

ABRAHAM BALDWIN AGRICULTURAL COLLEGE — EDUCATIONAL OUTREACH AND YOUTH CONNECTION

1999

GEORGIA

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Total Students Served: 317

PROJECT OVERVIEW GEAR UP seeks to meet the needs of the 317 Irwin County students who were enrolled in the sixth and seventh grades in 1999. The project provides tutoring, mentoring, classroom guidance, counseling, job shadowing, and curriculum changes in addition to a summer program. The tutoring program, which provides one-on-one tutoring, continues to expand by involving

college students. Student progress is monitored in order to offer the most beneficial types of tutoring for the participants. Also, a group algebra tutoring session to benefit college prep students has recently been added. The project partners with the local Big Brothers Big Sisters to provide the Buddies in School Mentoring Program and utilizes a career-based guidance curriculum. COIN Career Targets, Georgia Career Information System and other career programs are also offered. In addition, eighth grade participants all take the Differential Aptitude Test (DAT) to assess both aptitude and interest in career areas and then receive individual counseling. The project has instituted job shadowing and career fairs to help the students explore future careers. Curriculum changes have taken place in both acceleration and remediation. All students classified as gifted are placed in accelerated mathematics and language arts. Furthermore, students who scored below the 40th percentile on the Iowa Test of Basic Skills (ITBS) are placed in remedial math and reading classes.

STRATEGY Job shadowing has been expanded to reach more students. In order to allow additional students to have a meaningful job shadowing experience GEAR UP provides mass transportation. Buses transport students to the local elementary school to shadow teachers, to a nearby technical college to shadow employees and students, and to shadow employees of a two-year institution, as well as the agricultural experiment laboratory.

THOMAS UNIVERSITY

1999

GEORGIA

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Total Students Served: 640

PROJECT OVERVIEW The Thomas University (TU) Middle School GEAR UP project is located in Thomasville, in the southwestern part of the state. The project, beginning its third year of services to MacIntyre Park Middle School (MPMS) students, initially served a cohort of approximately 450 middle school students and this year will follow the cohort members to Thomasville High School.

The TU GEAR UP staff works closely with faculty and administrators of the Thomasville City School system to provide GEAR UP participants with tutorials, cultural enrichment activities, academic advisement, parental involvement activities, college visits and professional development opportunities for school system faculty. The project also works with the Thomasville Community Resource Center (TCRC) to provide community students who cannot stay after school with some of the same services MPMS students receive. GEAR UP participants who come to tutorials and attend recommended activities are expected to stay in school, graduate, and attend a postsecondary institution. More specifically, participants are expected: 1) to read and write at grade level; 2) if at grade level, to improve; and 3) to perform at grade level in mathematics and enroll in pre-algebra or algebra by the eighth grade.

STRATEGY Since 1999, tutorials have been the cornerstone of this project. Through tutorials, students have improved academically and, as the success of this component has grown, more and more parents, teachers and community people have become involved. Parents are also participating in other programs. The project coordinator, school librarian and principal have implemented a monthly Parent's Reading Night. Every parent who attends receives a free book, which is recommended by the school's principal, and refreshments. Parents are encouraged to read to their children for at least an hour during the reading night. The purpose is to not only increase the child's reading skills, but also to help parents learn effective techniques to support their child's education.

THOMAS UNIVERSITY

1999

Contact: Cynthia Drayton
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Total Students Served: 113

PROJECT OVERVIEW The Thomas University/Lambda Xi Omega GEAR UP partnership program began in 1999, serving a cohort of students that includes third, fourth, and fifth grade students who reside in the public housing communities of Thomasville, Georgia and Pelham, Georgia. The total number of fifth, sixth, and seventh grade public housing residents is more than 113. The partnerships

that comprise this program are unique. Each partner has special characteristics that enhance the current educational system. The local chapter of Lamba Xi Omega Chapter of Alpha Kappa Alpha Sorority, Inc., is a non-profit organization comprised of 103 professional African American women. The primary purpose of the organization is community service. Lambda Xi Omega is one of the primary partners providing leadership and service. Thomas University is an independent non-sectarian, four-year accredited level III Liberal Arts College that serves the postsecondary and secondary needs of southwestern Georgia and northern Florida. The University now offers seventeen four-year degree programs and five associate degrees with numerous concentrations to meet the demands of over 800 traditional and non-traditional students. The Thomasville City and Pelham City Boards of Education are the most important partners.

STRATEGY The partners, students, parents, teachers, and administrators help make this one-of-a-kind project successful. Several activities have taken place this year in which the partners have participated. Students, teachers and parents have engaged in test prep workshops, National College Awareness Week, college fairs, parent-teacher workshops, and cultural enrichment activities. Current activities include guest lectures, the READ and RISE reading club, family math and science workshops, teacher workshops, college tours, and enrichment trips. The overwhelming support from the community motivates the students and parents to work toward postsecondary educational goals and a promising future.

SAVANNAH STATE UNIVERSITY

2000

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Total Students Served: 340

PROJECT OVERVIEW The mission of the GEAR UP project at Tompkins Middle School is to ensure that the 340 first-generation, low-income students in the seventh and eighth grade are academically prepared for, motivated to pursue, and succeed in a program of postsecondary education. Principal activities of this project include the following: 1) individual and group counseling for students; 2)

academic tutoring; 3) professional staff development; 4) a mentoring program; 5) parent university workshops; 6) summer programs; 7) educational/career field trips; 8) study skills workshops; 9) cultural enrichment; and 9) financial aid assistance.

A professional tutor and mentor provide group and individual tutoring, assisting students in academic areas such as math, science, and reading. Tutors are also assigned to assist teachers in the after-school program for troublesome academic areas. These sessions are held for two hours, three days a week. St. Joseph's/Candler Health System, a partner, sponsored a math and science summer academy to highlight the importance of enrolling in math and science courses. GEAR UP is a unit of Savannah State University's Assuring Commitment Continuity and Excellence for Students Success (ACCESS) Program, a consortium of programs formulated to be all-inclusive. Under the ACCESS Program, GEAR UP collaborates with the TRIO Programs at Savannah State to provide services to students as one unit.

STRATEGY All 340 GEAR UP students at Tompkins Middle School are currently receiving tutorial services by professional tutor-mentors. These services are provided Monday through Thursday from 8:00 A.M. through 12:00 P.M. in all subject areas. The teachers have been extremely grateful for this additional assistance in the classroom. Further, students also are being offered afternoon tutorial services. Additionally, GEAR UP provides staff development workshops, providing enhanced training for teachers to assist them in better serving their students. A Parent University has also been formulated.

UNIVERSITY OF GUAM

1999

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Total Students Served: 700

PROJECT OVERVIEW Guam, a remote outpost of the United States, is located in the Western Pacific on the outskirts of Asia. Since Guam has received newcomers throughout its history, the classrooms contain a mixture of differing linguistic and ethnic backgrounds. Untalan Middle School (UMS), with 1,150 students, is one of seven middle schools in the Guam Department of Education. UMS, its

recipient high school, George Washington, and the University of Guam (UOG) and all are within a five-mile radius of one another and have an established partnership dating back ten years. UMS will benefit from GEAR UP, especially to improve students' performance on standardized test scores. The Spring 2001 scores on the Stanford Achievement Test (SAT-9) show 38 percent of cohort students at Level 1 (little or no mastery of knowledge and skills) in reading and 78 percent at Level 1 in math. GEAR UP provides the encouragement, skills, and means for continuing education beyond high school and breaking the cycle of poverty, low literacy, and low paying jobs. The project fosters a partnership among parents, the middle and high schools, the University of Guam, and the community to encourage students to pursue higher education; encourages greater parental involvement just as it begins to wane; and enhances the desire in teachers to improve their skills in working with students and to provide more rigorous instruction.

GEAR UP will contribute to systemic reform in that parents, teachers, students, educational institutions, and the community will work together to impact student achievement and preparation for a productive future.

STRATEGY During the summer of 2001, GEAR UP held a four-week program at the University of Guam that provided academic instruction in language arts, math, and social skills, and included Internet instruction. The Internet training was for an hour and a half during each of ten days and was held in the university's computer center. The Internet training incorporated development of individual newsletters to enable students to practice language arts and research skills while refining the technology skills they were learning. The GEAR UP school curriculum during 2001-2002 enables students to keep building on these skills.

UNIVERSITY OF HAWAI'I AT MANOA GEAR UP PARTNERSHIP

2000

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Total Students Served: 695

PROJECT OVERVIEW The University of Hawai'i (UH) Manoa GEAR UP works with one cohort of 695 students at Dole Middle School and Kalakaua Middle School (who were seventh-graders in 2000-2001) and will follow them as they continue through Farrington High School as the Class of 2006. The cohort is composed primarily of Asian/Pacific Islanders (53 percent Asian; and 41 percent Native

Hawai'ian or other Pacific Islander). UH Manoa GEAR UP is designed to support early college awareness and preparation, by providing students with access to rigorous academic courses, financial aid information, and individual scholarship accounts. The main services of the project include: 1) before and after-school tutoring; 2) individual student counseling; 3) mentoring; 4) college campus visits; 5) parent and family workshops; 6) community service projects; and 7) professional development for teachers to improve the pedagogy related to language, literacy, and the learning styles of underrepresented (in higher education) minority students and language minority speakers. These activities are intended to help students strive towards high standards and increased educational achievement as well as to introduce the idea that postsecondary education is an opportunity available to each of them.

STRATEGY A special feature of the project is a GEAR UP class (available to all cohort students) entitled Language Awareness and Culture Education (LACE), which incorporates into the school curriculum the languages, literatures, and cultures of Hawai'i, the Philippines, and Samoa. LACE builds upon the strengths of the diverse student population while supporting and enhancing current efforts for: 1) curriculum improvement; 2) development of learning resources; 3) increasing knowledge of diversity and multiculturalism; and 4) effectiveness in serving multicultural populations. In addition, the grantee and a collaborative group of partners are contributing to Individual Development Accounts (IDAs), which are savings accounts that are intended to promote economic self-sufficiency and provide early financial planning.

COLUMBIA COLLEGE CHICAGO

1999

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Total Students Served: 1,252

PROJECT OVERVIEW Columbia College Chicago's GEAR UP serves three schools: the Academy of Communications and Technology (ACT) on Chicago's West Side, and the Dyett Academic Center and Beethoven School on the South Side. ACT and Dyett enroll middle through high school students. Each of the schools has a predominately African American, low-income, first-generation college-bound student population. Serving a population of 638 students (grades six to nine at ACT, grades seven to nine at Dyett, and six to eight at Beethoven), Columbia College Chicago's GEAR UP has adhered to the national program's overall mission while addressing the schools' specific needs. Programs focus on: 1) professional development for teachers; 2) in-school and after-school tutoring; 3) student development programs, service learning, and test prep workshops; 4) college-readiness summer camp, college planning workshops and ongoing college tours; 5) arts-integrated educational activities; and 6) a series of parent workshops. Students who successfully complete the program will achieve a 15 percent increase in standardized test scores and a 10 percent increase in annual GPA. Students will also have a clear understanding of the relationship between their middle school academic performance and the link to college-readiness and goal setting.

STRATEGY An innovative strategy is to provide a consistent platform of activities for exposure to college life during the school year and in the summer. The arts are used as a tool to develop critical thinking skills and stronger academic links for students. College students from various institutions in the Chicagoland area tutor GEAR UP students. A monthly college workshop provides opportunities for college graduates to speak with GEAR UP students about the realities of their college experiences and career opportunities. Students participate in lectures and open discussions with Columbia College professors and with guest professors and artists from other institutions.

HARVEY PUBLIC SCHOOL DISTRICT 152

1999

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Total Students Served: 325

PROJECT OVERVIEW Project Champion at Harvey Public School District 152 is a partnership that includes Thornton Township High School District 205, South Suburban College, and the Results Plus Ministries. The project addresses the needs of approximately 320 students who were enrolled as seventh grade students at Gwendolyn Brooks Junior High School in the fall of 1999. The purpose of Project

Champion is to provide the education and inspiration needed to encourage the students who come from families with low income to pursue higher education. Project Champion follows each child through junior high and high school and provides rigorous instruction, individual support, and related educational programs for students, parents, and teachers.

The principal activities for Project Champion include individual counseling, after-school tutoring, summer classes for low-achieving students, professional development training for teachers, and mentoring. Intrinsic, as well as extrinsic, rewards are presented to those students who meet, or exceed, predetermined goals such as a 2.0 grade point average. Students who successfully complete this program will meet, or exceed, Illinois State Standards and goals in reading and mathematics as measured on the ISAT (Illinois Standards Achievement Test).

STRATEGY Project Champion is data driven, and seeks to assist students in accelerating their learning by linking literacy, mathematics, and technology with information about colleges, financial aid, and careers. Through Project Champion, GEAR UP also supports social development, reading development, writing development, mathematical problem solving, and content area learning. Underlying the project is a variety of strategies for data collection, data analysis, and decision making for the betterment of our students. In addition, five Project Champion Program Counselor/Advisors spend a great deal of time meeting with students, teachers, parents, and local agencies to address participating students' personal and academic needs.

NORTHEASTERN ILLINOIS UNIVERSITY — CHICAGO EDUCATION ALLIANCE

1999

Contact: Wendy M. Stack
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Total Students Served: 12,085

PROJECT OVERVIEW The Chicago GEAR UP Alliance provides comprehensive services to 12,085 disadvantaged middle and secondary students, transforming their preparation for success in high school and college. It addresses critical needs that place students at risk of educational failure by changing the content and methods of the classroom in project schools and by providing supports outside

the classroom and summer activities. With its partners, the project creates a coordinated system for early intervention through tutoring, mentoring, and enrichment activities; implements an inclusive approach for informing students and parents about college, career options, financial aid, and required rigorous courses; provides experiences in college settings; and emphasizes that all children are capable of success. The resulting community of support will be sustained from middle school into postsecondary education. Students from thirty-four schools, organized into six networks, will realize that learning is a fascinating adventure that allows them to explore themselves and the careers that will enable them to achieve their dreams. The project draws upon the successes of the Chicago Education Alliance by bringing together decision makers from state and local education, community, and business sectors including Northeastern Illinois, Roosevelt, DePaul, and Loyola Universities, City Colleges of Chicago, Chicago Public Schools, and the Chicago Teachers' Center. Outcomes will be sustained, resulting in system-wide change.

STRATEGY GEAR UP is building a culture in schools that is characterized by high student achievement and responsibility, and supported by learning communities and inquiry-based teaching. This requires extending educational opportunities to all stakeholders including teachers, parents, students, and school administrators. GEAR UP parents earn computers for their homes by taking classes in how to use them. Students compete for scholarship funds to attend partner universities on the "Who Wants to Win a Scholarship?" show patterned after the "Who Wants to be a Millionaire?" quiz show. The show is taped and aired on cable access each spring. Students study from a guide, developed by GEAR UP, that contains 17,025 academic questions.

SHAWNEE COMMUNITY COLLEGE

1999

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Total Students Served: 1,165

PROJECT OVERVIEW Shawnee Community College's GEAR UP program serves four target school districts in the rural, economically-depressed Alexander and Pulaski counties of southernmost Illinois. Up to 93 percent of students are eligible for free or reduced price lunches. Both counties are included in the Lower Mississippi Delta Region, termed in 1990 the poorest region in the United States.

Activities in Shawnee Community College's GEAR UP program include: after-school tutoring; professional development opportunities for GEAR UP teachers; individualized education and career plans for all students; cultural field trips; college awareness activities and field trips for students and parents; summer activities and academy; job shadowing activities; career fairs; a mentoring program for at-risk youth; entrepreneurial activities; incentive programs for students and parents; computer/technology classes for students and parents; a quarterly newsletter; and the provision of technologies, resources, and supplies to participating schools.

STRATEGY After-school tutoring is conducted by utilizing an incentive program for students who attend and for students who improve their grades. Plans are also being made to involve outstanding high school students as tutors. Incentive programs have recently been initiated to increase parental involvement. A mentoring program, for at-risk youth, is being developed as a partnership between Shawnee Community College's GEAR UP and the Regional Office of Education.

SOUTH ILLINOIS UNIVERSITY AT EDWARDSVILLE — EAST ST LOUIS CENTER

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Total Students Served: 350

PROJECT OVERVIEW The Southern Illinois University GEAR UP project serves approximately 300 students each year. The program is currently located in Lincoln Middle Schools and next year will be located in East St. Louis Senior High School, East St. Louis. Fewer than 50 percent of the students enrolled at Lincoln Middle School have passed all sections of the Illinois Standardized Achievement Tests

and the East St. Louis School District Report Card for 1999-2000 reveals that less than 24 percent of the high school graduates pursue postsecondary education. GEAR UP is attacking these problems by: 1) offering services for career education; 2) providing academic advising and counseling; and 3) exposing participants to cultural and educational activities. Workshops are provided to parents on effective parenting skills, assisting with homework, enrolling in college as an affordable reality, and other topics. In addition, faculty is offered workshops/seminars on best practices, classroom management, anger management, and new teaching methodologies. All program participants either enrolled in Algebra 1 last year while in the seventh grade or are enrolled this year in the eighth grade. It is anticipated that 75 percent of the students will pass Algebra I with a grade of C or above.

STRATEGY The most innovative strategy is that of providing, in the classroom, supplemental instruction which enables students to pass to the ninth grade and to pass the Illinois Standard Achievement Test by the end of this program year.

THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ILLINOIS — PRINCIPAL'S SCHOLARS PROGRAM

Contact: Francena Adams
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Total Students Served: 220

PROJECT OVERVIEW The Partnership in Learning for Successful Students (PSS) provides a comprehensive continuum of learning that supports integration of knowledge for 220 students, parents, and teachers in three Chicago Public Schools. The program was founded on the philosophy that "intelligence is a function of effective and focused effort." PSS students participate in academic research

modules, skill development modules, in-school supplemental courses, tutorial sessions, academic competitions, workshops, conferences, career success clubs, and a residential summer enrichment program. Activities are skill-based and enhance, rather than supplement, what is taught in the classroom.

Parents enroll in computer classes, financial planning, testing strategies, employment seminars, and college preparatory workshops designed to provide the intellectual leadership necessary for college enrollment. Teachers from PSS schools enroll in curriculum enhancement and computer technology workshops. These workshops are structured to increase student learning and to integrate standardized testing modalities into the school curriculum. At the close of the five-year project, PSS students will have improved reading, writing, mathematics, and science reasoning skills as demonstrated by their performance on standardized test scores and will be prepared to enter their "first choice" institution of higher learning.

STRATEGY Taught by high school instructors on a university campus, hands-on science courses are interactive and integrate math with the laws and theories of chemistry and physics. Students receive a preview of upper-level high school science courses and increase their higher order thinking skills. Camp SMART (Science, Mathematics, Articulation, Research and Technology) is a residential experience at the University of Illinois. Faculty teach science, mathematics, language arts, and interactive laboratory courses to build students' analytical thinking, academic confidence and introduce college expectations. PSS Coordinators report an increase in test scores, grades and academic interest.

THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ILLINOIS-CHICAGO

1999

ILLINOIS

Contact: Katrina Dabney
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Total Students Served: 1,189

PROJECT OVERVIEW The University of Illinois-Chicago (UIC) GEAR UP project, with the assistance of its partners and UIC, is responsible for serving over 1,130 low-income and first-generation college-bound students in the seventh grade. The purpose of the project is to assist students from nineteen elementary schools, and to increase the number of them who enter college. GEAR UP seeks to

accomplish its goals by providing information to students and their parents about the college application process, financial aid, and scholarship opportunities. The primary services provided by the program are: counseling, mentoring, academic support, after-school support, and outreach to junior high and secondary school students who are at risk of dropping out. Another component is to provide GEAR UP instructors and staff with professional development opportunities to assure they maintain high expectations for students and themselves.

STRATEGY Over 90 percent of all GEAR UP participants have been involved in a program of mentoring or in a career development workshop. Activities include counseling, advisement, and student support throughout the year in areas such as leadership development, etiquette, conflict resolution, and problem solving. In addition to establishing and maintaining in-person liaisons, e-mail, and telephone advising has also been established. Over 80 percent of all GEAR UP participants have been involved in cultural and social events throughout the Chicago area. These include a live musical production by the Loyola Theater Department of Romeo and Juliet and The Scarlet Letter.

UNIVERSITY OF ILLINOIS AT SPRINGFIELD

1999

ILLINOIS

Contact: Ernest L. Cowles
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Total Students Served: 800

PROJECT OVERVIEW The Springfield Public Education partnership, initiated in 1999, includes the University of Illinois at Springfield, Springfield School District 186, Lincoln Land Community College, and the Springfield Urban League. A variety of activities are offered for the present eighth-graders at Washington Middle School and the ninth-graders at Lanphier High School, two

schools in District 186. These activities include: 1) tutoring by community college faculty; 2) mentoring from community college students; 3) touring the campuses of the university and the community college; and 4) attending career presentations by local professionals. The eighth grade students and teachers have benefited from computers and software provided by GEAR UP. Because of the great demand for use of the computers in the lab, the middle school purchased two portable wireless computer labs that can be used in any classroom. Examples of software that have been very well received by both teachers and students are Accelerated Math, Accelerated Reader, and Perfect Copy. The parents have been involved in technology nights and The Urban League has provided additional activities to include parents in the education of their children. The middle school teachers have had professional training through such programs as Reading Across the Curriculum and Preventing Bullying, in addition to training in the use of new technologies.

STRATEGY A parental involvement coordinator, hired at Washington Middle School (WMS) to increase the interest of parents in the school, has initiated a parent newsletter, conducted a survey of parents, and worked directly with students. The coordinator has started a sign language club and teaches American sign language as an enrichment activity. WMS has seen an increase in the numbers of parents participating in PTO meetings, parent-teacher conferences, and other parent activities.

2000

NORTHEASTERN ILLINOIS UNIVERSITY

Contact: Richard Rutschman
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Total Students Served: 2,755

PROJECT OVERVIEW BRIDGES TO THE FUTURE provides comprehensive services to over 2,700 disadvantaged middle and secondary students, transforming their preparation for success in high school and college. It addresses critical needs that place students at risk of educational failure by providing professional development to change the content and methods of the classroom in project

schools, and by providing support within, and outside, the classroom including summer activities. With its partners, the project: 1) creates a coordinated system for early intervention through tutoring, mentoring, and enrichment activities; 2) implements an inclusive approach for informing students and parents about college, career options, financial aid and required rigorous courses; 3) provides experiences in college settings; and 4) emphasizes that all children are capable of success. The resulting community of support will be sustained from middle school into postsecondary education. Students from ten schools, organized into three networks, will realize that learning is a fascinating adventure that allows them to explore themselves and the careers that will enable them to achieve their dreams. The project, as part of the Chicago GEAR UP Alliance, adds as partners the University of Chicago's Center for School Improvement and TRIO programs; the Chicago ENLACE Partnership; and additional community organizations to assure that outcomes will be sustained, resulting in system-wide change.

STRATEGY Strategies include: 1) building a robust culture in schools characterized by high student achievement and responsibility, and supported by learning communities and inquiry-based teaching; 2) extending educational opportunities based in schools to all stakeholders including teachers, students, and parents; and 3) infusing college and career preparation into the core curriculum at all levels through authentic intellectual work that is rigorous, relevant beyond the classroom, and based on solving real-world problems using a broad range of technologies.

1999

GARY COMMUNITY SCHOOL CORPORATION

Contact: Vanessa Allen
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Total Students Served: 1,130

PROJECT OVERVIEW The GEAR UP Initiative, led by the Gary Community School Corporation, targets 1,130 students who were enrolled in the seventh grade in the 1999-2000 school year. A profile indicates that 96.9 percent are of African American descent, 26 percent are from families with low income, and 60 percent qualify for services under the National School Lunch Act. Partnership members

include: Purdue University Calumet, Indiana University Northwest, plus seven partners from community organizations, businesses, state educational agencies and parent groups.

GEAR UP objectives are: 1) to provide intensive, individualized support to all students; 2) to promote strategies and activities for parent involvement; 3) to promote reform in three core subject areas; 4) to assure community awareness of the program; 5) to provide six staff meetings per year; 6) to maintain relationships with the project partners; and 7) to implement strategies to sustain the program beyond the grant period.

STRATEGY The GEAR UP Initiative, through its partners, has provided programs for informing students and parents about college options, college preparedness, and financial aid information and will continue these program services through the students' high school graduation. Comprehensive services have included mentoring, tutoring, counseling, and other academic and educational activities. Also, after-school programs, summer academic and enrichment programs, and college visits for parents and students have provided a variety of college preparatory opportunities to economically disadvantaged students to prepare them to pursue and successfully complete a college degree.

INDIANA UNIVERSITY

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Total Students Served: 1,350

PROJECT OVERVIEW GEAR UP Orange County, led by Indiana University, brings students, parents, schools, businesses and the community into a partnership to encourage, support, and expand the education, training, and career opportunities for Orange County youth in order to strengthen the community. Orange County is rural, currently reporting the lowest per capita income of any county in

Indiana. It is also the county most distant from any institution of higher education. GEAR UP serves the students and families in its three junior-senior high schools through student services such as: tutoring, mentoring, college campus visits, career exploration opportunities, and high school course selection information. The project also conducts information meetings and workshops for parents and increases communication between the school and the home via parent liaisons at each school. An innovative program supports course reform and teacher professional development through the participation of school-community teams in the Indiana Student Achievement Institute (InSAI). Participation in the Institute provides for data driven decision-making coupled with mini-grants to promote school improvement and innovation. Finally, GEAR UP provides opportunities for community involvement in schools, including volunteer positions and school decision-making committees.

STRATEGY InSAI (Student Achievement Institute) is a whole school reform effort focused on raising educational achievement for all students and closing achievement gaps between rural, minority, and low-income students and their more advantaged peers. The InSAI program provides a process and tools for gathering, analyzing, and reflecting on key data items in the school; at the same time, the school and community define a common vision for the students and adults based on the core convictions shared about children and education. The process encourages change by creating a natural tension. Change occurs when the dissatisfaction with current data, in light of the common vision, is greater than the organizational inertia. For more information about InSAI, please visit <http://asai.indstate.edu>.

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT 1999

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Total Students Served: 212

PROJECT OVERVIEW The Des Moines Public Schools GEAR UP project offers comprehensive programming to serve students who entered Hiatt Middle School in 1999, through their graduation from East and North High Schools in 2005. The GEAR UP project is designed to encourage all students, particularly low-income and first-generation college, to have high expectations, stay in school, and

pursue postsecondary educational opportunities such as college, vocational training, and apprenticeships to gain essential skills necessary to succeed in the 21st Century workplace. Consistent with these objectives, the GEAR UP partnership offers a comprehensive array of services including mentoring, tutoring, counseling, after-school programs, summer academic and enrichment programs, and college visits.

STRATEGY Innovative features include a college scholarship commitment from two of the partners, Central College and Grandview College, for every student in the cohort who successfully graduates from the program. Intensive tutoring is provided to cohort students who are in poor academic standing. Family nights are conducted for financial and college planning. Each student will participate in three college visits and have a culminating Central College residential experience known as the Leadership Conference. Iowa State University is providing mentoring experiences for at least thirty of the cohort students and is matching their career pathway interest. Summer enrichment and academic activities are also offered by Iowa State University Extension Services.

UNIVERSITY OF NORTHERN IOWA

2000

Contact: Karen McNeil
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Total Students Served: 930

PROJECT OVERVIEW The GEAR UP program led by the University of Northern Iowa seeks to address the needs of Logan Middle School students and follow them through their entry to East, West, and Columbus High Schools. Principal activities of this project include: 1) individual counseling for students and parents; 2) mentoring; 3) tutorial assistance; 4) college visitations; 5) cultural awareness

activities; 6) professional development for continuity of instruction between middle to high schools and high schools to institutions of higher learning; 7) career awareness; 8) inservice training and workshops; and 9) parental involvement. Students who successfully complete the program will have accomplished the following: passed Algebra 1 in the eighth grade with a C or better; scored at, or above, the 50th percentile in reading, algebra, science and language on the STAR reading test and on the Iowa Test of Basic Skills; completed an individual course guide; and, be on track for meeting college and university entrance requirements.

STRATEGY To increase parent participation and build confidence in visiting their child's school, the GEAR UP staff utilized parent-teacher conferences. Fliers were sent to each child's parents inviting them to attend the conferences and indicating that door prizes would be given. Parents completed registration slips, which were placed in a basket, and names were randomly drawn. After scheduling appointments, staff members personally made home visits to each winner. These personal visits netted GEAR UP more visibility, which made the parents comfortable and gave them a clearer understanding of the program. Talking one-on-one in a relaxed atmosphere made parents much more amenable to supporting GEAR UP.

COFFEYVILLE UNIFIED SCHOOL DISTRICT 445

1999

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Total Students Served: 190

PROJECT OVERVIEW The Coffeyville Community GEAR UP project serves 190 students, 57 percent of whom qualify for free or reduced cost lunch. Coffeyville pupils reflect the attitudes and values of their community. As a result, low numbers seek advanced education opportunities. GEAR UP addresses individual student's needs and brings together the major factors that can cause change

within the community. Major components of the project include: 1) curriculum alignment and reform; 2) extensive professional development activities; 3) direct academic services to raise students' classroom performance; 4) tutoring and mentoring programs; 5) summer programs, after-school programs and college campus experiences; 6) counseling and information services to expand the horizons of students; 7) parental involvement in students' educational programs; and 8) local programs to upgrade community expectations and aspirations. Components built into the Coffeyville Community GEAR UP project will bring about systematic changes to raise the performance level of the cohort group and will impact all subsequent classes. By improving academic performance through a well-taught, rigorous curriculum, a greater number of students from all socioeconomic levels will be prepared to enter postsecondary educational programs.

STRATEGY The Coffeyville Community GEAR UP project has expanded its tutoring services. Previously, tutoring services have been offered one hour before and after school, as well as during the seminar time. Thirty students have attended this semester. GEAR UP staff, college students, peer tutors, and community teachers are available for help. To expand these services, sixteen students were targeted from their ITBS (Iowa Test of Basic Skills) scores to participate in sixty minutes of remediation in math and reading. Retired teachers have volunteered to assist in this effort twice a week.

KANSAS STATE UNIVERSITY

1999

Contact: LaVerne L. Baker
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Total Students Served: 280

PROJECT OVERVIEW The Kansas State University (KSU) GEAR UP I (GUI) project has been geared to encourage 280 students, now in ninth grade, to complete middle school and high school and to attend a two-year community college or a four-year university or college. All of the GUI student cohorts live in Junction City, sixteen miles from Kansas State University (KSU). GUI activities are

conducted in Junction City where the students attend school and on the KSU campus to acquaint students with the university experience. Specific GUI activities have included: 1) tutoring students who are not thriving academically by KSU undergraduates; 2) participating in the G. R. O. W. program for girls with emphasis on engineering and the sciences; 3) using Wildcat Saturdays to expose students to the nineteen community colleges and six Regents Colleges and Universities in Kansas; 4) developing summer programs emphasizing academics, lifeskills, career exploration, recreational, and cultural experiences; 5) participating in a basketball camp and bowling league for male students; 6) enrolling in golf classes at the Earl Woods National Youth Golf Academy; and 7) making campus visits to Kansas State University to learn about the university environment.

STRATEGY Forty ninth grade students and their eighth grade teachers were selected by GUI to participate in a summer math program at the Junction City High School. The program was a collaborative effort between District 475 and GUI. Five math teachers were hired by the district, with salaries paid from GUI funds. GUI staff directed the daily operations and early planning phases of the program. Peer Math Tutors and a van driver to transport the students were financed by the GUI Program; the van for transportation was provided by the district. Math test scores taken at the beginning and at the close of the summer program increased by 38 percent. The math tests were aligned with the State of Kansas Department of Education standards.

LABETTE COMMUNITY COLLEGE

1999

Contact: Jennifer Buttram
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Total Students Served: 962

PROJECT OVERVIEW CLASP-LC GEAR UP in Labette County is an active partnership that includes Labette Community College, USD 503–Parsons, USD-505–Chetopa, ParentTEAMS, and Labette County Family Coalition. The project promotes early college and career awareness and focuses on goal setting as well as on how to achieve the goals one has set. GEAR UP assists with

tutoring, mentoring, and individual counseling for all students in grades six through nine within the two school districts of Parsons and Chetopa.

STRATEGY A focus of the GEAR UP program is career awareness. An engaging way to help students share their career interest is through art. A Career Poster Contest was designed for sixth grade GEAR UP students to express and share their career interest. Once completed, the posters were displayed throughout the halls of the Middle School. A few of the GEAR UP students in the eighth grade volunteered to be judges for the contest. Prizes were donated by local business and awarded to first, second and third place winners in six categories. Certificates were given to the aforementioned winners as well as two honorable mention places in each category.

UNIVERSITY OF KANSAS CENTER FOR RESEARCH, INC.

1999

Contact: Jim Knight
Phone: (785) 864-0623
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Total Students Served: 7,498

PROJECT OVERVIEW In three years, Pathways to Success has significantly improved the way teachers teach and students learn in Topeka USD 501. This comprehensive reform program involves the following components: a) intensive reading interventions; b) improving student performance through instruction in learning strategies; c) restructuring courses to ensure they are rigorous as well as

learner-friendly; d) linking students with telementors who facilitate student learning through assistance on projects and related support within a mentoring relationship; e) engaging students and parents in exploring postsecondary education opportunities and learning about learning strategies; f) developing student mission statements and goals, and guiding their attainment of goals; g) providing after-school and during-school strategic tutoring; and h) implementing teacher-guided professional development sequences.

STRATEGY Pathways to Success has been highly successful using the Teacher-Guided Professional Development program to gain teacher buy-in to this project. During the summer of 2001, more than eighty-five teachers attended three professional development workshops. Approximately 75 percent of teachers in Pathways schools have committed at least four weeks of instructional time to teaching learning strategies or using content enhancement in their classrooms. More than 1,500 students have learned at least one writing strategy, and an additional 1,500 students have learned at least one reading strategy. Students have shown an improvement of more than 25 percent on curriculum-based measures. Fifteen different strategies have been taught at the schools. More than 700 students have participated in telementoring.

UNIVERSITY OF KANSAS CENTER FOR RESEARCH, INC.

1999

Contact: Lisa Henderson
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Total Students Served: 300

PROJECT OVERVIEW The University of Kansas School of Education GEAR UP project has been working with its student cohort since seventh grade. The cohort is presently in the ninth grade at F. L. Schlagle High School in the Kansas City Kansas School District. GEAR UP's mission is to create and develop programming that will academically and financially prepare students for

postsecondary education. The basis of the program is to empower students and their teachers by helping them to implement and master Learning Strategies developed by the University of Kansas Center for Research on Learning. These strategies are tools for teachers to plan, develop, and implement lessons and units that are engaging and effective. These Learning Strategies enable students to focus on how to learn and how to effectively use what has been learned. Research strongly indicates that by having teachers engaged in Strategic Instruction, GEAR UP's student cohort will become independent learners and performers. Thus, the students will be well prepared to enter, persist, and graduate from any postsecondary education program.

STRATEGY GEAR UP empowers students by empowering their teachers. Strategic Teaching Fellows provides professional development for GEAR UP teachers. This program takes professional development one-step further, providing teachers with an extensive list of Learning Strategies and Content Enhancement Routines. Teachers select the strategies and/or routines that fit the needs of their students. Training is provided on the strategies through co-teaching in the classrooms. In addition, GEAR UP offers all needed texts and materials, as well as classroom support such as making copies, grading, and co-planning lessons. GEAR UP is currently implementing this program throughout the grades and is working with twelve freshmen teachers. Strategic Teaching Fellows are provided with graduate credit from the University of Kansas and a monthly stipend of \$175.

UNIVERSITY OF KANSAS, COLLEGE OF LIBERAL ARTS AND SCIENCE 1999

Contact: Cheryl Land
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Total Students Served: 354

PROJECT OVERVIEW The University of Kansas (KU) College of Liberal Arts and Science (CLAS) GEAR UP program is designed to ensure that students in the sixth through twelfth grade who reside in Kansas City Public Housing are prepared for, pursue, and succeed in postsecondary education. The program works with the 354 participants on-site at their residence. KU CLAS GEAR UP has

established homework centers within each of the five housing sites so that students may receive assistance with their reading, math, writing and computer skills. For students and their parents, GEAR UP offers: academic counseling; tutoring and mentoring; cultural, social and recreational opportunities; campus visits and financial aid awareness; and job and entrepreneurial skills.

STRATEGY KU CLAS GEAR UP has pursued its mission of exposing youth to career and college opportunities through experiential-based learning. Students have developed reading, writing and study skills through attendance at homework centers. Further, they have participated in an eight-week Film Academy in which they filmed, took still photos, wrote scripts, interviewed GEAR UP participants, and developed a documentary of the program. Students have also participated in entrepreneurial workshops, developing a business from the ground up and making profits. Creative work in library research is being implemented this year. The GEAR UP project will continue to engage and inspire participating students to dream and to plan a future in the postsecondary world.

WICHITA PUBLIC SCHOOLS USD 259 1999

Contact: Andy Solter
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Total Students Served: 1,855

PROJECT OVERVIEW GEAR UP Wichita is designed to help low-income students enroll and succeed in postsecondary education. GEAR UP initiated the 1999 program with every seventh grade student enrolled at three low-income middle schools, is following those students through high school, and adds a new seventh grade class each year. The project will serve 1,850 students. Improving academic

achievement is accomplished by developing and revising a student's individual action plan; referring students for tutoring and mentoring; supplying curriculum suited for urban students; providing teachers with workshops to raise expectations about their student's abilities to succeed; and supporting Wichita Public School's efforts to raise student achievement.

Hope and inspiration are built through college visits and career speakers, retreats for students to focus on their futures, summer camps on college campuses, activities to reduce the problems caused by transition from middle to high school, and college entrance test preparation. Parents are involved and educated about postsecondary options through parent workshops, newsletters, and personal visits during enrollment and parent/teacher conferences. Outcomes are measured by monitoring a student's grades and standardized test results, attendance, and behavior; and by survey results showing knowledge and interest about college and other postsecondary options.

STRATEGY A successful innovative strategy was the development of workshops for teachers to examine expectations of their students' abilities to succeed. Teachers discovered their expectations were gained frequently from sources such as earlier grades and reports, many of which were inaccurate. Students who had low reading skills in their earlier grades, often because they had little vocabulary preparation at home, were classified as "slow" or "poor students"; this expectation of low performance followed them throughout their school career. As teachers realized their preconceptions were inaccurate, they began to expect more from their students and to raise the bar for performance.

DODGE CITY SCHOOLS USD 443

2000

Contact: Randy Smith
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Total Students Served: 2,258

PROJECT OVERVIEW Dodge City is in the second year of its five-year GEAR UP project. The district has a 54 percent minority population that is primarily Hispanic. GEAR UP's focus has been on improving student performance and applies the logic that unless students enjoy success in the classroom there is very little likelihood of their continuing to postsecondary education. GEAR UP has

concentrated on reducing student/teacher ratios from twenty-nine students per instructor to fourteen students per instructor in the areas of reading and math. To date, student performance indicators have been positive. Students earning grades of D or F have been reduced significantly through direct intervention. GEAR UP has also established after-school mentoring, including telementoring, to improve performance. Computer networking instruction has increased student interest and involvement in current affairs, especially following the events of 11 September. GEAR UP is also moving to enhanced parent contacts and inservices in support of convincing families that a postsecondary education is a viable option for their consideration. To enhance this strategy, the district is in the process of receiving final approval and certification for a Dodge City Schools Foundation to provide scholarships and aid to high potential students with significant financial need. Fund raising activities will begin this summer.

STRATEGY The Gear UP program is involved in establishing a Quality L.I.F.E. (Quality Living Involves Fulfilling Expectations) portfolio for each student to help them plan for meeting future goals in life and education. Portfolios are reviewed regularly with every student and discussions are held to make sure that each student's long-range plans are being met. These choices involve decisions about drug and alcohol use, interpersonal relationships, and postsecondary/career planning. The concept behind the portfolios is that research shows that students with long-range guided goals are less likely to make detrimental life decisions.

KANSAS STATE UNIVERSITY

2000

Contact: Renee Freeman
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Total Students Served: 548

PROJECT OVERVIEW Kansas State University (KSU) and the Junction City Middle School have partnered to serve the needs of 548 middle school students through GEAR UP II (GU II). The project will serve 228 sixth graders and 320 seventh-graders. In addition to the related goals of the program, Phase I will emphasize the transition from middle school to high school. Phase II of the program will

encourage participants to complete high school and pursue a college education. KSU's GU II program will provide a variety of services to include: tutorial services; advising for course selection; academic workshops; assistance in preparing for college entrance exams; mentoring; visits to college campuses; career exploration; assistance with college admissions/financial aids forms; guidance on secondary school re-entry; personal and career counseling; cultural enrichment activities; teacher in-service training; workshops and counseling for GU II parents; and a two-week summer component for GU II participants. The summer component, held at the KSU campus, is designed to simulate the college academic experience.

STRATEGY Kansas State University is honored to be home to the Earl Woods National Youth Golf Academy. Through participation in the Golf Academy, GEAR UP students will not only learn the skills of golf, but also will participate in the Academy's renowned "Life Skills" program which fosters maturity, civility and responsibility. Further, through the Academic Turn Around Program (ATA), a remedial instruction class affords GEAR UP the welcomed opportunity to serve students during the school day.

UNIVERSITY OF KANSAS CENTER FOR RESEARCH, INC.

2000

Contact: Jim Knight
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Total Students Served: 2,465

PROJECT OVERVIEW Pathways to Success has significantly improved the way teachers teach and students learn in Topeka USD 501. This comprehensive reform program involves the following components: a) intensive reading interventions; b) improving student performance through instruction in learning strategies; c) restructuring courses to ensure they are rigorous as well as learner-

friendly; d) linking students with telementors who facilitate student learning through assistance on projects and related support within a mentoring relationship; e) engaging students and parents in exploring postsecondary education opportunities and learning about learning strategies; f) developing student mission statements and goals, and guiding their attainment of goals; g) providing after-school and during-school strategic tutoring; and h) implementing teacher-guided professional development sequences.

STRATEGY Pathways to Success has been highly successful using Teacher-Guided Professional Development to gain teacher buy-in to this project. During the summer of 2001, more than eighty-five teachers attended three professional development workshops. Approximately 75 percent of teachers in Pathways schools have committed at least four weeks of instructional time to teaching learning strategies or using content enhancement in their classrooms. More than 1,500 students have learned at least one writing strategy, and an additional 1,500 students have learned at least one reading strategy. Students have shown an improvement of more than 25 percent on curriculum-based measures. Fifteen different strategies have been taught at the schools. More than 700 students have participated in telementoring.

BEREA COLLEGE

1999

Contact: Dreama Gentry
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Total Students Served: 1,500

PROJECT OVERVIEW The Berea College GEAR UP project provides vitally needed services to Rockcastle County, located in the foothills of Appalachian Kentucky. The area is faced with serious economic and educational problems. Low educational attainment is directly tied to the prevalence of poverty. For many children growing up in the area, the future is grim. GEAR UP has developed a

comprehensive plan of services built around four components: 1) a Student Component, including career and postsecondary awareness and preparation, summer exploration and enrichment activities, individual counseling services, and tutoring; 2) a Parent Involvement Component; 3) a Professional Development Component, and 4) a School and Community Component. The major goals of the program are: a) to provide a high quality comprehensive program of educational support that assists participants in the completion of a rigorous curriculum and promotes enrollment in college; b) to provide information and a program of activities designed to increase college and financial aid awareness and involvement among program participants and their parents; and c) to provide comprehensive training for school staff to improve teaching and advising skills and; d) to promote the development of a more rigorous academic curriculum. Program outcomes will include increases in student academic skills, high school graduation rates, and college enrollment rates.

STRATEGY GEAR UP staff worked with the partners to develop a Bridges Program for ninth-graders. Bridges begins with a one-week summer session structured in the ninety-minute blocks the rising ninth grade students face for the first time in high school. Students attend classes taught by freshman-year high school teachers who conduct lessons in their content area, and receive training in time-management and study skills. Further, Bridges provides academic year follow-up and support to students. Each Wednesday, Bridges teachers tutor students after school. Bridges also provides students with field trips and enrichment activities. Bridges is funded through GEAR UP, the school system, a KY Department of Education ESS Grant, and the 21st Century Learning Centers.

CLINTON COUNTY BOARD OF EDUCATION

1999

Contact: Robin Choate
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Total Students Served: 1,675

PROJECT OVERVIEW The Clinton/Wayne County GEAR UP project intends to increase academic performance and awareness of opportunities for postsecondary education among the students in rural South Central Kentucky. A wide variety of programs are offered to the participants including: 1) Super Saturdays; 2) college tours that integrate cultural awareness through theater productions and

museum visits; 3) evening meetings and parent workshops held periodically to address financial planning, study skills, resume building; 4) incentives for academic achievement related to athletic event attendance; and 5) mentoring by community members. Both students and their parents are encouraged to participate in all activities, and through these avenues overall knowledge is obtained by both.

STRATEGY The focus of the GEAR UP project is for the students to improve themselves, not to compete with each other. Incentives have been introduced to improve math and science scores and to improve writing in seventh grade, assisted through the Kentucky Writing Portfolio Assessment. Students are introduced to the arts to improve their arts and cultural scores on the Commonwealth Accountability Testing System test and eighth-graders are provided with the Explorer Assessment. Further, a scholarship foundation has been established, through private donations, to provide financial aid to facilitate enrollment in college.

ELIZABETHTOWN COMMUNITY COLLEGE

1999

Contact: Donna Fohl
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Total Students Served: 4,725

PROJECT OVERVIEW The GEAR UP project at Elizabethtown Community College was instituted, in 1999, to increase postsecondary awareness, improve college readiness, and encourage higher education goals for all seventh through eleventh grade students from four school districts in central Kentucky. As each year of the project continues, GEAR UP implements additional initiatives

designed to meet these goals. Components of the project include: 1) college mentors for students in the seventh grade; 2) experiential campus visits in the eighth grade; 3) ACT awareness and preparedness for students in the ninth grade; 4) addressing barriers to college in the tenth grade; and 5) development of postsecondary plans by eleventh grade students. Beginning in the eighth grade, the project provides Power Pacts, individual academic and career counseling sessions with parents and students, to involve parents in the planning process for high school and college. Students involved in the GEAR UP project meet and develop a connection with college students; tour both a community college and technical college campus; participate in academic and technical activities sponsored by various college departments and faculty; improve study skills; prepare for, and practice taking, college entrance exams; and organize specific plans for their future.

STRATEGY Power Pact is a unique initiative that provides individual counseling opportunities for parents and students to meet with secondary, postsecondary, and community mentors. Power Pact uses valuable information such as the Individual Graduation Plan, career assessment results, and academic indicators to increase student participation in challenging courses, community experiences, and postsecondary goal setting. These sessions prepare students for the transition to high school by developing four-year plans and by bringing parents on board with knowledge about high school timelines and requirements for graduation. Eighty-eight percent of parents participated in Power Pact the first year.

FULTON COUNTY SCHOOLS

1999

Contact: Jennifer Van Waes
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Total Students Served: 2,325

PROJECT OVERVIEW The GEAR UP AND SOAR program is designed to inform students and parents about college options as well as to enhance the school districts' curriculum through technology. Student-centered activities involve tutoring, counseling, and career mentoring. A major portion of the program is implementation and utilization of the NovaNET system, a computerized instruction system

delivered online. NovaNET is offered at the middle school level to reinforce skills and supplement regular coursework so that students are prepared for transition to high school. At the high school level, NovaNET can provide college curricula and credit recovery for high school students who have failed courses as well as adult GED preparation. Through NovaNET, students and families will have access to educational tools previously unavailable to them. Other special components of the GEAR UP AND SOAR program include: 1) incorporating Kentucky career clusters into the curriculum and establishing career libraries; 2) developing Individual Graduation Plans; 3) providing professional development opportunities for teachers and school personnel; 4) hiring two resource teachers in math and science to work individually with teachers in schools to improve instructional practices and utilize NovaNET; 5) offering summer camps and college visits for participants; and 6) providing a mobile technology van to aid families in developing technical literacy.

STRATEGY During the 2000/2001 school year, all students in the seventh and eighth grades in one of the GEAR UP AND SOAR schools used the NovaNET curriculum system for one period every day. Students were pre-tested to determine their baseline scores and for placement into lessons based upon areas of greatest academic need. A sample group of students were post-tested to determine academic gains throughout the school year. Students in this sample demonstrated the following average grade-level gains: vocabulary – 2.1; reading comprehension – 1.7; spelling – 1.4; language – 1.5; number operations – 1.5; and problem solving – 1.6.

PULASKI COUNTY PUBLIC SCHOOLS

1999

Contact: Lisa Colyer
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Total Students Served: 2,900

PROJECT OVERVIEW The Pulaski County GEAR UP partnership provides an ongoing, extensive support program for over 2,900 students and their parents. Services have been implemented in both middle schools, the high schools, and one alternative school. Through the project, GEAR UP encourages students to set goals for themselves in the realm of postsecondary education. Support services

such as private tutoring, study skill development workshops, counseling, financial planning, application process completion, college fairs, career fairs, mentoring and shadowing programs, advanced academic summer classes, visits to college campuses, advisor and advisee in-school programs, professional development for teachers, and parental workshops on various topics give students the personal tools to be successful in this area.

STRATEGY At the beginning of the 2001-2002 school year, GEAR UP began using the Great Leaps Reading Program with 100 seventh and eighth grade students, and fifty ninth grade students who were reading significantly (some as low as first-grade level) below their grade equivalency level. After being in this program for only three months, all students have made progress and several have had gains of as much as three reading levels. When a student attains the goal of reading at grade level, the student leaves the program and a new student enters.

MOREHEAD STATE UNIVERSITY

2000

Contact: Coy David Samons
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Total Students Served: 8,500

PROJECT OVERVIEW The goals and objectives of the East Kentucky Appalachian Regional GEAR UP project are based on a high need for both family and academic support mechanisms focused on student development, teacher/curriculum development, and parent development clusters, with a special emphasis on parental awareness and involvement. The major curricular vehicles are mathematics and

science. Services and activities are 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 include the infusion of the latest technology, teacher professional development, and curriculum reform and improvement. Additional activities include after-school activities, conferences, workshops, Saturday programs, field trips, and summer camps. The academic support component consists of mentoring, tutoring, college counseling, family counseling, and financial aid counseling. Implied within the design of the project are three necessary ingredients for the institutionalization of successful program elements: development-augmentation, evaluation-research, and diffusion-dissemination. A heavy emphasis is placed on assessment and evaluation with a focus on outcome attainment. All outcomes assessment activities are reviewed by an external evaluation team, and monitored by the highly visible Appalachian P-16+ Council, whose commitment is to motivate the development and implantation of education reform at all levels.

STRATEGY The project goals for student development include intensive tutoring, mentoring, and counseling programs; ensuring that students have access to technology and academically rigorous courses; and increasing the participation and success of low-income students in math and science courses. Parent development goals include providing: 1) early information about college options and courses; 2) data on college costs and the availability of financial assistance; and 3) support for parents in preparing their children to attend college.

SOUTHEAST COMMUNITY COLLEGE

2000

Contact: Lisa Perry
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Total Students Served: 1,675

PROJECT OVERVIEW Intermountain GEAR UP currently serves 615 students and anticipates serving 1,675 at the end of the project's fifth year. At present, the targeted population includes seventh and eighth-graders in four counties within Kentucky and Virginia. Southeast Community College is in partnership with Mountain Empire Community College to provide college-based activities,

programming, and parental education to each cohort. Activities of GEAR UP include: 1) tutoring; 2) development of Individual Support Teams; 3) professional development for teachers to begin building strong links from middle school to high school and high school to college; 4) college and career education using The Bridges curriculum as the basis of career education; and 5) ACT and SAT preparation, beginning in the eighth grade and intensifying through the four years of education.

STRATEGY Individual Support Teams are being developed for all GEAR UP students. The teams are designed to facilitate effective guidance systems for all individual cohort students using the communities and the contacts of the program participants as a resource base. The teams will be comprised of parents, school staff, community members, peers, and others to monitor the progress of students in their charge towards college readiness. Monthly reports will be developed for each child to facilitate close monitoring by the school guidance counselor and the GEAR UP coordinator to ensure that individual needs are met.

LOUISIANA STATE UNIVERSITY AND A & M COLLEGE

2000

Contact: Barbara S. Furhmann
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Total Students Served: 800

PROJECT OVERVIEW GEAR UP Baton Rouge partners with East Baton Rouge Parish Schools, Louisiana State University (LSU), ExxonMobil, and Young Leaders Academy to provide services to more than 800 students in two middle schools. The school system has afforded each school a wide variety of support services, including two full-time counselors. Counselors provide individual, group, and

parent guidance in course selections, state and parish testing programs, career exploration, and financial aid. Louisiana State University, the state's flagship research university, provides mentors, tutors, social work interns, orientation on college entrance requirements, college site visits, professional development for GEAR UP teachers, and professional staff to perform continuous evaluations of the program. Exxon Mobil funds computer classes for students, provides stipends for continuing education for middle school teachers, rewards teachers and students for educational achievements in mathematics, and conducts job site visits for middle school students. Further, the Young Leaders Academy provides leadership training classes for GEAR UP students. The GEAR UP staff diligently promotes GEAR UP's mission among its partners, teachers, students, and the Baton Rouge community.

STRATEGY Performing service as part of an LSU course (Service Learning) has been integrated into GEAR UP Baton Rouge. During a single semester, college students provided more than twenty-four hours of tutoring and mentoring per GEAR UP student. Significantly added to the strength of these relations was a school beautification project. There appears to be a direct connection between service experiences and academics. In another class, college students work with GEAR UP teachers in creating instructional class websites to systematically locate, organize, and integrate resources for specific curriculum units. These websites enhance parental accessibility and involvement in their children's learning.

UNIVERSITY OF MAINE AT FARMINGTON

1999

Contact: Weiya Liang
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Total Students Served: 438

PROJECT OVERVIEW The UMF/DIRIGO GEAR UP project, led by the University of Maine, Farmington (UMF), offers preparedness for, and awareness of, a college education to students at T.W. Kelly Dirigo Middle School and Dirigo High School. The ultimate goal is to give students choices with respect to an undergraduate program once they finish high school. To achieve this goal, the project includes

significant elements to tutor effectively the students at both schools, to pair mentors with at-risk students, to provide one-on-one academic counseling, and to offer career education for all cohorts. The program also provides school-based parental activities to encourage parental involvement in the education process. Further, GEAR UP dips into the resource pool of university professors to offer content coaching and professional development opportunities for teachers to implement successfully the curriculum reforms mandated by the state standards (entitled Maine Learning Results), which express what students should know and be able to do at various checkpoints in their education.

Through GEAR UP, students are prepared to be on track to meet college entrance standards and to enroll in the most challenging course work once at college. Both middle school and high school students are expected to meet the Maine Learning Results in Reading, Writing, Mathematics, Science and Technology, and Social Science. When the program is complete, an effective system will have been established at the school district level to insure the success of future students through rigorous academic programs.

STRATEGY During 2000-2001, different methodologies were selected to apply tutoring services based on class sizes and the age of the students. After careful selection and training, tutors from UMF worked with seventh and eighth grade students in small groups, and on an individual basis, while others cooperated with teachers to provide fifth and sixth grade students with classroom tutoring. Examination of the 2001 state-wide test results for fourth, eighth, and eleventh grades showed that the eighth-graders who received tutoring surpassed the state average in the Maine Educational Assessment tests in reading, writing, science, and social science.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

1999

Contact: Lois Kleinhenn Lanier
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Total Students Served: 3,257

PROJECT OVERVIEW The Annapolis GEAR UP: Project Achieve is currently in its third year and serves the students of Annapolis Middle School (in years one through five) and Annapolis Senior High School (in years three through five). The population of these schools is representative of the crime and poverty that exist in Annapolis, and the students reflect the academic difficulties that result from life in

disadvantaged situations. The project provides support programs to students beginning in grade six. Each year students are assisted with GEAR UP services including mentoring, tutoring, staff development, parental involvement activities, and information about college, field trips to campuses, and related careers.

At the end of the project: 1) discipline referrals, suspensions and the drop-out rate will decrease; 2) academic performance of low-economic, high-achieving students will improve; 3) parents and students will be more familiar with advantages of, and options for, higher education; 4) the enrollment of targeted students in academic courses leading to college enrollment will increase; and 5) the entire school community will raise its expectations of student potential for higher education.

STRATEGY Seven community partners work together to provide tutoring, leadership training, technology skills, and college information. For example, the University of Maryland, Baltimore County conducts a campus-based Saturday Academy and a Summer Academy for targeted students, focusing on academic and social skills. Pre-service teacher interns work with mentor teachers at Annapolis Middle School to identify successful strategies for working with disadvantaged youth. Interns may eventually join the staff at the Annapolis Middle School.

HARFORD COMMUNITY COLLEGE

1999

Contact: Sharoll Love
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Total Students Served: 400

PROJECT OVERVIEW In the fall of 1999, Harford Community College, Harford County Public Schools, the Susquehanna Workforce Network Inc. and the NAACP, Harford County Branch entered into partnership with Aberdeen Middle School to support and mentor the entire seventh grade class. In 2001, the project continues to address the needs of the 400 GEAR UP students, now

freshmen, attending Aberdeen and Harford Technical High Schools. In addition to providing opportunities for this cohort of students, the program also provides programs for teachers and parents, all in an effort to promote college readiness. The primary activities of GEAR UP include: 1) tutoring during and after-school for students in math and English; 2) college and career education activities for students and parents which entail school visits, career awareness, college preparation and financial aid workshops; 3) professional development workshops and in-service training sessions for teachers which include differentiated instruction, the inclusion of special education students, and behavior management strategies; and 4) social and cultural activities ranging from school visits by nationally known authors and theatrical performers to attendance at lectures, museum exhibits and concerts.

STRATEGY In an effort to improve student achievement, tutors are placed in the classroom during the school day. This provides additional support for both student and teacher. Several of the GEAR UP tutors who attend Harford Community College are also pursuing a degree in education. For those tutors in particular, this experience is invaluable, providing a realistic view of what the teaching profession entails. In addition to serving as tutors, the students also serve as significant role models and mentors.

BOSTON HIGHER EDUCATION PARTNERSHIP/ BOSTON PUBLIC SCHOOLS

1999

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Total Students Served: 3,000

PROJECT OVERVIEW GEAR UP in Boston is preparing 3,000 Boston Public Schools (BPS) students to enter, persist, and succeed in postsecondary education. During the five-year, \$11.6 million collaboration between the Boston Higher Education Partnership (BHEP) and the Boston Public Schools (BPS), two cohorts of students (i.e., members of the high school graduating classes of 2005 and

2006), are being encouraged to aim for college and enroll in the institution of their choice.

Starting with two cohorts of students who were in the seventh grade in 1999-2000, and in 2000-2001, and continuing through their high school years, the ten BHEP member colleges and universities and the BPS, along with many community partners, provide resources and support to: increase students' academic performance and preparation for college, increase students' educational expectations and their families' knowledge of college options and financing, increase students' college application and acceptance rates, provide comprehensive early intervention services for academically at-risk students, and ensure the establishment of effective partnerships. Each of the following higher education institutions is paired with a middle and a high school or the Boston Housing Authority: Boston University, Bunker Hill Community College, Curry College, Harvard University, Lesley University, Urban College of Boston, Northeastern University, Simmons College, Suffolk University, and University of Massachusetts Boston.

STRATEGY Harvard University, one of the project partners, conducts a program called RALLY: Responsive Advocacy and Lifelong Learning for Youth. This curricular and pedagogical innovation promotes student achievement and access to higher education. It is designed to build the resiliency of youth to achieve lifelong learning goals and is a unique approach to conducting personal counseling, mentoring, and service to parents. The program is implemented for seventh and eighth grade students at a middle school in the Boston Public Schools.

MOUNT WACHUSETT COMMUNITY COLLEGE

1999

Contact: Pati Gregson
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Total Students Served: 485

PROJECT OVERVIEW During 1999-2000, GEAR UP 2005 began serving Fitchburg Public School District's Class of 2005 as seventh-graders and will continue supporting them throughout their high school years. Principal activities of the program include, but are not limited to: intensive after-school academic and psycho-social programs at the schools and at community-based organizations; in-school

academic counseling; in-class tutoring; academic advising and peer support for at risk students; parent outreach and support; professional development and transitional team support for faculty and staff of Fitchburg High School (FHS) and collaborating middle schools; and MCAS (Massachusetts Comprehensive Assessment System) preparation.

Students who complete this program are expected to score 10 percent higher on the MCAS and will enter postsecondary education at a higher rate than have previous Fitchburg High School students.

STRATEGY A group of students, considered to be at risk, has been selected to participate in "Changing GEARS," a collaborative effort of GEAR UP and Fitchburg High School designed to increase student enrollment in Advanced Placement (AP) courses. These students receive, in addition to traditional GEAR UP services, academic advising, mentoring from faculty and peers, college awareness activities, peer tutoring, and educational materials and supplies. Students participating are expected to enroll in Advanced Placement courses at a rate higher rate than do their predecessors from Fitchburg High School.

UNIVERSITY OF MASSACHUSETTS BOSTON

1999

Contact: Rossanna Contreras
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Total Students Served: 990

PROJECT OVERVIEW The GEAR UP program at the University of Massachusetts Boston provides a set of services to successive cohorts of Gavin Middle School students beginning in their sixth grade and continuing through high school graduation. These services include tutoring, mentoring, counseling, after-school and summer academic and enrichment programs, and college visits. The project's goal is to

significantly increase the number of students who successfully pursue postsecondary education. In support, the program offers programs to: 1) inform students and their parents about college options and financial aid; 2) promote rigorous academic coursework; and 3) provide an array of professional development opportunities for educators in the GEAR UP partnerships schools. Significantly, the program focuses on families and is building the strong partnerships that support achievement and postsecondary education.

STRATEGY The GEAR UP program has instituted successfully three innovative strategies. The after-school Reading Program was designed for special education students to increase their reading levels by using high-interest publications that require a low reading level. The after-school Enrichment Program is a fully integrated component in which regular and special education students work collaboratively on academic and enrichment activities. Some students are physically impaired and require extra assistance in order to participate. Finally, GEAR UP's staff development coordinator also serves as the Whole School Change Coach from the Boston Public Schools (BPS). This dual assignment helps ensure that the GEAR UP goals are met and that they are fully integrated with the reform efforts of the BPS.

UNIVERSITY OF MASSACHUSETTS LOWELL

1999

Contact: Linda Silka
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Total Students Served: 1,800

PROJECT OVERVIEW The GEAR UP Lowell Sustainability Partnership includes five middle schools, Lowell High School, the University of Massachusetts Lowell, and Middlesex Community College. In 1999-2000, four of the middle schools chose to provide GEAR UP services to the sixth grade cohort. One elected to begin with a sixth grade cohort and add another sixth grade each year of the

project. The primary goal of the partnership is to increase the effectiveness of educational experiences so that more young people reach adequate levels of competence in basic academic skills, resulting in significantly increased numbers of students qualified to enter, and successfully complete, four- and two-year college programs. The partnership created will be sustained beyond the life of the grant on the basis of resources developed and coordinated during the project period, making it possible to continue providing initiated programs for students.

The following key components are in place: 1) committed higher education institutions with a wide range of resources; 2) a range of community organizations linked to all of the major components of the Lowell community; 3) school administrators and faculty aware of the great needs of the disadvantaged population that forms the large majority of Lowell school youth; and 4) parents ready to commit their efforts to broaden parental involvement in supporting the new initiatives. The GEAR UP staff is now working to sustain these efforts through intensive capacity building.

STRATEGY Given the influx of Brazilian students into the Lowell school system, GEAR UP has developed an innovative strategy for working with the families of students in which parents did not themselves go through the American school system. GEAR UP is sponsoring a series of workshops with the goal of ensuring that school staff understand and meet the needs of Brazilian students and their parents.

BROOKLINE PUBLIC SCHOOLS

2000

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Total Students Served: 238

PROJECT OVERVIEW Steps to Success is the GEAR UP program of Brookline Public Schools which targets residents of public housing - specifically all fourth through twelfth grade students residing in Brookline Public Housing developments. Steps to Success focuses on three key ingredients. First is the Advisor System. Steps to Success staff advisors work with each student (individually and with the family)

from fourth through twelfth grade by providing services as mentor-coach-community guidance counselor. Advisors are based both in the schools and the community, and use a yearly agreement, the "Student Success Plan," as an accountability tool to identify with each student specific goals for building skills and good habits. Second is the Academic Support component. At each grade level, Steps to Success participants are invited into a school or community-based program to reinforce academics, such as computer-assisted literacy programs, after-school homework centers, summer internships, and year-round academic enrichment. Third is the Exposure component. Each grade level participates in career exploration activities during the school year, a summer excursion program and summer reading campaign, and reward trips of various kinds (e.g., to bookstores) which are based on milestones reached. Students are eligible to receive scholarship funds for summer enrichment programs. With support from area higher education associations, GEAR UP is setting up day-long "college camps" for parents and students. Finally, GEAR UP is working with a local community foundation to establish a Steps to Success Scholars Fund to provide modest, last-dollar financial assistance for students once they go off to college.

STRATEGY GEAR UP employs several innovative strategies. The case management approach, a systematic tracking specifically for Brookline's students who reside in public housing, provides each student with a Steps to Success "Advisor" for the entire length of the participant's program tenure, fourth through twelfth grade. The "Student Success Plans" provide accountability and measurable progress in the eyes of each student. Since Steps to Success is based both at home and at school, programming includes school-based, out-of-school-time activities, as well as extensive home visitations and housing development-based enrichment activities. GEAR UP students are further assisted by the participation of a strong coalition of school personnel, community leaders, parents, social service agencies, and higher education institutions.

CENTRAL MICHIGAN UNIVERSITY — OFFICE OF INSTITUTIONAL DIVERSITY

1999

Contact: Tracy Guinn
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Total Students Served: 2,825

PROJECT OVERVIEW GEAR UP's Providing the Spark for Academic Achievement is a partnership of Central Michigan University (CMU), the Flint Community Schools and eight community organizations. Established in 1999, the project provides low-income students the skills, encouragement, and preparation needed to pursue postsecondary education. In 2001-2002, GEAR UP

serves seventh, eighth and ninth grade students from Longfellow, McKinley Middle Schools, and Northern High School. The program will serve 2,825 students during the five-year period.

GEAR UP initiatives include student leadership teams at each site led by faculty and students from CMU's Leadership Institute. Mid-tier students from CMU's Teacher Education Department assist teachers in the classroom and gain valuable classroom experience in an urban setting. GEAR UP students participate in the King/Chavez/Parks campus experience during which they attend college courses and live in residence halls. They also participate in attendance incentive programs, before and after-school programs, reading programs, mentoring programs, and career fairs. GEAR UP students and parents have opportunities for college visits, college preparation workshops, and family fun nights. Parents also have access to parent resource rooms to explore college and career options. Teachers and administrators are an integral part of all GEAR UP initiatives and are afforded a variety of professional development activities.

STRATEGY A key program in the CMU/Flint GEAR UP partnership is the GEAR UP attendance incentive where students earn points for perfect attendance. There are six incentive periods during the year. Students have the opportunity to earn points for skating parties, bowling, ice cream socials, dances, and local professional athletic events. The culminating activity for perfect attendance and citizenship during all six periods is a major trip at the end of the year.

LAKE MICHIGAN COLLEGE

1999

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Total Students Served: 326

PROJECT OVERVIEW The Lake Michigan College and Benton Harbor Area Schools GEAR UP project serves 326 students, beginning in their seventh grade year at Fair Plain Middle School and follows them through Benton Harbor High School. The six outcomes are designed to achieve the following: 1) 50 percent of all students' state level standardized test scores raised by 5 percent each year; 2) 75

percent of eighth and 50 percent of seventh-graders demonstrate competence in algebra or pre-algebra courses; 3) 75 percent of students demonstrate a significant improvement in a local, college-level standardized assessment; 4) 100 percent of students develop an electronic portfolio of academic and career orientation during grades seven through twelve; 5) staff demonstrate a deeper content knowledge via ongoing professional development; and 6) staff continually review and modify the School Improvement Plan to ensure effective instructional delivery.

The project's primary activities include: a) academic and career counseling for parents and students; b) an extended day tutoring program; c) a summer academy; d) ongoing professional development for staff; e) assistance with the schools improvement plan; f) implementation of algebra and hands-on science in the middle school; g) team teaching, block scheduling, and other instructional modifications via peer coaching; h) assistance in the transition from junior high to middle school; i) facilitation of a college/career pathways program; and j) mentoring through e-mail and face-to face programs.

STRATEGY The Western Michigan University Department of Education-SW Regional Center, Benton Harbor Area Schools, and GEAR UP have partnered to offer a Masters Degree in Middle School Education to Fair Plain staff; the program is one of only two in the state. Seven staff are enrolled in this ninety credit-hour program. Examples of the courses the staff will receive include: research in educational settings; culture and politics in educational institutions; the middle school curriculum; trans-disciplinary teaming; and, school climate and discipline. Several courses are to be offered at the middle school. Upon completion of degree requirements, staff will possess a deeper content knowledge of middle school teaching and a sound foundation for building the instructional future.

OAKLAND UNIVERSITY

1999

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Total Students Served: 1,290

PROJECT OVERVIEW The GEAR UP project for which Oakland University is the fiscal agent includes in its partnership the School District of the City of Pontiac, Oakland Community College, the State of Michigan, and the Pontiac Collaborative. GEAR UP targeted the sixth and seventh grades at Jefferson/Whittier Middle School in Pontiac in 1999. The second year, the entire middle school was

served and the ninth grade at Pontiac Central High School was added to the cohort in 2001. Tenth and eleventh grade students will be added in the fourth and fifth years of the grant. Beginning with 430 students in the first year, the project will, by its fifth year, serve 1,290 students.

GEAR UP builds on existing school and community reforms with the goal of creating systemic change to improve students' academic performance, increase the number enrolling in postsecondary education, and guarantee the continuation of GEAR UP beyond the grant-funded cycle. Objectives focus on: 1) raising grades in core courses, particularly mathematics and science; 2) improving state test scores; 3) increasing parental and student expectations about earning an undergraduate degree; and 4) heightening awareness of students and parents regarding the accessibility of financial aid for college. In addition, a GEAR UP Advisory Council, comprised of business and community leaders, works with GEAR UP partners to identify funding sources to sustain the effort.

STRATEGY For the first two years of the project, grant funds provided for Project SEED, a nationwide mathematics enrichment class designed to increase not only student performance in regular mathematics courses, but also academic self-confidence. Students who participated have earned higher grades in their regular mathematics courses than did those who did not participate. Furthermore, Project SEED students have continued to outperform their peers in mathematics courses in subsequent semesters. As a result of this success, the school district purchased Project SEED for the third year of the project at the target school and for at least one other school in the district.

PUBLIC SCHOOLS OF THE CITY OF MUSKEGON

1999

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Total Students Served: 219

PROJECT OVERVIEW LEAD 2005 (Let Education Answer Dreams in 2005) focuses on the needs of individual students. The initial cohort of 219 seventh grade students from Bunker Middle School, now ninth-graders at Muskegon High School, are being served by Advocates who support them through their middle and high school years to ensure successful graduation and awards of college

scholarships. During the school day, Advocates are close at hand to tackle the social, academic, and behavioral problems students are experiencing. Advocates: 1) serve as a liaison between the school and the home, working with parents and teachers on behalf of the child; 2) monitor their students' attendance, grades and behavior very closely and consult with teachers, parents and students when they see students getting off track; and 3) make referrals for counseling and other professional services.

After school, Advocates provide a "homework help" program to teach and promote the study skills necessary to succeed at the high school level. Other after-school and summer programming consists of topics relating to careers and postsecondary education, information about readiness for college, financial aid, and scholarships. The importance of taking rigorous high school courses is stressed. Advocates also serve as mentors and confidants to their students. They are building long-term relationships where trust is key and the importance of education and achievement is core.

STRATEGY Muskegon High School offers newly reformed reading and math support services. The efforts have been so successful that Muskegon is one of eight high schools in the nation recently chosen by the U.S. Department of Education as a model for reforming education. Entering ninth-graders are tested in reading and math. Students requiring assistance are placed in either a strategic reading class in addition to their regular English class, or a strategic math class in addition to their regular math class. This strategy is proving to boost students' skills in their weakest area and to help them achieve success in school.

WESTERN MICHIGAN UNIVERSITY

2000

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Total Students Served: 6,275

PROJECT OVERVIEW The GEAR UP Learning Centers are part of the Midwest Educational Reform Consortium (MERC), a three-state partnership among Western Michigan University, Bowling Green State University, and the University of Illinois at Chicago. In five school districts ranging from small rural to large urban, MERC works with a population characterized by having: 1) as high as 92.7 percent

of students on free and reduced lunch; 2) only 38.1 percent of students who passed Math and 22.4 percent who passed Reading on junior high proficiency tests; 3) hundreds of students who face expulsions and suspensions each year; 4) only 5.4 percent who passed high school proficiency in writing; 5) and only 6 percent of parents of entering ninth-graders who completed postsecondary education. Through intensive intervention, MERC will increase the achievement scores, on-time graduation rates, and the percentage of students attending and completing postsecondary education. The Learning Centers are designed to reverse the culture of hopelessness and despair often caused by poverty by providing all students with a rigorous, high-quality education. Such an education will enable students to make informed choices about their future opportunities rather than having decisions structured for them based upon minimal access to college-bound course work or higher-order thinking. GEAR UP provides academic options and cultivates student aspirations. It supports restructuring the schools and provides extensive professional development to ensure that efforts will be institutionalized and will continue after the project.

STRATEGY The GEAR UP restructuring efforts focus on creating systemic change and include: common teacher planning time; core teaching teams; looping-teachers, and students moving from one grade to the next; and developing a cadre of content-area coaches to improve academic instruction. Professional development emphasizes preparing teachers to implement accelerating student-learning activities and to establish culturally responsive teaching practices designed to enhance social and academic preparation for college. Teachers and administrators are engaged in professional development seminars on a weekly, or biweekly, basis to examine best practices and discuss implementation strategies.

ST. OLAF COLLEGE

1999

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Total Students Served: 300

PROJECT OVERVIEW St. Olaf College GEAR UP! partners with the Minnesota Higher Education Services Office, Humboldt Secondary School, St. Paul Options Program, the St. Paul Companies, and the Minnesota Institute for Talented Youth to annually assist 300 students from the Classes of 2005 and 2006 at Humboldt Secondary Complex. The goal of the project is to raise educational expectations

of parents, teachers, students, and community leaders. Primary student activities include weekly classroom presentations on planning for high school and college, personal development, careers, financial aid, and study skills. Students also participate in field trips, college visits, and mentoring and tutoring programs to gain insight about college planning. GEAR UP! collaborates with community leaders to host parent events on how parents/guardians and can help their child, at home, to do well in school and plan for future success. Teacher professional development activities include reform efforts such as: 1) teachers meeting on a regular basis during the school day; 2) bringing guest speakers to discuss identified needs of the teachers; and 3) supporting peer observations for teachers. To successfully complete the program, students will: identify high school courses needed to prepare them for college by the end of ninth grade; increase their school attendance; pass all of their classes; know three or more sources of financial aid; and pass the Minnesota Basic Standards Test.

STRATEGY Seventy St. Olaf College students are paired with 138 GEAR UP! students as mentors and writing coaches. In addition to participating in college preparatory activities, students correspond with their mentors on a weekly basis. Students and mentors meet three times per year, once at school, once at St. Olaf College, and once at the Minnesota Science Museum. Fifty-three percent of students in the mentoring program showed a total increase of at least one point on a teacher-designed writing test. In addition, pre/post-surveys reveal that students increased their knowledge about college, identified an adult supporting them to go to college, and improved their motivation for academic success.

CURATORS OF THE UNIVERSITY OF MISSOURI

1999

Contact: Tony Jean Dickerson
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Total Students Served: 1,185

PROJECT OVERVIEW Project SHIFT GEAR UP addresses the academic, social, and cultural needs attendant to the goal of higher education for more than 1,185 sixth, seventh, and eighth-graders at Martin Luther King, Jr. Middle and Central High schools in the Kansas City, Missouri, School District. Initiated in 1999, the program's emphasis is placed on the educational delivery systems

utilized in the middle school. Project SHIFT GEAR UP provides pathways of greater student achievement through Supplemental and Video Supplemental Instruction (SI/VSI) imbedded in math classes. Project SHIFT parents are members of the Parent Empowerment Project (PEP). Parents may participate with their child, or individually, in seminars and workshops focused on parenting, planning for college, financial management, and advocacy. More than thirty community and business partners support the 1,185 students served. Project activities include: after-school and Saturday tutorials, assertive technology (an Easter Seal initiative), VSI Math, summer residential programs, college tours, and mentoring programs. Activities for parents, students, and teachers include: technology classes; VSI staff development; college and career education; health and life skills; and cultural enrichment activities. Successful Project SHIFTEAR UP students will accomplish the following: pass Algebra I in the eighth grade with a C or better; scored at, or above, the Proficient level in math, social studies, language arts, and science on the Missouri Assessment Program; and have developed their education and achievement portfolio.

STRATEGY Students who participate in the after-school tutorial program and/or the summer residential leadership programs are reported by their teachers to be more disciplined students who turn in more homework, participate in more school activities, and are more likely to say that they are going to college. Both regular and special needs teachers express this opinion. An added bonus to this educational experience is the knowledge students have gained in learning to study (not just do homework) individually and in collaborative learning groups.

CURATORS OF THE UNIVERSITY OF MISSOURI

1999

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Total Students Served: 300

PROJECT OVERVIEW The University of Missouri-Columbia's GEAR UP R.E.A.C.H. is a comprehensive psychosocial-educational-vocational project designed for the 1999-2000 cohort of 300 students at Central Middle School in Kansas City. R.E.A.C.H. (Raising Every African American Child Higher) incorporates the Self-Empowerment Theory as a philosophical approach to student-centered learning. This

College of Education initiative includes four major components: 1) PEAK Center, offering in-school life skills addressing social, interpersonal, and academic enrichment for "Promoting Empowerment and Affirmation via Knowledge"; 2) Morningstar Scholars Academy, a computer and technology learning center at a local community church; 3) University of Missouri College Connections, college visitations exposing students to collegiate experience and role models; and 4) Teacher Professional Development, offering professional development on PEAK model goals, objectives, and interventions to support statewide standards. As a collaborative effort, the Counseling Psychology programs at UMC and UMKC provide multicultural group counseling to Central students. As a result of R.E.A.C.H., Central Middle School students will demonstrate increased academic achievement in reading, math, and language arts; increased standardized test scores; exposure to college admissions and financial aid processes; increased social and interpersonal skills vital for workplace; and increased cultural self-awareness and self-esteem.

STRATEGY The PEAK Center model based on the Self-Empowerment Theory represents an innovative strategy within the R.E.A.C.H. project. Training for teachers, school counselors, and administrators help Central students learn: 1) how to develop self-instruction learning; 2) how to set short-term and long-term goals and engage in behaviors for achieving them; 3) how to self-manage their behaviors and constructively express their feelings; and 4) how to praise themselves for learning adaptive skills and for engaging in success behaviors in the classroom and outside of school. As a result students demonstrate increased motivation, increased attendance, fewer discipline referrals, and increased academic achievement.

CURATORS OF THE UNIVERSITY OF MISSOURI ON BEHALF OF THE UNIVERSITY OF MISSOURI-ST. LOUIS

1999

Contact: Patricia Simmons
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Total Students Served: 1,000

PROJECT OVERVIEW The Class of 2010 is represented by the 972 seventh grade students who comprise the Students-In-Gear cohort of the In-Gear-for-Careers project. The collaborative of twelve partners provides wrap-around services to each student and family. To involve all of the GEAR UP students, a series of student and family events was held at each of the five middle schools to inform students and their

families about the GEAR UP project. Rigorous academic offerings were implemented to improve: 1) student math, science, and social studies skills through the Community Science Day, the Family Math/Science Workshops, the Mathematics Institute, Science Professional Development Workshops, and labs at the Center for Human Origin and Diversity; 2) student reading and language arts through family literacy programs and Coaches on Call professional development for teachers; and 3) student motivation for success through special workshops. College information was provided to students and parents through: classroom college presentations; the College Expo at the TWA Dome sponsored by MOSTARS (the Missouri Department of Education); trips to various campuses; and young professional mentoring activities in the metropolitan area.

STRATEGY "Unselfish leadership" characterized the innovative strategy which helped the twelve GEAR UP partners accomplish and continue the school reform process, the academic and leadership development, and the college-readiness goals for the 972 students in the Class of 2010. GEAR UP partners are four school districts, four institutions of higher education, one cultural institution, two community agencies, and the Missouri State Department of Education.

SOUTHEAST MISSOURI STATE UNIVERSITY

2000

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Total Students Served: 1,250

PROJECT OVERVIEW The Bootheel Partnership (BHP) GEAR UP includes a variety of developmental activities for students, parents, and teachers to increase the likelihood a student will pursue, and be successful in, postsecondary education. Specifically, activities include after-school programs, summer programs, academic skills development workshops, mentoring, parent workshops, and career

development. The success of this project will be realized when: 1) each year, 5 percent of students in the lower two quintiles of the Missouri Assessment Program math subtest increase their scores to Step 1; 2) 80 percent of GEAR UP students are enrolled in algebra by the eighth grade; 3) parent involvement increases by 15 percent; 4) there is an increase in the number of ninth-graders enrolled in college prep courses and in the number of students completing the college prep track; 5) each year there is an increase of 50 percent of teachers participating in professional development activities; and 6) 75 percent of the GEAR UP students are enrolled in college.

STRATEGY Grade reports are monitored, and students with a C average, or below, are flagged for after-school programs and mentors. An average of C is the minimum requirement for consideration to attend the GEAR UP summer academy. Parents sign agreements stating that they will support the academic recommendations prescribed by GEAR UP.

SALISH KOOTENAI COLLEGE

1999

Contact: Heather Licht
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Total Students Served: 540

PROJECT OVERVIEW Salish Kootenai College GEAR UP, in collaboration with Two Eagle River and Ronan Public Schools, serves 540 middle and high school students on the Flathead Indian Reservation. Program features include: daily academic instruction; school-based tutoring; integrated expeditionary learning; technology enhancement; family activities; cultural enrichment; staff and teacher

development opportunities; curriculum development; summer academic camps; and an active mentorship component. The Peoples' Center and Big Brothers Big Sisters of Lake County comprise the two main community partners. The Peoples' Center provides educational programming and houses a Salish and Kootenai museum. Big Brothers and Big Sisters provides mentorship via a dual partnership with Salish Kootenai College nursing students who earn credit as GEAR UP mentors. The schools have welcomed the program by adding GEAR UP classes to the main curriculum. Students in the seventh and eighth grade in Ronan may now select GEAR UP as an elective class. Two Eagle River School has added GEAR UP in English and journalism, and a GEAR UP skills class to the high school curriculum.

STRATEGY Ronan High School (RHS) has eliminated remedial math with GEAR UP support. Curriculum redesign occurred when RHS math teachers divided the college preparatory Integrated Math I into two sections: Applied Math I and Applied Math II. The new classes maintain the content of Integrated Math I, while allowing less skilled students to learn at a slower pace. Once students complete Applied Math II, they progress to the college preparatory Integrated Math II. To further support this effort, a GEAR UP tutor provides daily academic assistance within each freshman math class. An eighth grade algebra class has also been created. Students may now be prepared for Advanced Placement calculus, offered for the first time at RHS this year.

FORT PECK COMMUNITY COLLEGE

2000

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Total Students Served: 2,950

PROJECT OVERVIEW The Fort Peck Community College (FPCC), with two community partners, will provide GEAR UP services for 623 targeted students from grades four through seven and will follow them through high school graduation and entrance into college. The two targeted schools FPCC has partnered with are Wolf Point and Poplar. The project will serve the Fort Peck Indian Reservation in

northeastern Montana, which is located in an extremely rural, isolated area. The majority to be served are low-income, first-generation college students of American Indian of Sioux and Assiniboine descent. The four major goals are: 1) to ensure that all students and their parents are aware of the opportunities a college education can provide and the importance of early preparation; 2) to develop a school-community-family partnership that emphasizes increased participation by parents and volunteers in the lives of the targeted students; 3) to increase overall academic skill levels of targeted students each academic year with special emphasis on low-income and first-generation college families; 4) to significantly increase professional development, curriculum improvement, acquisition of new learning resources, and participation in conferences; and 5) to establish relationships with other funding agencies by the targeted school and partners.

STRATEGY One of the targeted schools, Wolf Point, has implemented various summer camps. Twenty-nine students entered into one of the 2001 summer camp programs called the Credit Recovery and Programmed Logic for Automatic Teaching Operations (PLATO) Programs. The program ensures that failing students will be able to make up work in different classes/subject areas to prevent retention. All twenty-nine students completed the program and were able to be promoted into their next grade levels. The PLATO program was also utilized to assist these students in preparation for their next grade levels. It was commented by a majority of the students that the summer camp was very helpful and that it should become an after-school program as well.

LITTLE PRIEST TRIBAL COLLEGE

1999

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Total Students Served: 1,000

PROJECT OVERVIEW The purpose of the Little Priest Tribal College GEAR UP project is to prepare middle students (grades five, six, and seven) and their parents, who reside on or near the Winnebago Indian Reservation, for college success by creating a community partnership of key stakeholders. The Winnebago Indian Reservation is located in rural Northeast Nebraska. The sentiment that it takes a

whole community to raise a child reflects the purpose of this project as the entire Winnebago community is involved in the GEAR UP project. The Winnebago Tribe has a rich heritage that has been documented and passed down from generation to generation. GEAR UP is fortunate to have elders in the community who are willing to teach the students many of their rich cultural traditions and to have the tribal historian, located at Little Priest Tribal College, available to contribute culturally relevant activities on a regular basis. The underlying philosophy of the GEAR UP project is the involvement and networking of all stakeholders to uphold tradition while educating students for success in tomorrow's world.

STRATEGY Key strategies for accomplishing change throughout the project include the integration of computer technology (Internet courses and e-mail) for providing rigorous academics; mentoring and tutoring; career and educational planning tools including financial assistance information about Pell Grants and others; professional seminars for teachers and parents concerning technology, careers, and curriculum; and, the development of a long-range, comprehensive community plan for college success.

OMAHA PUBLIC SCHOOLS DISTRICT

1999

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Total Students Served: 1,200

PROJECT OVERVIEW By its fifth year, the GEAR UP Alliance project will have served the needs of 1,200 students in grade levels ranging from the fifth through the twelfth. The principal foci of the Alliance are the following three: to prepare students for success in high school; to provide opportunities and tools necessary for the planning of going to college and career choices; and to provide parents with a strong information base relative to college financing, enrollment, and attendance.

Programs supporting the various foci are the following: 1) an array of after-school and Saturday classes assisting students who are experiencing problems in math and language; 2) Saturday classes for advanced opportunities in exploring the scientific process in support of a required Science Fair Project; 3) technology classes for students who want to develop advanced skills in presentation, media, and web applications; 4) after-school assisted learning labs utilizing PLATO learning software; 5) college exploration classes for parents and students, incorporating a virtual career center and on-campus visitations; 6) extensive weekly opportunities to work with college tutors on basic skills and classroom success; and 7) both an on-site and electronic mentoring program. Students involved in academic assistance programs are expected to demonstrate reasonable growth as measured by standardized testing and semester grade reports. All students are to complete an electronic portfolio prior to their entrance to ninth grade.

STRATEGY To stimulate career exploration and college enrollment, the use of a virtual career center is incorporated in college exploration classes taught by the counselors as part of their career units and after-school classes. The website was developed as a partnership between the grants staff of the Omaha Public School District and the staff of AIM (Applied Information Management). The address is: <http://www.learnlink.org/>. The project also offers after-school classes, which include campus visits available to parents as well to students.

ENGLEWOOD PUBLIC SCHOOLS — BERGEN COUNTY GEAR UP 1999

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Total Students Served: 360

PROJECT OVERVIEW Since 1999, Bergen County GEAR UP has increased student preparation for college admission and success through a multi-faceted approach involving the students, families, faculty, educational institutions, and community and professional organizations. Major emphasis is placed on developing student skills and aspirations aligned to successful transition from high school to

college. The program works toward its goals through enrichment of curricula and instructional practices (so that students meet high academic standards), peer group support to foster and reinforce high achievement, and exposure to various types of colleges and universities. Each year, the program works with families to help with financial planning for college; and community and professional organizations that provide tutors, mentors, and other contacts to support and encourage student learning.

Linkages with national literacy programs including an AOL initiative and Time Warner's "Time to Read" are being implemented for building student skills and aptitude; and peer coaches have also been recruited in the mentor component to provide on-going skill development and enrichment in math for both middle and high school students. In addition, the GEAR UP middle and high schools and the partner college are expanding use of technology to make learning more available beyond school hours and days; and laptops are being included as an instructional tool in the classroom.

STRATEGY The project works to achieve outcomes in the following key areas: 1) increase student achievement; 2) expand student services; 3) expand professional development for teachers; 4) enhance parental and family capacity to support student development; 5) integrate a system of feedback and evaluation; and 6) increase achievement in mathematics, science, and technology. These goals are benchmarks for project staff and the advisory committee through the five year project. The strategy is unique in that it encompasses these six goals for two student cohorts, who comprise 1,360 students. The project serves the initial cohort of students who were in the seventh grade in 1999-2000, and will assist them until they complete high school in 2005. During 2001-2002, the project begins the same project design with a new group of seventh grade students, to provide access to personalized academic coaching and tutoring, summer learning opportunities, technology-based learning, and trips and events promoting college readiness.

NEW JERSEY INSTITUTE OF TECHNOLOGY — CENTER FOR PRE-COLLEGE PROGRAMS

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Total Students Served: 652

PROJECT OVERVIEW The GEAR UP project at New Jersey Institute of Technology is administered by three full-time staff through its Center for Pre-College Programs. GEAR UP provides services to cohorts of students, their parents, and teachers at Camden Middle School (CMS) in Newark until the students are graduated from high school. CMS is a fifth through eighth grade public school that

educates 800 students; 92 percent of students are eligible for the free/reduced lunch program and 94 percent of students are potential first-generation college graduates. The project partners with the Newark Public School District (the largest in the state), Public Service Electric & Gas Company, and Communities in Schools of New Jersey. The goal of the partnership is to provide the students with academic enrichment skills and motivation needed to complete middle school, prepare for college preparatory course work in high school, and successfully attend postsecondary institutions by offering: standardized test preparation; academic enrichment; career guidance; academic counseling; core subject tutorials; mentoring; and referrals to other services. To support systemic change, the GEAR UP staff provides parent and teacher workshops, and attends meetings of the School Management Team, Whole School Reform Design Team, PTA, and the Camden Middle School faculty. The project goals are aligned with the CMS' Whole School Reform Plan and Newark Public Schools Strategic Plan.

STRATEGY The project is integrated into the implementation of the Co-Nect Whole School Reform Model. The project director is a district-trained member of the School Management Team; and the staff are members of the Co-Nect Design Team. Periodically, the project evaluates students' results on sample Math and English/Language Arts statewide assessments, and creates and updates individualized education plans for each student that are used by the classroom teachers and project staff to assist students in identifying areas of strengths and weaknesses on the statewide standards (New Jersey Core Curriculum Content Standards). Annual professional development workshops for CMS teachers provide information on innovative instructional practices, student assessment, curriculum alignment with state standards, and curriculum articulation with the district.

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY (CAMDEN) 1999

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Total Students Served: 378

PROJECT OVERVIEW The Rutgers/Leadership, Education, And Partnership (LEAP) GEAR UP project provides college awareness and readiness to successive cohorts of students enrolled at the LEAP Academy University Charter School, beginning in the fifth grade and continuing through high school. Rutgers University is creating a unique, holistic, and comprehensive course of study for a cadre of

middle school and high school students. The overarching goal is to raise the number of low-income, minority students in Camden who successfully pursue a college education.

Specific activities include the following: 1) academic development—development of a pre-college curriculum, tutoring, test preparation, academic counseling, financial aid workshops, college application and essay workshops, company tours, job shadowing, internships, career awareness, and resume and interview workshops; 2) social development—community service, mentoring, and cultural outings; and 3) strengthening support systems—home visits, parent workshops, and professional development for project staff. A key component of the program is the implementation of age-appropriate curricula for grades five through twelve that incorporate issues of college awareness and strong academic preparation for postsecondary education. Throughout the year, students engage in classroom study, while also visiting the site of a project partner whose business or mission involves that semester's course of study.

STRATEGY Taking advantage of LEAP's extended day, the program is instituting Vertical Teams for all content areas, beginning in grades eight through twelve and gradually expanding to include the grades K-12. Advanced Placement (AP) Vertical Teams are composed of teachers from different grade levels who work together to develop and implement a sequential curriculum in a given discipline. This curricular approach has proven to be effective in ensuring higher level learning for all students and a continuum of skills building from one grade level to the next. A new charter high school, along with its curriculum, are in the process of being established, which provides GEAR UP with an opportunity to develop enriching pre-college curricula and instructional practices, based on high standards and a Pre-AP approach to learning.

ESSEX COUNTY COLLEGE

2000

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Total Students Served: 1,300

PROJECT OVERVIEW The aim of GEAR UP NEWARK is to strengthen and to build the capacity of 1,300 students who are enrolled, during 2001-2002, in grades six through eight at five elementary and two middle schools that feed into Central High School in Newark. GEAR UP participants are enrolled in: 1) elementary schools – Burnet, Newton, Warren, Sussex, and Dr. Martin Luther King, Jr.; and 2) middle schools – Morton and Harold Wilson.

Despite the classifications, all GEAR UP schools include a seventh grade. The program seeks to move the partnership toward a shared vision of improving student academic achievement and increasing the number of low-income students who are prepared for, and will pursue, postsecondary education. Strategic activities are targeted at three core groups: students, parents, and teachers. The overall activities of this project include: 1) programming for parents through workshops; 2) tutoring and mentoring for students; 3) social support services for families; and 4) professional development for teachers.

STRATEGY GEAR UP NEWARK has successfully developed a college/ middle school faculty collaborative alliance. This unprecedented collaboration unites Essex County College faculty with middle school faculty to improve pedagogy and content, so that the curriculum and instructional strategies are enhanced and aligned with the NJ Core Curriculum Content Standards. This interactive process among the public schools, college faculty, as well as representatives from key partners, such as Project GRAD, forges communication among educators from various levels and incorporates valuable contributions to teaching and learning.

KEAN UNIVERSITY

2000

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Total Students Served: 2,750

PROJECT OVERVIEW Project Onward seeks to increase the high school graduation and college enrollment rate of 1,100 urban students entering the seventh and eighth grades at the William C. McGinnis School in the Perth Amboy School District. Each year, a new seventh grade class will be added to the program. All cohorts will participate until they successfully complete secondary school and enter higher education. Onward's primary goals are to improve academic achievement, the rate of high school graduation, and the participation by Perth Amboy's low-income students in higher education programs.

The specific activities of the program include academic instruction and multicultural enrichment aligned with the New Jersey Core Curriculum Content Standards; individual, group, and career counseling; support services, such as tutoring and mentoring by Kean University students; assistance in college admissions and financial aid; college visitations; exposure to positive role models; staff development and parental involvement opportunities; and classes for English as a Second Language.

During the 2001-02 school year, program activities are offered at the middle school during and after the school day, and at Kean University during Saturdays and for the summer academies. All project services, assessments of student progress, and the monitoring of program goals and activities are conducted collaboratively by the partners. Students successfully completing the program are expected to have passed the state standardized tests and to meet university entrance requirements.

STRATEGY Project Onward has teamed with the Science and Technology Entry Program (Project S.T.E.P) at the College of Staten Island to create Project GATO, Getting America Together Organization. GATO's mission is to plan the reconstruction of New York City following the September 11th disaster. After periodically consulting with students in a middle school in Staten Island, Project Onward students will deliver a finished plan to the Staten Island program in a ceremony involving the fire department and police officials. Former Mayor Giuliani will be invited. Students who complete the program are expected to have knowledge of the different careers necessary to rebuild New York City, and have a sense of pride and boosted self-esteem.

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY (NEW BRUNSWICK)

2000

NEW JERSEY

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Total Students Served: 700

PROJECT OVERVIEW The Rutgers-New Brunswick GEAR UP Partnership, as of 2000-2001, is a collaborative initiative among the University community, the New Brunswick Public School District, and several nonprofit organizations and businesses. The partnership provides early awareness and knowledge of college opportunities as well as academic preparation to students beginning in their fifth grade

(i.e., a new cohort of fifth graders is added each year). The two participating K-8 GEAR UP schools also are in partnership with the Rutgers Graduate School of Education (GSE) and serve as Professional Development Schools (PDS), enabling the GSE students to provide academic support to the two GEAR UP schools. Consistent with the goals of the GEAR UP initiative, the Professional Development Schools partnership provides exemplary programs designed to contribute to improved teaching and learning. GEAR UP provides a holistic approach to student learning and development from the middle school years through high school. In strengthening the link between home, school, and the community, GEAR UP services focus on two main areas of student development: academic excellence; and personal-emotional adjustment.

STRATEGY In fostering student academic excellence and personal-emotional adjustment, the Rutgers-New Brunswick GEAR Partnership utilizes a multi-tiered mentoring strategy. Graduate students, mentored by GSE faculty, serve as mentors to undergraduate students who, in turn, are serving as mentors to the GEAR UP students in grades five through eight. This mentoring program has been successful in enhancing important educational and personal skills in students at differing levels of educational attainment and development. Also, this mentoring strategy allows for middle school students to interact with college students in both formal and informal groups, gaining valuable knowledge about college preparation.

VINELAND PUBLIC SCHOOLS DISTRICT

2000

NEW JERSEY

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Total Students Served: 3,500

PROJECT OVERVIEW During 2001-2002, the Vineland Public School (VPS) District GEAR UP program is addressing the needs of 814 seventh grade students and 740 eighth grade students, all of whom will be served through their high school graduation. The objectives are to: 1) increase daily attendance; 2) decrease the number of students retained in grade each year; 3) increase the acceleration of student progress, as measured

by the number of students taking advanced courses in language arts and math; and 4) increase scores on standardized tests, such as the Terra Nova and State of New Jersey's Assessments (e.g., Grade Eight Proficiency Assessment). The project is employing the following strategies to meet these objectives: tutors; professional development and parent involvement opportunities; college visitations; classroom enrichment activities; intensive summer college programs; and community resources. The GEAR UP program in Vineland has altered the community's perception about what the students can achieve. Further, it has opened the window of opportunity for students at all socioeconomic levels, particularly for those who would not otherwise consider attending and completing college.

STRATEGY Many of GEAR UP's "challenging" students have improved academically in the major subject areas by participating in the after-school tutoring program. Parents are very involved in supporting their child's attendance at these sessions. To assess student progress, GEAR UP staff use the VPS central database, which includes students' quarterly report card grades in each subject.

One of the most effective innovative strategies is the teacher-planned academic evaluation form, which is completed at the end of each marking period by a student's teachers and indicates the strategies that will be implemented as interventions for those students who receive below-average grades. Such interventions include during-school activities to meet a student's learning style, academic labs, after-school programs, contacting parents, student/teacher conferences, and others. Teachers also include sections for expected outcomes, a time line for service/strategy implementation and assessing student outcomes, and teacher comments on student progress. Also, many students are participants in GEAR UP's faith-based programs (e.g., area networks of churches that offer after-school academic services to all students), which employ similar strategies used to measure their success.

EASTERN NEW MEXICO UNIVERSITY

1999

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Total Students Served: 1,350

PROJECT OVERVIEW The Roosevelt County GEAR UP project serves a rural, isolated county in eastern New Mexico. Eastern New Mexico University leads the partnership of four county school districts, the New Mexico Commission on Higher Education, and ten community partners. A high percentage of the county's families are disadvantaged and over 70 percent of county children are eligible for free and reduced-price lunch. Only 40 percent of students who entered the eighth grade in 1993, were graduated from high school in 1997; of those, only 16 percent enrolled at nearby Eastern New Mexico University.

A needs assessment of county schools led the GEAR UP partnership to set the following goals: increase the high school graduation rate; and, ensure that Roosevelt County students are prepared for, pursue, and succeed in postsecondary education.

STRATEGY Roosevelt County GEAR UP staff has provided assistance to the county schools through programs that address self-esteem, goal setting, social maturity, summer school completion, skills for taking tests, and learning as a lifelong opportunity. The staff has also assisted in providing professional development for the school districts in computer training, curriculum assessment, strategic planning and program evaluation.

LA JICARITA ENTERPRISE COMMUNITY

1999

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Total Students Served: 1,690

PROJECT OVERVIEW The La Jicarita Enterprise Community, as a whole, was established for socioeconomic development in the northern counties of New Mexico, and encompasses Rio Arriba County, Taos, and Mora County. A non-profit 501(c) organization, La Jicarita Enterprise Community has twenty-six active initiatives. The Youth Development efforts encompass three. Approximately 90

percent of the GEAR UP project's cohort population is eligible to receive free lunch. In the area, unemployment rates are twice the national average and the median household income remains under \$18,000. The population in the rural, mountainous area is predominately Hispanic. The community's newest initiative, under GEAR UP, is referred to as CHEARS, the Consortium for Higher Education and Readiness Success.

STRATEGY To support CHEARS outcomes, Youth Development is utilizing three strategic strands. They are higher education, family and community development, and school districts. Through working with Institutions of Higher Education, there will be enhanced student interest in college. Through family and community development, there will be infrastructure support for helping students into college, an overall educational increase in community involvement, and lastly, deeper family awareness and knowledge about postsecondary opportunities. For the school districts, there will be benefit from the program by improved teacher awareness, skills, expertise, expectations, and attitudes as well as support for tracking students into college. The project's goal is to strengthen students' skills, knowledge, and readiness and to improve expectations, persistence, and attitudes.

MAGDALENA MUNICIPAL SCHOOLS

2000

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Total Students Served: 337

PROJECT OVERVIEW The Magdalena GEAR UP project will escalate the level and quality of learning for students via different combinations of academic enrichment, mentoring, scholarships, and performance-based assessment. Magdalena students, including those living in poverty and/or identified as limited English proficient, need an educational program that provides each student

with the opportunities, resources, and encouragement necessary to achieve personal maximum potential.

The Magdalena GEAR UP project is designed to provide opportunities for all students to develop and apply higher-order thinking skills and to pursue rigorous content. Students in cohorts at grades K-seven will participate in general classroom enrichment, including individual exploratory and group training activities, and a wide range of college preparatory, financial counseling, and acceleration experiences.

STRATEGY The goal of Magdalena GEAR UP project is to provide significantly expanded learning opportunities, which will effectively prepare all students to complete a college degree program. The program includes a Milestone Scholarship component in which students can earn monies toward future college expenses by meeting program objectives for academic achievement.

NEW MEXICO HIGHLANDS UNIVERSITY

2000

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Total Students Served: 2,185

PROJECT OVERVIEW The New Mexico Highlands University (NMHU)/San Miguel GEAR UP project is a comprehensive, performance-based program designed with three primary components. These include: 1) instructional management and use of data; 2) professional development to ensure full implementation of the new classroom techniques and content skills; and 3) extensive

partnership and collaboration to fully utilize the community and its resources. The goal of the program design is to systematically improve student achievement and motivation to graduate and attend college. Parental involvement is an essential aspect in strengthening the student's support system to reach these objectives. The project includes two school districts in Las Vegas, three middle schools, and two high schools serving rural areas in a designated enterprise zone. In the first year, the sixth and seventh grade cohorts will be served, and a new cohort grade level will be added each year. Over 2,100 students in grades six through eleven will receive support services through the GEAR UP project.

STRATEGY The strategy of the NMHU GEAR UP project is based upon an instructional management model utilizing technology. All students are placed in individualized math and reading comprehension programs and are tracked on a daily basis. In addition, all students prepare projects for local science fairs. The students earn points for completing their educational tasks, for participating in the management of the system, and for demonstrating positive social behavior. Points are used for rewards such as monthly field trips. During the 2001-2002 academic year, 1,095 students are involved. Weekly, sixty students visit the Science Lab at NMHU and receive instruction in physics, chemistry, and biology.