.; St. Leander Church and Creekside Church. . . The initiative will target a cohort of 630 students, all SLUSD seventh graders attending our two middle schools, John Muir and Bancroft. It will build upon existing programs and services at these schools and will continue to provide services as they proceed through to San Leandro High School, the Districts only institution serving students in grade nine through twelve. The goal of the partnership are to: 1) increase academic achievement; 2) introduce college expectations for all of our students; 3) increase their college preparedness; 4) increase the number of students that meet a-g requirements for admission; 5) increase students' and families' knowledge of the financial and educational environment; and 6) increase the number of students that enroll in colleges and universities.

The services provided by the partnership will consist of multi-level programming, providing services to the entire cohort as well as targeted interventions for students that require more support. The project will include the following six components that were developed from best and promising practices: 1) Equity Work; 2) Increased in school supports; 3) professional development; 4) Career Technology Education; 5) Tutoring ; 6) Out-of-School Time Academic and Enrichment Programs; and 5) College Awareness and Preparedness Training.

PR Award Number P334A080234
Grantee: The University of Oklahoma-Norman Campus
Director's Name: Scott Wilson
State: Oklahoma
Phone Number: (405) 325-2228
Email Address: Scott.Wilson@ou.edu

The K20 Pathways to SUCCESS (Sowing University and College Connections Earlier in Students' Studies) is grounded on the K20 Center for Educational and Community Renewal's (K20 Center) model for systemic long-term change and builds on existing partnerships between the K20 Center and 36 schools across the state of Oklahoma. SUCCESS targets whole school reform based on individualized school performance plans that are continually refined by leaders, educators, families, students and other community stakeholders. Within the first year of the project, SUCCESS will provide additional resources and services to a minimum of 3,542 seventh grade students living in rural, ethnically diverse, poverty stricken areas of the state. Given that the program targets whole school reform, this number will increase exponentially as changes take place. SUCCESS builds on the K20 Centers four-phase systemic whole school reform model and will provide long-term, sustainable change. The educational environment will be transformed into high-achieving lifelong learning centers characterized by professional learning communities, classroom instruction from high quality teachers, technology-enriched authentic learning experiences, innovative instructional methods that engage student in a rigorous curriculum, and high-level parental and community involvement that prepare students for success in postsecondary education. SUCCESS seeks to increase the number of low-income students who are prepared to enter and succeed in postsecondary education by increasing: 1) the percent of cohort students who are academically prepared for postsecondary education upon graduation from participating schools; 2) high school graduation rate and postsecondary education enrollment rates of cohort schools; 3) current and future educational success expectations for cohort students by students, parents and teachers; and 4) participating students' and the families' knowledge of postsecondary education options, preparation, and financing.

PR Award Number P334A080249
Grantee: University of California-Riverside
Director's Name: Frances Calvin
State: California
Phone Number: (951) 827-4739
Email Address: Frances.Calvin@ucr.edu

The Early Academic Development Programs (EADP) at the University of California, Riverside (UCR) proposes to work together with the Pomona Unified School District, the City of Pomona, the Pomona Youth and Family Master Plan and ACT, Inc. to provide a GEAR UP Project at the three neediest middle schools in the district: Fremont, Marshall (John) and Simons. The Youth and Family Master Plan consists of youth, residents, and community service providers who are dedicated to the development of a comprehensive plan that links existing programs, identifies the need for new services, and provides a vehicle for the dissemination of information to Pomona youth and their families.

The City of Pomona is located 28 miles east of the City of Los Angeles and is in Los Angeles County. Pomona has a high percentage of families living below the poverty level, high unemployment rates and low median family income. (U.S. Census) Though there are nine colleges and universities within a 21 mile radius of Pomona, the residents have very low educational attainments and the number of students meeting the subject requirement for admission to a public university in California is also very low. In 2005, only 28 percent of graduates from Ganesha and 17 percent of graduates from Garvey had completed said requirement. (California Dept of Ed) Two of the three (Fremont and Simons) had 92 percent of their students participating in the free and reduced lunch program in the 2006-2007 school year. Marshall also had an extremely high rate of participation (91 percent). (California Dept of Ed) Overall, the Pomona Unified School District had 75.8 percent of their students participating in the Free/Reduced Lunch Program.

Most of the services provided through the Project are modeled after the UCR-Early Academic Outreach Program (EAOP) and have been proven to work. EAOP, a sub-division of the Early Academic Development Programs (EADP) office, has worked with middle and high school students for over 30 years. Research shows that EAOP students are more prepared for college than students who do not participate in the program. Data show that EAOP students surpass students statewide in terms of coursework and exam completion, UC eligibility, college enrollment and college persistence. (<http://www.eaop.org/outcomes>) Unfortunately, funding for these valuable state-funded programs has continuously been reduced and through this grant, the partnership seeks to continue to provide services to these deserving students.

The residents of Pomona will greatly benefit from the resources and experiences that the Project will provide. The project will begin by providing services to students in the seventh grade and their parents at each of the selected schools. The cohort will continue to receive services until they graduate from either Garvey or Ganesha High Schools, the two main feeder schools. In total, the project will provide services to 1,042 students, their parents and teachers. In order to meet the three objectives of the GEAR UP program, the project will focus on addressing the lack of motivation and enthusiasm that students have towards doing well in school. By participating in the project, students will become motivated to do well in school, receive tutoring assistance, and obtain information regarding the benefits of a college education, the college-going process and financial aid.

In addition, the project will also pay particular attention to the crisis that is currently facing low-income, young male students in education. According to a study done by the U.S. Department of Education, females are less likely to repeat a grade and to drop out of high school and female high school seniors tend to have higher educational aspirations than their male peers. (2004) By providing positive male role models the project will encourage male students to stay and do well in school. Additionally, the project will institute a more systemic approach that will provide services to the entire cohort.

PR Award Number P334A080257
Grantee: California State University - Fullerton
Director's Name: Mark Kamimura-Jimenez
State: California
Phone Number: (714) 278-5579
Email Address: mkamimura-jimenez@fullerton.edu

GEAR UP - Anaheim is a partnership between California State University, Fullerton (CSUF) the Anaheim Union High School District, target schools Sycamore and South Junior High Schools, Anaheim and Katella High Schools, and key community and business partners. Located in Anaheim, California, the target schools face a number of serious challenges: poverty, high percentage of English learners, low academic achievement, lack of sufficient academic support to ensure students succeed in a rigorous college preparatory curriculum, low higher education expectations and aspirations, and an inability to effectively engage and inform parents. As a result, the majority of students are not college-eligible and do not pursue higher education. To address these challenges, GEAR UP - Anaheim will provide students with comprehensive services and activities to ensure their educational success, including tutoring, academic counseling, workshops, a summer program, educational and cultural enrichment activities, college tours, career exploration, parent outreach, and professional development for target school math and English teachers. The program will serve a cohort of 1646 students beginning in the seventh grade at Sycamore and South Junior High School, and monitor and track a substantial number through graduation from Anaheim and Katella High Schools. Through its services and activities, GEAR UP - Anaheim will: - Improve math, science and English abilities and increase: retention, college preparatory curriculum completion, high school graduation, and the number of students who apply for postsecondary education. - Inform all participants and their parents regarding college options, admissions, and financing, and promote parental involvement in school planning. - Raise higher education expectations among both students and their families.