

# **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Project Abstracts for FY 2011 State and Partnership Grants**

## **FY 2011 GEAR UP State Abstracts**

**PR Award Number:** P334S110001

**Grantee:** The Regents of the University of California

**Director's Name:** Shelley Davis

**State:** California

**Year One Funding:** \$5,000,000

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The goal of this grant is to: To develop and sustain the organizational capacity of middle schools to prepare all students for high school and higher education through a systemic network of support for adults who influence middle school students, specifically their counselors, faculty, school leaders, and families. This expanded organizational capacity is expected to result in a higher proportion of students, particularly from backgrounds and communities that historically have not pursued a college education, enrolling and succeeding in higher education.

Moreover, this program focuses, to a large extent, on enhancing proficiency in mathematics which research has shown to be the gate-opening or gate-keeping discipline to higher education. Two models form the core of this proposal:

**A Bridge for Students Model:** Approximately 630 seventh graders from five elementary schools in the Elk Grove Unified School District will be the cohort of students who will receive direct services until they graduate from high school in 2017. The objective guiding this model is: To Increase by 20 Percent the Number of Bridge Students Achieving at Grade-Appropriate Levels in Mathematics as Compared to the Respective 2010-11 Class at the School.

**Whole School Model:** Forty-six middle schools with an estimated enrollment of 48,000 students will receive support in developing a college-going culture through professional development, counseling institutes, engagement of families and communities, and a resources and materials clearinghouse for the six-year grant period. The objective guiding this model is: To increase by five percent each year the number of students at the participating GEAR UP schools who are performing at grade-appropriate levels in mathematics.

**PR Award Number:** P334S110020  
**Grantee:** Colorado Department of Higher Education  
**Director's Name:** Scott Mendelsburg  
**State:** Colorado  
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The Colorado Department of Higher Education seeks to continue to service low-income students statewide through a seven-year GEAR UP III project that will take the same approach as Colorado's past successful GEAR UP I (1999-2005) and GEAR UP II (2005-2011) programs. It will use the priority model to select 6,800 students in low-income schools beginning in the eighth grade and provide mentoring, a college preparatory curriculum, financial literacy, a scholarship component, enroll students in early remediation interventions, provide the chance for students to utilize concurrent enrollment opportunities, require students to take rigorous course work to be college and postsecondary ready when they graduate from high school, assist in the college admission process, and create support mechanisms throughout students' first year of college.

Colorado GEAR UP (CGU) III services are tied to three objectives and corresponding performance measures. Objective 1 requires the program to increase the academic performance and preparation for postsecondary education for CGU students. Performance measures include increasing Pre-algebra completion by 8th grade and Algebra I completion by 9th grade; completion of at least two years of math beyond Algebra I by 12th grade; reading/writing/math proficiency on Colorado's state standards assessment; increase school attendance; 11th and 12th grade credits earned through concurrent enrollment; and credits earned through the College Level Examination Program (CLEP). Objective 2 requires the program to increase the percentage of CGU students who graduate high school and progress to college. Performance measures include increasing on-time promotion to the next grade and high school graduation; increasing aspirations to graduate from college and college enrollment; and decreasing English/math remediation needs upon college entrance. Objective 3 requires the program to increase CGU students' and families' knowledge of postsecondary education options and financing. Performance measures include increasing student and family knowledge of available financial aid and knowledge of the benefits of pursuing postsecondary education; increasing 10th grader PLAN and 11th grader ACT test completion; and improving student GPAs, student completion of rigorous high school coursework, and family engagement in activities. Objectives and performance measures will be met through the services within target middle schools.

**PR Award Number:** P334S110031

**Grantee:** Connecticut Board of Governors for Higher Education

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**State:** Connecticut

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The seven-year Connecticut State GEAR UP project will serve 3,200 students attending twelve middle schools using the cohort of students approach, during middle school and through high school. The project will initially serve both sixth and seventh graders at the three target middle schools in Waterbury and seventh graders only at the target middle schools in East Hartford and New Haven. The program will also provide professional development to teachers in the schools and college awareness and financing seminars to parents.

The Connecticut Board of Regents for Higher Education (BRHE), which is the governing body for the three partner institutions of higher education (IHEs), will coordinate the project, while the IHE partners – Manchester Community College (MCC), Naugatuck Valley Community College (NVCC), and Southern Connecticut State University (SCSU) – will develop, provide, and evaluate services to students, parents, teachers, and schools. This project design represents a more de-centralized approach than in the previous State GEAR UP grants carried out in Connecticut with the intent of greatly enhancing the organic nature of service development and administration to fit localized needs and specific provider strengths. It also has the advantage of significantly emphasizing GEAR UP as a collaborative partnership that will strengthen over the period of the grant and beyond as the partners capitalize on their mutual interdependence.

**Goals/Impact:** The goals of the project are threefold. First, the project will increase student and family knowledge of postsecondary education options, preparation, and financing. Second, the project will increase student academic performance and preparation for postsecondary education. Third, the project will increase the rate of high school graduation and enrollment in postsecondary education among students in target schools.

**Activities and Services:** Six components comprise the project: (1) Early College Awareness; (2) Parental Awareness and Engagement; (3) Student Achievement / College Readiness; (4) School Improvement; (5) Transition to College; and (6) College Scholarships. Services are nested within these components. Direct services include mentoring for students, summer programs, assessment of student learning and evaluation of results, student workshops, parent workshops, campus visits, curriculum alignment and development within the context of the Common Core State Standards (CCSS), professional development for school teachers, and college scholarships.

**Outcomes:** Project services are expected to promote the following outcomes: (1) Students and parents will be able to explain college options, needs and expectations; (2) students will develop motivation to attend college; (3) students will improve their abilities to read, write, calculate, and think critically; (4) teachers and university faculty will align curricula vertically in the context of CCSS; and (5) students and parents will be able to finance a college education.

**PR Award Number:** P334S110026  
**Grantee:** University of Hawaii  
**Director's Name:** Angela Jackson  
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Given the current gap between Hawaii's educational capital and the projected need for an educated workforce as well as the education achievement and completion disparities which exist between low-income students and their higher-income peers, GEAR UP Hawai'i (GUSTHI) seeks to increase the number of low-income students who enter into and succeed in college. GUSTHI's goal is to increase low-income students' awareness of, preparedness for, and enrollment in postsecondary education. Within that goal are four objectives: improve college and career readiness through early academic preparation, expand college-level learning opportunities for high school students, increase access to postsecondary options for every student, and increase postsecondary enrollment and successful first-year completion. These objectives form the foundation of GUSTHI's strategic framework for directly addressing the college-access needs of Hawaii's low-income students, thereby eliminating gaps and increasing college completion.

Through the partnership of the University of Hawai'i, the Hawai'i Department of Education, local community organizations, government agencies, and businesses, GUSTHI will provide services founded in these objectives to nearly 21,000 students using a priority student approach between 2011 and 2017. GUSTHI will serve low-income seventh-12th grade students statewide—with activities, resources, and support for both students eligible for Federal Free or Reduced Price Lunch and students at Title I schools. GUSTHI will also provide services to these students during their first year of college. The activities and services include:

- Supporting Students and Parents to “Step Up” to Rigorous Coursework
- Institutionalizing Research-based Practices for College Preparation
- Creating Opportunities for Mathematics Achievement
- Aligning Expectations and Curricula across the Education Pipeline
- Expanding and Supporting Advanced Placement Programs
- Promoting and Increasing the Availability of Dual-credit Coursework
- Promoting and Increasing the Availability of Early College Coursework
- Innovating Learning Opportunities for Students at Lowest-Achieving Schools
- Increasing Student and Parent Financial Literacy and Financial Aid Awareness
- Increasing Public Awareness through an Outreach Campaign
- Supporting the Development and Piloting of a College Access Web Portal
- Guiding Students through the College Application Process
- Building the Capacity of Educators and Counselors for College Encouragement
- Facilitating Students' Transition from High School to Postsecondary Education
- Increasing Access to and Preparation for College Placement Testing
- Improving Students' Success in their First Year of Postsecondary

**PR Award Number:** P334S110016  
**Grantee:** Idaho State Department of Education  
**Director's Name:** Carina Davio  
**State:** Idaho  
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GEAR UP Idaho will implement statewide services and support to address financial, social and landscape barriers that Idaho students face on their path to postsecondary education. GEAR UP will work to improve statewide efforts to increase student achievement, address high school graduations rates and ensure successful entrance and completion of postsecondary programs. Academic Preparation, adoption of rigorous standards, increased capacity for data use, collaboration among stakeholders, and promoting systemic change in Idaho schools are the guiding factors for Idaho project design. Each element reflects research-based indicators for postsecondary success and completion, and justification for service selection. Main elements of project design will be supported by direct services to GEAR UP schools and students and evaluated by specific and measurable performance objectives.

GEAR UP Idaho will serve 6,000 students across the state of Idaho over seven years. Target schools will be all Idaho middle schools where 50 percent percent of students are eligible to receive free or reduced lunch, including schools identified as low performing. If awarded, GEAR UP Idaho will select schools based on federal eligibility and a strong commitment to the goals of the GEAR UP program. GEAR UP Idaho will provide comprehensive mentoring, outreach, financial aid information and supportive services to GEAR UP Idaho schools, families and students that include: ongoing and targeted professional development; research and information dissemination; implementation of ACT's College Readiness System; advanced learning and postsecondary scholarships; 21st century scholar certificates; summer programs; science, technology, engineering, and math (STEM) tutoring programs; education on financial aid and financial literacy; college and career awareness activities; annual academic counseling; parent, family and community activities; service learning; transition programs; and services to students in their first year in a postsecondary program.

GEAR UP Idaho has developed a rigorous and thorough evaluation plan for the project that includes GEAR UP national objectives and Government Performance and Results Act Performance Measures. Evaluation methods include ongoing, formative assessment of program processes and service impact, and methods to gauge progress toward achieving project objectives, as determined using objective performance measures. The plan also involves summative evaluation methods used to determine ultimate goal attainment and identify any unanticipated project impacts. Project goals and objectives were determined based on the region's educational needs, using logic model to link the program's resources with research based methods for academic success and sustainable support. Each objective has been measurably defined, and baseline and comparative rates have been used to determine annual targets, providing feedback on the achievement of these outcomes.

**PR Award Number:** P334S110018  
**Grantee:** General Government Cabinet  
**Director's Name:** Yvonne Lovell  
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The Kentucky Council on Postsecondary Education (CPE), the applicant organization for GEAR UP Kentucky (GUK) 3.0 requests \$26,922,000 over a six-year funding cycle to implement Kentucky's third statewide project to increase the number of low-income students who graduate from high school and enroll in postsecondary education. GUK 3.0 has the following fourteen objectives that align with the three GEAR UP national goals:

- Objectives 1-2: Improvement in individual student performance from EXPLORE to PLAN to ACT
- Objectives 3-5: Improvement in overall student performance on EXPLORE, PLAN, ACT from cohort to cohort
- Objective 6: Improvement in frequency and depth of student advising
- Objective 7: Improvement in 9th grade completion rate
- Objective 8: Improvement in mathematics completion rate
- Objective 9: Improvement in high school graduation rate
- Objective 10: Improvement in dual credit course-taking rate
- Objective 11: Improvement in college-going rate
- Objective 12: Improvement in financial literacy
- Objective 13: Improvement in educational expectations
- Objective 14: Improvement in knowledge of postsecondary education options, preparation, and financing.

The 30 middle schools targeted for GUK 3.0 services are located in rural areas with a few exceptions in the Northern Kentucky and Louisville urban regions. Using the cohort model, GUK 3.0 will serve a total of 10,000 students in three cohorts over the project period. GUK 3.0 will provide direct services for students and parents, school improvement services, and statewide services. Student and parent services that will be delivered through five research-based strategies are: (a) GEAR UP-2-Learn (learning skills); (b) GEAR UP-2-Success (comprehensive advising); (c) GEAR UP-2-College and Careers (college planning and financial literacy); (d) GEAR UP-2-Focus (mentoring); and (e) GEAR UP-2-Campus (summer enrichment).

Organizations partnering with the CPE to implement the project include: Kentucky Virtual Campus; Kentucky Broadcasting Association; Kentucky Department of Education; Kentucky Higher Education Assistance; LAMPO (Dave Ramsey's Foundations in Personal Finance); ACT Data Consortium; ACT; Premier Publications; The Collaborative for Teaching and Learning; Lexington Herald Leader Newspaper; The Princeton Review; KnowHow2GOKy; Kentucky Adult Education; The University of Kentucky; Western Kentucky, Eastern Kentucky and Morehead State Universities

**PR Award Number:** P334S110038  
**Grantee:** Massachusetts Board of Higher Education System  
**Director's Name:** Robert Dais  
**State:** Massachusetts  
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This project will serve 7,250 students over seven years, including low-income priority students and five cohorts across seven of the Commonwealth's most impoverished areas: Boston; Holyoke; Lawrence; Lowell; New Bedford; Springfield; and Worcester. Target middle and high schools have poverty rates as high as 93 percent percent, and most of the largest are categorized as persistently lowest achieving State Improvement Grant (SIG) schools.

**Past Success:** Over the past 12 years, GEAR UP Massachusetts has helped more than 10,000 students chart a path toward high school graduation and college success. In the 2005-11 grant, students achieved gains in standardized test scores, while comparisons with non-GEAR UP students showed that participants were much more likely to take the SAT, complete financial aid forms, and enroll in college.

**Request:** \$5 million annually for seven years, or \$35 million total with a dollar-for-dollar match.

**Partners:** Department of Higher Education; Colleges of Worcester Consortium; The Education Resources Institute; College Board; Middlesex Community College; Massachusetts Educational Financing Authority; Lawrence, Lowell, Worcester, and Holyoke Public Schools; Umana Middle School (Boston); Putnam High School (Springfield); Seven Hills Behavioral Center; Valley Opportunity Center; and Your Plan for College.

**Goals and Objectives:** GEAR UP Massachusetts will significantly increase the number of low-income students who obtain a secondary school diploma and are prepared to succeed in postsecondary education. Objectives are: (1) improve the academic achievement and performance of GEAR UP students; (2) increase GEAR UP student persistence resulting in increased high school graduation and postsecondary enrollment; and (3) increase student and family knowledge about academic requirements for college, the costs of college and available financial aid to help make college more affordable.

**Activities and Services:** To improve academic achievement and performance, GEAR UP Massachusetts will provide targeted professional development on pre-Advanced Placement (AP) to provide teachers with strategies to harness students' higher-level learning skills. The project also will provide tutoring and mentoring services to foster academic growth and success. To promote high school graduation and college enrollment, the program will offer AP professional development to promote state standards and rigorous course-taking patterns. High school students also will receive early diagnostic services to identify strengths and weaknesses in college readiness, with appropriate interventions so that project participants graduate high school as college ready.

**PR Award Number:** P334S110025  
**Grantee:** Michigan Strategic Fund  
**Director's Name:** Rudy Redmond  
**State:** Michigan  
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The King Chávez Parks (KCP) Initiative on behalf of the State of Michigan is requesting U.S. Department of Education funding through Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) to provide educational preparedness and college awareness to nearly 10,000 low-income, underrepresented students in 49 school districts throughout the state. The Michigan GEAR UP (MI GEAR UP) strategy will leverage a host of new partner resources in support of these aligned programmatic goals:

- Educate GEAR UP students and families on the importance and accessibility of a college education;
- Provide academic support and guidance to make college enrollment and retention achievable;
- Increase student and family capacity to make college affordable, allowing students to enter the collegiate process and leverage financial options.

In conjunction with the Michigan Department of Education (MDE), KCP has crafted a dynamic partnership to strengthen the education pipeline and solidify the collaboration among on-campus programs, K-12 schools, college access organizations and the student/family. Key project partners beyond Michigan's 15 public universities are: EduGuide; Michigan Campus Compact (MCC); Michigan College Access Network (MCAN); Michigan Department of Treasury Office of Scholarships and Grants (OSG); Michigan Foundation for Educational Leadership (MFEL); and University of Michigan School of Social Work (UM-SSW). Through increasing P-20 collaboration, public/private partnerships, and college access preparation, MI GEAR UP will maximize available resources and increase the number of students who are able to enter and successfully graduate from college. These partnerships create the opportunity for alliances to support students in demand disciplines related to science, technology, engineering and math (STEM).

MI GEAR UP is a sustained statewide collaborative strategy that will address the following objectives:

- Increase the access to information for parents, students, educators and administrators regarding the benefits and accessibility of college education in Michigan through guidance, technical assistance, college visitation and scholarship.
- Increase the academic standards and expectations for college education through strategies including participation in advanced academics, tutoring, mentoring, advising, summer programs/institutes and professional development.
- Increase student and family knowledge of college education options, preparation, and financing through financial aid workshops, college visits and publications.

**PR Award Number:** P334S110002  
**Grantee:** Minnesota Office of Higher Education  
**Director's Name:** Mary Lou Dresbach  
**State:** Minnesota  
**Year One Funding:** \$3,100,010  
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The Minnesota Office of Higher Education is the governor-designated 2011 agency for the state's GEAR UP grant. Building on the agency's extensive experience and past successful GEAR UP projects, the agency proposes a project designed to achieve our goal to increase the percentage of graduates from low-income backgrounds that enroll in postsecondary education. Our objectives are to increase the academic performance of GEAR UP students, improve the college preparation of students to ensure postsecondary success, increase high school graduation rates and postsecondary participation rates, and improve student/parent knowledge and perceptions about postsecondary preparation and financing. Measurable outcomes to determine progress and impact include projected increases in state test scores, GPA, math course completion, attendance, graduation, PLAN/ACT test participation, FAFSA completion, and demonstrated knowledge of available financial aid and the cost/benefits of postsecondary education.

Through the use of research-based strategies, we will increase the percentage of students taking rigorous coursework and reduce the need for remediation at the postsecondary level. Participants will receive information about goal-setting, career awareness, postsecondary options, and courses to take in junior and senior high school to be college-ready, and information about financial aid and ways to finance a postsecondary education. Specific services include academic advising, in school and after-school tutoring, college planning presentations, career speakers, college field trips, comprehensive mentoring activities, academic summer programs, and college preparation/financial aid information sessions for students and parents/families.

The direct service model proposes to serve an estimated 3,700 students and their parents each year in nine high-poverty urban schools (22,000 students in Grades 5-12 over the six-year grant). Demographics of projected participants include 25 percent percent Asian, 38 percent percent Black, 25 percent percent Hispanic, 2 percent percent Native American, and 10 percent percent White. School percentages for free/reduced-price lunch (FRL) range from 80 – 98 percent percent. Special Education percentages range from 14 – 23 percent percent. Four schools have Limited English Proficiency (LEP) percentages higher than 50 percent percent. In addition, an estimated 18,000 students will be served in eligible schools throughout the state via our outreach programming.

**PR Award Number:** P334S110014  
**Grantee:** Office of the Commissioner of Higher Education  
**Director's Name:** Sandy Merdinger  
**State:** Montana  
**Year One Funding:** \$4,000,000  
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Project's Goals and Objectives: GOAL 1 – Increase the academic performance and preparation for postsecondary education of GEAR UP students: Objective 1.1 - Increase student academic performance in mathematics; Objective 1.2 - Increase student demonstration of academic preparation for college. GOAL 2 – Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students: Objective 2.1 - Increase graduation rates of GEAR UP students from high school; Objective 2.2 - Increase postsecondary enrollment rates of GEAR UP students. GOAL 3 – Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing: Objective 3.1 - Increase student knowledge of available financial aid and the costs and benefits of pursuing postsecondary education; Objective 3.2 - Increase family knowledge of available financial aid and the costs and benefits of pursuing postsecondary education.

Target Schools: Arlee; Box Elder; Browning; Eureka; Hardin; Harlem; Hays/Lodge Pole; Heart Butte; Lame Deer; Libby; Lodge Grass; Pryor; Rocky Boy; St. Ignatius; St. Regis; Thompson Falls; Troy; Wolf Point.

Major Fiscal Partners: ACT, Inc.; Dennis and Phyllis Washington Foundation; GEAR UP Schools; Montana (MT) Advisory Council on Indian Education; MT Association of Student Financial Aid Administrators; MT College Access Network; MT Office of Public Instruction; MT Postsecondary Educational Opportunities Council; MT Postsecondary Institutions; MT School Counselors Association; Parametric Technologies Corporation; and Student Assistance Foundation.

Additional Program Partners: Advancement Via Individual Determination (AVID) program; MT Association of School Business Officials; MT Board of Public Education; MT Credit Unions for Community Development; MT Department of Labor Career Resource Network; MT Parent Information Resource Center; and School Administrators of MT. GOAL 1 Services: evaluation and vertical alignment of course offerings; Pre-Algebra in seventh grade; Algebra 1 in 8th grade; Advanced Placement; dual enrollment; AVID; advancement in science, technology, engineering, and math initiatives; ACT's College and Career Readiness System; Common Core State Standards implementation; Principal Leadership Program; professional learning communities; mathematical coaches; pre-service teacher cultural training. GOAL 2 Services: college preparatory curriculum; dropout prevention; intervention and support programs; school climate assessment; mentoring; middle to high school and high school to postsecondary transition programs; postsecondary support services; college application week. GOAL 3 Services: college visits; college and career fairs and activities; portfolios; educational trips; job shadows; American Indian college and career curriculum; financial aid and literacy awareness; scholarships through partners.

**PR Award Number:** P334S110034  
**Grantee:** New Jersey Commission on Higher Education  
**Director's Name:** Glen Lang  
**State:** New Jersey  
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New Jersey's GEAR UP State Project will focus on 40 middle and 18 high schools in eight of the state's most distressed communities: Atlantic City; Bridgeton; Camden; Jersey City; Newark; Paterson; Pleasantville; and Trenton. The average median household and per-capita incomes of the target municipalities are 55 percent percent and 38 percent percent respectively, of the statewide medians. The most recent unemployment rates are 65 percent percent higher than the statewide rates.

Student performance on a spectrum of objective indicators including proficiency tests in language arts literacy, mathematics, and science, SAT scores, advanced placement opportunities, high school graduation rates and transition to postsecondary education in these schools is far below the state average. The target high schools' average SAT scores are more than 100 points lower on each section than statewide averages; AP enrollment is 50 percent percent lower than the statewide average; annual dropout rates are eight times higher than the statewide average, student mobility rates are approximately two and one-half times that of the state and graduation rates more than ten percentage points lower than the state average.

The Commission on Higher Education in collaboration with the New Jersey (NJ) Department of Education, the NJ Higher Education Student Assistance Authority, the NJ Educational Opportunity Fund, and seven colleges and universities, (Atlantic Cape Community College, Cumberland County College, Mercer County Community College, New Jersey City University, New Jersey Institute of Technology, Passaic County Community College and Rowan University), will provide students with encouragement, academic and support services, and funding to pursue undergraduate education.

In year one, 2,319 students in grades six through twelve of the target schools will receive extensive grade appropriate services including counseling, after-school tutoring, Saturday classes, summer programs, mentoring, and college visits. By year six, 2,415 students will participate in comprehensive services. Middle and high school students will be served annually through academic enrichment, tutoring, participation in summer enrichment programs, early information about a college-bound curriculum and college financial assistance, the Online SAT Readiness Program and assistance with preparing a college application and filing for financial aid. In addition to early intervention, the project will have a strong state-funded scholarship component. Following award of the federal and a comparable state 21st Century Scholar Certificate, students will receive financial assistance workshops and individual application assistance. These students are also guaranteed eligibility for the state's Educational Opportunity Fund program, which provides scholarship assistance and support services, including a bridge program, between high school and the freshman year in college.

**PR Award Number:** P334S110011  
**Grantee:** Oklahoma State Regents for Higher Education  
**Director's Name:** Jolynn S. Horn  
**State:** Oklahoma  
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Oklahoma GEAR UP will provide a statewide priority student model GEAR UP program to 23 of the highest need, lowest performing school districts in the state, providing services to 20,170 middle and high school students who face many service, infrastructure and opportunity needs: lack of college and career readiness; student achievement gaps; lack of access to rigorous college preparation courses; high student/guidance counselor rates; low awareness of career paths associated with bachelor's degrees; low college-going rates and college persistence rates; low enrollment in the state scholarship program; lack of parent knowledge about higher education opportunities and processes; and lack of financial aid and application assistance.

Oklahoma GEAR UP will provide intensive direct student services; research based professional development for teachers and administrators, parent leadership training, and access to student data for the participating school districts (most of which are rural school districts). Oklahoma GEAR UP will partner with other state entities to help implement the new national Common Core State Standards and their associated assessments, as well as elements of Oklahoma educational reform efforts that tie teacher evaluation to student performance data systems.

Partners of the Oklahoma GEAR UP project will include the Oklahoma State Department of Education, ACT, Inc., the College Board, the Oklahoma College Assistance Program (OCAP) Oklahoma two-year colleges, and numerous educational service providers who will help implement systems and training to achieve stated grant outcomes. Outcomes for the Oklahoma GEAR UP project include improving math skills for middle and high school students, increasing high school graduation rates, increasing student and parent knowledge of postsecondary programs and financial aid, and increasing college enrollment and completion rates.

**PR Award Number:** P334S110008  
**Grantee:** Rhode Island Board of Governors for Higher Education  
**Director's Name:** William Formicola  
**State:** Rhode Island  
**Year One Funding:** \$3,097,787  
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The goals of Rhode Island GEAR UP (RI GEAR UP) are to increase: (1) participants' academic performance and preparation for postsecondary education; (2) high school graduation and postsecondary rates of participants; and (3) participant and family educational expectations and knowledge of postsecondary options, preparation, and financing. We have established 14 objectives to achieve these goals. These include increasing the number of participants passing Algebra 1 by the end of ninth grade, increasing the number of tenth grade students who take the PSATs, increasing student scores on standardized tests (NECAPs), and other important indicators of success. RI GEAR UP is a six-year program that will serve 3,500 priority students in grades 6-12 in the four urban districts with the highest concentration of need in the **State:** Providence, Pawtucket, Central Falls and Woonsocket.

Eighty percent (80 percent) of students in these districts are eligible for free or reduced lunch and 75 percent are from minority families. (Services for former participants who are in college will be provided through the state's College Access Challenge Grant.) We will utilize a proven Advisory system to provide personalized educational support for participants and motivate them to take rigorous courses, graduate from high school on time, and make a successful transition to college and career. We will deploy a team of 24 full-time Advisors in the four urban districts via formal agreements with 32 middle and high schools, including seven that have been identified as Persistently Lowest Achieving. RI GEAR UP will also utilize a continuum of extended learning opportunities across four domains (academic support, postsecondary preparation, social/personal development and career exploration) that are grounded in youth development best practices. All current academic support programs are aligned with rigorous state standards. By the end of Year 2 of this grant cycle, all academic programs will be aligned with the internationally benchmarked, college- and career-ready.

Drexel University's Center for Labor Markets and Policy will conduct an external evaluation of RI GEAR UP. Making extensive use of the RI Longitudinal Data Base, the evaluation will employ a quasi-experimental design to measure net impact on key outcomes, including high school graduation, college enrollment, and one-year college retention. They will disseminate their findings in peer-reviewed journals and at GEAR UP and peer-reviewed conferences. We will provide scholarships for up to eight semesters for all former participants who enroll at in-state schools that grant two- or four-year degrees, or at two- or four-year out-of-state colleges that donate scholarships through our 14-member Scholarship Collaborative. The average annual award will be approximately \$3,000.

RI GEAR UP will also include numerous systemic initiatives that complement RI's Race to the Top management plan. These will be implemented by the RI Office of Higher Education, the RI Department of Education and the RI Higher Education Assistance Authority and will build RI's long-term capacity to provide increased rigor and college- and career-readiness for all students.

**PR Award Number:** P334S110019  
**Grantee:** South Carolina Commission on Higher Education  
**Director's Name:** Karen Woodfaulk  
**State:** South Carolina  
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South Carolina GEAR UP (SCGU) will provide a broad range of intensive programs and services to 24 targeted schools: Whale Branch Middle, Johnakin Middle, Lee Central Middle, Haut Gap Middle School, Robert Smalls Middle, Palmetto School, Loris Middle, Carver-Edisto Middle, Colleton County Middle, Creek Bridge Middle, Scott's Branch Middle, C.E. Murray Middle, Ridgeland Middle, Williams Middle, Clay Hill Middle, Hemingway Middle School, Hardeeville Middle, Spaulding Jr. High, St. George Middle, Kingstree Jr. High, Estill Middle, Darlington Middle, Military Magnet Middle, JV Martin Jr. High.

Eighty-five percent of the targeted schools are located on what a 2005 documentary referred to as "the I-95 Corridor of Shame." The SCGU targeted schools reflect the characteristics of the Corridor schools: 70 percent are minority populations versus the State average which is 36 percent; are primarily poor with 81 percent of the students on free and reduced lunch versus 60 percent for the State average; 50 percent transition from high school to college versus 66 percent State average. These are long term systemic problems. The ultimate goal of the project is to produce positive, long-term, and systemic effects on low-income students' participation in postsecondary education. SCGU will be using the cohort approach and will begin by serving 3,623 seventh graders, in the 24 schools and continue providing services through the first year of postsecondary.

The Governor has designated the South Carolina Commission on Higher Education (SCCHE) as the state agency to apply for and administer the GEAR UP state grant. In addition to the participating school districts, partners in the grant include: South Carolina Chamber of Commerce, South Carolina Governor's School for Science and Mathematics, iCivics South Carolina, Florence-Darlington Technical College, Technical College of the Low Country, Francis Marion University, Morris College (HBCU), Voohees College (HBCU), Central Carolina Technical College, Williamsburg Technical College, University of South Carolina Salkahatchee, Orangeburg-Calhoun Technical College, College of Charleston and United Methodist Churches. Partners in the grant will provide in-kind match of 51 percent in non-federal funds. The programs and services identified by a completed needs assessment will address gaps in students' academic performance, increase the number of students prepared to enter and succeed in postsecondary education and increase the knowledge of students and their families about postsecondary education options and financing. SCGU will be providing: service coordination, college/financial aid counseling, school/business/community partnership, professional development/curriculum improvement, mentoring, tutoring, summer programs, and program evaluation.

**PR Award Number:** P334S110022  
**Grantee:** South Dakota Department of Higher Education  
**Director's Name:** Roger Campbell  
**State:** South Dakota  
**Year One Funding:** \$3,483,736  
**Telephone Number:** (605) 773-3783  
**E-mail Address:** [roger.campbell@state.sd.us](mailto:roger.campbell@state.sd.us)

This grant application proposes a promising program, called the GEAR UP South Dakota program (GUSD), which aims to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. This is an important mission for the State of South Dakota, as significant educational disparities continue to exist between Native American and non-Native students in the State.

To achieve this goal, the program has identified the following three objectives: (1) increase the academic performance and preparation for postsecondary education of GEAR UP students; (2) increase the rate of high school graduation and participation in postsecondary education for GEAR UP students; and (3) increase the educational expectations of GEAR UP students, and increase student and family knowledge of postsecondary education options, preparation, and financing. The program will serve a priority cohort of 6,600 students each year over a seven-year period. Students will begin participating in the sixth grade, and will be followed through their first year at an institution of higher education. GUSD will offer:

- 1) Foundational services to all grade levels;
- 2) Middle school enhancements;
- 3) Middle school to high school transition services;
- 4) High school enhancements;
- 5) High school to postsecondary transition services; and
- 6) Other support services such as professional development and parent services.

In terms of outcomes, the program expects to increase participating students' attendance and course completion rates, grade point averages, state assessment scores, SAT/ ACT completion rates, and high school graduation and postsecondary enrollment rates. Participating students and their parents will also demonstrate an increase in knowledge regarding postsecondary benefits, academic preparation, costs, and financial aid opportunities.

GUSD will be implemented by a diverse, experienced, and committed group of partners, led by the South Dakota State Department of Education and its Office of Indian Education. Partners include the Mid-Central Educational Cooperative, American Indian Institute for Innovation, Oceti Sakowin Education Consortium, South Dakota Board of Regents, Lakota Funds, Wells Fargo, Microsoft, and the DIAL Virtual School. The program will be evaluated through a rigorous, well-designed, and independent evaluation.

**PR Award Number:** P334S110015  
**Grantee:** Utah Valley University  
**Director's Name:** Laurie Miller  
**State:** Utah  
**Year One Funding:** \$3,982,438  
**Telephone Number:** (801) 863-6567  
**E-mail Address:** [laurie.miller@uvu.edu](mailto:laurie.miller@uvu.edu)

Major Partners Providing 107-116 percent Average Annual Cost-Share Matching Support: Higher Education Partners; Weber State University (WSU); Salt Lake Community College (SLCC); Utah State University-College of Eastern Utah (USU-CEU); Northern Utah Region Salt Lake County, South Central Utah. Other State, Community and School District Partners San Juan Foundation/ San Juan School District; West High School, Salt Lake City School District; East High School, Salt Lake City School District; Utah Higher Education Assistance Authority (UHEAA); CoBro Consulting; LLC; Rural; remote school district; Urban/inner-city school district; Urban/inner-city school district, State scholarships and grants; Student database and evaluation.

Major Objectives, Scope and Impact of the Project: Objective 1 – Increase academic performance and preparation for postsecondary education for GEAR UP students; Objective 2 – Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students; Objective 3 – Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing; and Objective 4 – Increase GEAR UP students' success in their first year of attendance at an institution of higher education. Utah's state GEAR UP will implement activities under a 100 percent Priority Model in a wide-area implementation covering a service region of over 21,000 square miles. A total of 51 schools within 13 school districts in 13 counties will participate. The majority of these schools and districts participated in the highly successful 2005-11 Utah's Statewide GEAR UP Education Program grant led by Utah Valley University. The number of students and the scope of direct student services have been significantly expanded in this state grant proposal, along with an ongoing comprehensive, outcomes-oriented evaluation governing all project processes and interventions. Utah GEAR UP will leverage programmatic impact upon student achievement via a dynamic 12-state GEAR UP College and Career Readiness Evaluation Consortium.

Primary Activities and Services (Seven-year Performance Period): Utah's Statewide GEAR UP Education Program will be including high-impact, direct wraparound student services that will target and measure:

(1) All required as well as most permissible and allowable GEAR UP Higher Education Opportunity Act (HEOA) activities; (2) Further implementation of activities and services to strategically address all four of the Competitive Preference Priorities; as well as the Invitational Priority (3) All GEAR UP GPRA Performance Measures 1-10 and the three GEAR UP Offices Program Measures; (4) The efficacy of program processes, the impact of GEAR UP interventions throughout the project timeline, and progress toward program goal attainment.

**PR Award Number:** P334S110006  
**Grantee:** Vermont Student Assistance Corporation  
**Director's Name:** Linda Shiller  
**State:** Vermont  
**Year One Funding:** \$4,591,852  
**Telephone Number:** (802) 655-9602  
**E-mail Address:** [shiller@vsac.org](mailto:shiller@vsac.org)

Vermont State GEAR UP Program (VSGU) has been in existence since 1991, providing needy students and schools throughout the state with a comprehensive range of services. Vermont was one of only nine states to host the National Early Intervention Scholarship Program, a national model that the GEAR UP state grants were built upon. Our success is in large part due to the enormous support from our sponsoring organization, Vermont Student Assistance Corporation (VSAC), which has earned a national reputation and has been committed to statewide college access services for over 40 years. VSAC was created as a public, non-profit agency to help all Vermonters, especially those with limited means, with the information and resources needed to pursue education beyond high school. In addition to Vermont State GEAR UP, three other statewide college access programs are administered by VSAC: Vermont Talent Search, EOC and the College Access Challenge Grant. This arrangement has provided an excellent opportunity for collaboration, and well-coordinated, cost effective services throughout the state.

Our program objectives address all three national GEAR UP goals and the ten GPRA performance measures. Simply put, we are committed to providing the necessary resources, information and encouragement that many low-income students across the state need in order to break the cycle of poverty to aspire to, enroll in and successfully complete a college education. Since students need the assistance and encouragement from their families and schools, VSGU includes the provision of support and information for parents as well as for assisting ten of Vermont's persistently lowest-achieving schools to create a college-going culture and improve student outcomes. In addition, we have included a seventh year program (Project GUIDE) to annually support approximately 200 VSGU graduates through their first year of college.

VSGU will serve 2,500 students grades 7-12 and their parents annually in 55 schools across the state, offering a comprehensive array of services including mentoring, tutoring, career and college planning, financial literacy, along with financial aid and postsecondary information. Through large-scale school and campus-based workshops and our interactive career planning website, our services will continue to reach thousands more throughout the state. Our strong statewide partnerships with groups such as the Vermont Department of Education, University of Vermont, Vermont State College System, Vermont Principals' Association and our 55 VSGU school partners have contributed greatly to the positive impact that VSGU has had on the thousands served since our inception.

**PR Award Number:** P334S110017  
**Grantee:** Washington State Higher Education Coordinating Board  
**Director's Name:** Weiya Liang  
**State:** Washington  
**Year One Funding:** \$4,500,000  
**Telephone Number:** (360) 753-7884  
**E-mail Address:** [weiyal@hecb.wa.gov](mailto:weiyal@hecb.wa.gov)

The Washington State GEAR UP (WA-GU), as administered by the Higher Education Coordinating Board, brings 12 years of successful experience as a past grantee. WA-GU facilitates strategic partnerships to leverage funding and resources that provide direct, early intervention services to students in high-need schools to help them prepare for, and succeed in, higher education. Our vision is that all students are academically and financially prepared to enter and complete postsecondary education. We focus on students who are underserved and underrepresented, and believe that starting in the seventh grade gives them a better chance of enrolling in, persisting through, and completing in a postsecondary degree program. WA-GU supports schools in building personalized relationships with students to fuel student aspirations for college and provides the academic supports needed to support high student achievement.

The 61 target schools will serve 6,800 GEAR UP students and were selected based on multiple factors, including the percentage of low income students identified as low-income exceeding 50 percent, Title I status, school improvement status and/or placement on the state's persistently lowest achieving roster, and capacity to support GEAR UP programming in their building and district. To meet the diverse needs of the schools, two models will be employed. The 13 smallest schools, K-8 or K-12 buildings with fewer than 200 students, will operate a priority model, providing GEAR UP services to all eligible students in the seventh-12th grades. The remaining schools will operate a cohort model, serving the Class of 2017 starting in seventh grade.

The goal of WA-GU's is to increase the number of students who enroll and succeed in postsecondary education. To achieve this, WA-GU activities support the following three objectives: (1) increase the academic performance and preparation for postsecondary education for GEAR UP students; (2) increase the rate of high school graduation and participation in postsecondary education for GEAR UP students; (3) increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing.

WA-GU will provide the foundation for a comprehensive service model that will include activities for students, families, and staff. Project services will include tutoring, mentoring, outreach, financial aid information and supportive services to students. Strong advisory programs and GEAR UP staff will support student enrollment in rigorous and challenging curricula and coursework, in order to reduce the need for remedial coursework at the postsecondary level. Access to professional development will be provided to ensure that schools and teachers are prepared to provide this guidance, and have teachers trained to provide the courses. Services will serve to increase the number of GEAR UP students who obtain a high school diploma and complete applications for, and enroll in, a program of postsecondary education.

**PR Award Number:** P334S110033  
**Grantee:** Department of Public Instruction  
**Director's Name:** Kevin Ingram  
**State:** Wisconsin  
**Year One Funding:** \$5,000,000  
**Telephone Number:** (414) 227-4413  
**E-mail Address:** [kevin.ingram@dpi.state.wi.us](mailto:kevin.ingram@dpi.state.wi.us)

Governor Scott Walker has designated the Department of Public Instruction (DPI) Wisconsin Educational Opportunity Program (WEOP) as the state agency to apply for the GEAR UP grant in the amount of five million dollars annually for six years. The program will enroll and provide direct services to 2,700 middle and high school priority students in the school districts of Ashland, Eau Claire, Green Bay, Madison, Milwaukee, Racine, Wausau, and DC Everest as well as 400 low-income students from across the state in need of additional assistance with the college and financial aid application process.

The direct services include academic advising, encouraging rigorous classes, assisting with the college admission and financial aid application process, arranging precollege summer opportunities, offering college readiness workshops, developing an education and career plan, and awarding a GEAR UP scholarship upon high school graduation. In addition, it is estimated that over 45,000 students, parents, and school district staff will be reached around the state through an outreach component. This component will provide information on college and career readiness to parents and students as well as professional development opportunities to school districts on a variety of topics including the longitudinal data system and the common core state standards.

DPI WEOP has defined four objectives to meet the goals of the GEAR UP program: (1) 100 percent of the participants will be encouraged to enroll in rigorous courses for high school preparation, high school graduation as well as college and career readiness. (2) 90 percent of the GEAR UP priority students will graduate from high school each year and 80 percent will continue their education beyond high school; (3) 50 percent of the GEAR UP priority students and parents will increase their knowledge of college and career readiness; (4) 75 percent of the school district staff who participate in professional development opportunities that will increase their knowledge of college and career readiness.

**PR Award Number:** P334S110024  
**Grantee:** University of Wyoming  
**Director's Name:** Judy Trujillo  
**State:** Wyoming  
**Year One Funding:** \$3,548,876  
**Telephone Number:** (307) 766-6169  
**E-mail Address:** [jtrujil7@uwyo.edu](mailto:jtrujil7@uwyo.edu)

GEAR UP Wyoming (GUWY) is a state grant that will serve a minimum of 2,000 students statewide each project year, including first-year college students and students still in the pipeline from the 2005 grant. The University of Wyoming is the lead agency and will partner with all seven Wyoming community colleges and the Wyoming Department of Education (WDE), which are the original eight partners from the 2005 GEAR UP grant. Partners' continued willingness to collaborate with GUWY demonstrates their strong history of commitment and ongoing support. All have submitted letters of commitment for the next grant cycle. GEAR UP Wyoming uses a state priority-student model to serve students across the state in grades 7-12 who qualify for free and reduced price lunch. Student and parent services will be provided by GUWY staff located at offices on each community college campus in Wyoming. These offices will impact approximately 101 of 154 secondary schools in the state, 23 of which are designated by the U.S. Department of Education as persistently lowest-achieving schools. GUWY's partnership with the WDE will focus on statewide initiatives including the Wyoming Comprehensive Literacy Plan, the implementation of Common Core State Standards and college and career-readiness benchmarks, and professional development for teachers, administrators, instructional facilitators, and summer school staff.

All student and parent services will be provided to achieve the following 8 objectives:

- 1) GUWY will serve a minimum of 2,000 participants each year;
- 2) X percent of 8th and 11th grade GUWY students who receive services for at least one year will be proficient in math as measured by NCLB (No Child Left Behind Act) state assessments\*;
- 3) 85 percent of GUWY seniors will graduate from high school;
- 4) 55 percent of GUWY high school graduates will enroll in postsecondary education (PSE) by the fall term following high school graduation;
- 5) X percent of GU students who enroll in PSE will persist from the 1st to the 2nd year\*;
- 6) 60 percent of GUWY 12th grade students will complete the FAFSA;
- 7) 75 percent of GUWY 11th grade students will complete the ACT; and
- 8) 45 percent of parents of GUWY students who receive services for at least one year will participate in activities associated with assisting students in understanding and/or obtaining scholarships and/or financial aid for college.

(\*Targets will be set after baseline data is collected).

Mandatory services to be provided, as defined in Code of Federal Regulation 34 694.21(a-c), will include providing information regarding financial aid for PSE (694.21(a)), encouraging student enrollment in rigorous and challenging curricula and coursework (694.21(b)), and implementing comprehensive mentoring, outreach, and support services that improve the number of participants who obtain a secondary school diploma and enroll in a program of PSE (694.21(c)).

## FY 2011 GEAR UP Partnership Abstracts

**PR Award Number:** P334A110121  
**Grantee:** Project GRAD Kenai Peninsula  
**Director's Name:** Tim Vlasak  
**State:** Alaska  
**Year One Funding:** \$128,000  
**Telephone Number:** (908) 714-8862  
**E-mail Address:** [tvlasak@kpbsd.k12.ak.us](mailto:tvlasak@kpbsd.k12.ak.us)

Alaska's Kenai Peninsula Borough School District, in partnership with Project GRAD Kenai Peninsula and Kenai Peninsula College and five other business partners, proposes GEAR UP Kenai Peninsula (GUKP) to serve a cohort of second through eighth graders in five rural district schools which have historically been extremely low performing due to several factors: high percentage of low-income students, "poverty of access" issues due to remote locations and cultural diversity, limited English proficiency and high incidences of alcoholism and abuse.

GUKP proposes a wide array of support services to teachers, administrators, students, their families and communities to strengthen academic rigor, parent-community engagement, college awareness and access such that graduation rates increase and graduates are prepared to enter college and succeed. GUKP's successful collaboration on a FY 2005 GEAR UP grant provides extremely valuable strengths and resources to this project, as do committed partners including regional native organizations and businesses.

This project builds on a strong existing foundation to expand services to two new schools in the district, solidify capacity at two previously served schools (which have experienced nearly complete teacher/administrator turnover) and concentrates particular focus on increasing high school academic rigor and student support during critical academic transition periods. Specific program objectives aimed at accomplishing GEAR UP goals include:

- Increasing teacher capacity
- Rigorous, aligned coursework
- Access to social services
- Student support during critical transition periods
- Student/parent college awareness, aspirations, preparation and resources
- Community engagement and empowerment toward a lasting educational constituency.

Capable staff, supportive schools, a clearly articulated management plan and evaluation plan employing comparative change analysis (a quasi-experimental research methodology where baseline measures are used to derive change scores) ensure the program is on track, compliant, informed by a diversity of perspectives and positively impacts low-income minority student college education success and the school community.

**PR Award Number:** P334A110020  
**Grantee:** Phillips Community College University of Arkansas  
**Director's Name:** Dr. Linda Heard  
**State:** Arkansas  
**Year One Funding:** \$1,019,199  
**Telephone Number:** (501) 318-8410  
**E-mail Address:** [drlindaheard24@gmail.com](mailto:drlindaheard24@gmail.com)

Phillips Community College-University of Arkansas proposes a GEAR UP program of supports to increase secondary persistence toward high school graduation and increased unconditional postsecondary entry to 1,274 students enrolled at Barton-Lexa, Dewitt, Dumas, Helena-West Helena, Lake Side, Lee County, Marvell and Stuttgart School Districts. Additional partnership members include: Arkansas State University Delta STEM Initiative, Parametric Technology Corporation, Arkansas Delta AHEC, Mid-South Health Systems, Boys and Girls Club of Phillips County, Southern Bancorp, and the Helena-West Helena Housing Authority program.

Objectives Include:

- 20 percent increase in English Language Arts and Math on the Arkansas Benchmark 1.1
- 20 percent increase in completion of Pre-Algebra by Grade Eight
- 10 percent increase in completion of Algebra I by Grade Nine
- 10 percent increase from the current 72 percent graduation rate by 2018
- 25 percent increase in participation in Credit Recovery by 2018
- 25 percent reduction in the current 13.91 percent 5-day unexcused absenteeism
- Cohort dropout rates will be reduced 50 percent (from 6.4 percent) by 2018
- Reduce retention rate by 20 percent (from 9.67 percent) for Grades seventh-12th by 2018
- Cohort/ parents expectation of high school graduation will increase by 20 percent
- 50 percent increase in postsecondary entry from the current average of 32.1 percent by 2018
- 20 percent increase (from current 175 students) in dual enrollment programs by 2018
- 3.2: 20 percent increase in cohort/family postsecondary expectations by 2018
- 25 percent reduction (from 71.8 percent) in developmental postsecondary entry by 2018
- 40 percent increase (from 40 percent) in developmental student's persistence through their freshman year of postsecondary by 2018
- 100 percent of teachers at GEAR UP schools will participate in 60 hours of professional development to increase instructional rigor through 2018

**PR Award Number:** P334A110266  
**Grantee:** California State University Fullerton  
**Director's Name:** Linda Patton  
**State:** California  
**Year One Funding:** \$972,596  
**Telephone Number:** (657) 278-2106  
**E-mail Address:** [ogcl@fullerton.edu](mailto:ogcl@fullerton.edu)

This proposal requests funds to develop a six year GEAR UP Program at California State University, Fullerton (CSUF), in partnership with the Anaheim Union High School District, target schools Dale and Orangeview Junior High Schools and Western and Magnolia High Schools. Our key community partners include Fullerton College, Project Save Anaheim's Youth and The Tiger Woods Learning Center will increase preparation and access to postsecondary education. Located in Anaheim, California, the 1219 students to be served at the target schools face a number of serious challenges: high poverty, high percentage of English Learners, low academic achievement, lack of sufficient academic support to ensure students succeed in a rigorous college preparatory curriculum, low higher education expectations and aspirations, and an inability to effectively engage and inform parents. As a result, the majority of students are not college-eligible and do not pursue a higher education.

To address these challenges, Cal State Fullerton-GEAR UP has established ambitious but attainable objectives have been established along with comprehensive services and activities which will increase persistence, high school graduation, postsecondary enrollment, and postsecondary completion. The objectives of the GEAR UP Program will include: increasing the academic performance and preparation for postsecondary education, increasing the rate of high school graduation and participation in postsecondary education, increasing the educational expectations for participating students, and increasing student and family knowledge of postsecondary education options, preparation and financing.

The major activities will focus on improving academic performance through in-class and after school tutoring, academic counseling, college prep workshops, educational and cultural enrichment activities, career exploration, Saturday Academy, GEAR UP University Summer Program in order to enable participants to attain the skills necessary to complete a rigorous program of study, pass the California High School Exit Exam, and successfully enroll in a postsecondary program. Close coordination with target school and community personnel and parents will enhance project activities. Additional activities will focus on parent education of the college going process and financing postsecondary opportunities. Professional development at target schools will develop the capacity of teachers with a focus on academic literacy, math and science. The impact of these activities will make a significant impact on the target schools and GEAR UP participants.

**PR Award Number:** P334A110159  
**Grantee:** Los Angeles Unified School District  
**Director's Name:** Yolia Aguirre-Goar  
**State:** California  
**Year One Funding:** \$1,357,905  
**Telephone Number:** (818) 753-6255  
**E-mail Address:** [yoliaa@aol.com](mailto:yoliaa@aol.com)

Project STEPS (System-wide Training for Educational Postsecondary Success) will serve a cohort of 1,988 students, predominantly from low-income households of Hispanic descent, for six years. The project will begin with the seventh graders at four middle schools in the North Hollywood/San Fernando Valley area: Byrd, Romer, Sun Valley and Van Nuys. In high school, the cohort will follow the students and expand to include the ninth graders at four high schools: North Hollywood, Polytechnic, Sun Valley and Van Nuys. All of the participating schools are Title I and in Program Improvement. Sun Valley Middle School has been designated as among the persistently lowest achieving schools in the state.

Goals and objectives are:

**Objective 1:** Increase academic performance and preparation for post-secondary education. Desired outcomes are:

- At least 65 percent of cohort students will pass pre-algebra by the end of 8th grade;
- At least 75 percent will pass Algebra 1 by the end of 9th grade;
- At least 60 percent will take two years of math beyond Algebra I;
- At least 85 percent will graduate from high school; and
- At least 60 percent will place into college-level math and English without remediation.

**Objective 2:** Increase the rate of high school graduation and participation in post-secondary education. Desired outcomes include:

- Average attendance will exceed 90 percent annually;
- Grade level promotion rates will exceed 75 percent a year;
- 80 percent of students will complete an individual college plan by 10th grade;
- 75 percent will take the PSAT by the end of 10th grade;
- 75 percent will take the SAT by 12th grade;
- 50 percent will have an unweighted grade point average (GPA) of at least 3.0 on a 4.0 scale by 12th grade;
- 90 percent will expect to graduate from high school;
- 75 percent will graduate from high school; and
- At least 65 percent will enroll in college.

**Objective 3:** Increase Project STEPS students' and their families' knowledge of post-secondary education options, preparation and financing. Desired outcomes include:

- At least 75 percent of the students will know the academic preparation needed for college;
- At least 50 percent of parents will know the academic preparation needed for college;

- Student knowledge of college financing will increase 20 percentage points;
- Parent knowledge of college financing will increase 15 percentage points;
- 75 percent of parents will actively participate in activities to prepare their child for college;
- Every seventh grade cohort member will receive a personalized 21st Century Scholar Certificate.

Partners will include the Los Angeles Unified School District, the four middle and four high schools, California State University Northridge, University of California Los Angeles, Woodbury University, Parent Institute for Quality Education, Families In Schools, STAR Learning, Study Island, Santa Monica Mountains National Recreation Area and Quantum Learning. Activities will include a strong academic component, with summer "jump start" workshops in math, weekly enrichment in math and English during the year, Family Nights, off-campus science labs, outdoor learning opportunities, teacher professional development to diversify instructional strategies, parent education, counselor training, concurrent enrollment, AP classes, student monitoring/mentoring, SAT Preparation classes, college skills development classes, summer campus residential programs, college field trips, career conferences and classroom presentations.

**PR Award Number:** P334A110166  
**Grantee:** Los Angeles Unified School District  
**Director's Name:** Micaela Vazquez-Hahn  
**State:** California  
**Year One Funding:** \$3,017,600  
**Telephone Number:** (323) 422-3398  
**E-mail Address:** [mjv1705@lausd.net](mailto:mjv1705@lausd.net)

Building on the successes of three prior grants, GEAR UP 4 LA, as part of the Los Angeles Unified School District (LAUSD) Local District 4, is applying for a seven-year GEAR UP grant. This proposal seeks to bring established and successful programs and partnerships to a new double cohort of 3880 students in the sixth and seventh grade attending the Robert F. Kennedy Zone (Berendo and Kim Academy Middle Schools; Global Leadership, NOW Academy, and University of California, Los Angeles (UCLA) Community Span Schools K-12; Los Angeles High School for the Arts and Visual Arts and Humanities High Schools) and Belmont Zone (Castro, Liechty and Virgil Middle Schools; LA Teacher Prep, Belmont, Roybal Learning Center, Civitas Leadership, Contreras Learning Complex, Academic Leadership Committee, and LA Global Studies High Schools) of Choice schools. Located in the most densely populated, principally Latino sector of the Pico Union area in downtown Los Angeles, GEAR UP 4 LA will initially serve eight schools at the middle grades and nine schools at the secondary so as to significantly increase the number of students attending and completing postsecondary education.

The project works to ensure the effective and most appropriate uses of resources through thoughtful collaboration. All partnerships have been developed with the community in mind and include the University of California Los Angeles, Occidental College, East Los Angeles College, Los Angeles City College, Los Angeles Trade Technical College, The Chicano Latino Foundation, Families in Schools, The Jaime Escalante Program, The Young People's Project, The College Board, SoCal CAN, Los Angeles Chamber of Commerce, The Princeton Review, Wells Fargo Bank, All Aboard Tours, Cal-PASS, and the National Student Clearinghouse. GEAR UP 4 LA aims to significantly increase student success in high school, persistence in college and preparation for life-long learning. Components of the program include a strong academic and financial counseling program for students and parents, intensive extended learning programs, professional development for teachers, early college readiness tests, concurrent enrollment programs, college visits, and adult, college and peer mentoring for students and parents.

Ultimately GEAR UP 4 LA will provide the expert guidance, service structures, and research based support to increase the number of students graduating from high school, enrolling and completing a postsecondary education without the need for remedial support in English and math.

**PR Award Number:** P334A110119  
**Grantee:** Marymount College  
**Director's Name:** Erik Osugi  
**State:** California  
**Year One Funding:** \$2,697,979  
**Telephone Number:** (818) 760-4695 extension 232  
**E-mail Address:** [eosugi@projectgradla.gov](mailto:eosugi@projectgradla.gov)

**Goals and Objectives:** The ultimate goal of the Marymount Partnership is to increase the college graduation rate of GEAR UP students. Objectives are as follows: (1) Increase academic performance and preparation for postsecondary education; (2) Increase the rate of high school graduation and participation in postsecondary education; (3) Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation and financing; (4) Improve the college-going culture at target schools; (5) Lower the college remediation rate; and (6) Increase college persistency rates.

**Number of Students to Be Served:** 3,592

**Target Schools:** Maclay Middle School, Olive Vista Middle School, Pacoima Middle School, San Fernando Middle School, Arleta High School, San Fernando High School, Sylmar High School, and Valley Region High School #5.

**Partners:** Project GRAD Los Angeles (PGLA); Los Angeles Unified School District Local District 2; California State University, Northridge; Los Angeles Valley College; Mount St. Mary's College; EduCare Foundation; The Valley Economic Alliance; Los Angeles Education Partnership; K-12 Parent.Org; Pacoima Beautiful; and Youth Speak Collective.

**Activities and Services:** Through school-based College Access Teams and Student and Parent Services Teams, the Marymount Partnership will provide a wide array of services and activities over the 7-year grant period: (1) **For Middle and High School Students** – Academic Case Management; Tutoring; eLearning/Afterschool Program; Counseling/College Advising; PGLA Scholarship Program; College Readiness/Financial Aid Workshops; Summer Institutes; Concurrent Enrollment; Test Preparation Workshops; Peer Leadership/Mentoring; Community College Outreach Events; College Visits; (2) **For 1st-Year College Students** – College Cohort Case Management; Peer Support Groups on Campus (CREWS); and (3) **For Parents** – Counseling/College Advising; Parent Workshops/Engagement; College Readiness Workshops; Community College Outreach Events

**PR Award Number:** P334A110125  
**Grantee:** MiraCosta Community College District  
**Director's Name:** Richard Robertson  
**State:** California  
**Year One Funding:** \$1,076,052  
**Telephone Number:** (760) 795-6898  
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MiraCosta College (MCC) GEAR UP will serve the Oceanside Unified School District (OUSD) which has over 21,100 K-12 students. The MCC GEAR UP will have two target middle schools, Chavez and Jefferson (average 75 percent FRL), which both feed into OUSD's only two high schools, Oceanside High School and El Camino High School. MCC GEAR UP will implement a two-cohort model, serving sixth and seventh graders, and all matriculating ninth graders, to serve ALL students in the Classes of 2018 and 2019. A seventh year is included to serve the GEAR UP graduates, in Cohort 1 through a successful first-year college experience.

Located between the border of Mexico downtown Los Angeles, Oceanside is adjoined by the Marine Corps Base, Camp Pendleton; the largest military installation in the world. Oceanside, California sounds like a picturesque place, however, the city is abound with economic stratification, with distinct areas of severe poverty, homeless transients, multiple migrant populations, a significant number of military/veteran families, and a growing number of households with unemployed and underemployed parents and young adults.

A city with major demographic transitions and population increases, yet also "stuck in archaic traditional ways," has been more harshly impacted by the economic down-turns of late. The large burgeoning aspiring middle-class was decimated in the current recession. And military families, some with both heads of household deployed, concurrently, has left many youth without parents, for more time, in the last decade than ever before, for this proud military town. Oceanside is ethnically diverse, with 82 percent of OUSD made up of ethnic minorities. MCC is a California Community College that is located in the heart of the OUSD and seeks to reverse these trends with the GEAR UP partnership program and inspiring a college culture/educational community in which students pursue and complete their educational goals.

**PR Award Number:** P334A110234  
**Grantee:** Palomar Community College District  
**Director's Name:** Calvin One Dear Garvin  
**State:** California  
**Year One Funding:** \$2,524,920  
**Telephone Number:** (760) 290-2525  
**E-mail Address:** [onedeer@palomar.edu](mailto:onedeer@palomar.edu)

Palomar College (PC) GEAR UP Partnership Program will serve the Escondido Union (K-8) School District (EUSD), the Escondido Union High School District (EUHSD), and the San Marcos Unified School District (SMUSD), which together has over 46,000 K-12 students, and lies in a rapidly changing demographics and ever-increasing rural/reservation and semi-suburban area North of the Mexican border and South of Los Angeles/Riverside. The PC GEAR UP will have four middle schools, which combined have 85 percent Free and Reduced Lunch students. The middle schools feed into five high schools. PC GEAR UP will implement a two cohort model, serving all sixth and seventh graders (3,176 students), and all matriculating ninth graders (4,131 students), thus serving all students in the Classes of 2018 and 2019. A seventh year is included to serve the GEAR UP graduates in Cohort 1 through a successful first-year college experience.

PC GEAR UP will utilize the federal GEAR UP objectives as the driving force to intensely manage the incremental milestones and indicators for student achievement based on innovative interventions, and required services, and GEAR UP proven Activities, Programs, Events, and Services (APES). An intensive evaluation process that includes baseline data, statistical benchmarks, and projected student outcomes will be conducted formatively and annually, to continually analyze whether the interventions are leading to numerical progress with the program objectives and student achievements.

Palomar College and our growing number of partners has an exceptional history of hosting a GEAR UP grant, and seeks to expand into more schools with greater needs and more diversity, using the infrastructure and credibility we've established and the lessons we've learned to "jump start" new schools and students seek to also build educational capacity and achieve concrete outcomes with more high school, college/degree completions, and careers attained.

**PR Award Number:** P334A110210  
**Grantee:** Regents of the University of California, Davis  
**Director's Name:** Lianne Richelieu-Boren  
**State:** California  
**Year One Funding:** \$1,800,000  
**Telephone Number:** (530) 245-1844  
**E-mail Address:** [lrrichelieu@ucdavis.edu](mailto:lrrichelieu@ucdavis.edu)

The University of California at Davis (UC Davis) requests funding to establish a NEW GEAR UP (GU) project to serve 2,250 sixth – 12th grade students over a period of seven years. The UC Davis GU project will encourage low income students to complete secondary school; enroll in postsecondary education; and publicize the availability of, and facilitate the application for, student financial assistance. The target area of the UC Davis GU project is four impoverished counties in far Northern California. The target area is characterized by high unemployment, high poverty rates, and low levels of academic attainment. The UC Davis GU project will provide the following services based on an assessment of each participant's need for services:

- High Quality Academic Tutoring Services;
- Advice and Assistance in Secondary Course Selection;
- Assistance in Preparing For College Entrance Examinations and Completing College Admission Applications;
- Federal Student Financial Aid Information and Assistance Completing the FAFSA;
- Guidance and Assistance with Entry into Postsecondary Educational Programs;
- Financial Literacy Services and Financial Planning for College;
- Personal Advising and Career Exploration Activities;
- Exposure to college field trips, academic programs, and professional development for school site personnel.

The need for the UC Davis GU project at the target schools is apparent due to the high percentage of low income students; poor academic performance on standardized assessments; low rigorous academic secondary school program completion rates; high student to counselor ratios; and the very low college enrollment and graduation rates at the target schools. Based on this established need, the GU project will strive to meet the three national GU objectives to increase the academic performance and preparation for postsecondary education of GU students; increase the rate of high school graduation for GU students, and increase GU students' and families knowledge of postsecondary education options, preparation and financing.

The GU project will achieve these objectives due to a comprehensive delivery of services plan, implemented by qualified and experienced project staff, and funded by a budget that is reasonable, cost-effective, and adequate in relation to the objectives and number of target schools. Additionally, UC Davis pledges its facilities, equipment, supplies, and other in-kind/ direct contributions to the GU project and has also secured numerous cash and in-kind resources from school and community partners via written commitments. The results of all project objectives will be monitored and evaluated through an appropriate and cost-effective evaluation plan.

**PR Award Number:** P334A110028  
**Grantee:** The Regents of the University of California, Santa Cruz  
**Director's Name:** Maria Rocha-Ruiz  
**State:** California  
**Year One Funding:** \$1,121,600  
**Telephone Number:** (831) 459-3500  
**E-mail Address:** [mgrruiz@ucs.edu](mailto:mgrruiz@ucs.edu)

The University of California, Santa Cruz Educational Partnership Center's "Paving a Path for a College-going Generation" GEAR UP Partnership proposes to serve 1,402 at-risk, underrepresented students in California's rural, agricultural south Monterey County serving Chalone Peaks, Chualar Elementary, Fairview, Main Street, and Vista Verde middle schools and their corresponding high schools of Gonzales, Greenfield, Soledad, and King City. An overwhelming majority of the students attending these schools live in poverty and nearly half are English language learners. The partner schools are persistently low-performing and fewer than 18 percent of graduates enroll in California public universities.

In response to the educational needs of students and families in this high-poverty community, the EPC has established three goals: (1) increase students' academic performance and preparation for postsecondary education; (2) increase high school graduation and enrollment in postsecondary institutions; and (3) increase students' and families' knowledge of postsecondary options, preparation, and financing. Goal 1 objectives center on successful completion of college preparation course sequences, enrollment in rigorous and advanced placement courses, successful completion of college entrance exams, and improvements in teacher quality that support the other objectives. Goal 2 objectives focus on high school promotion and passage of high school exit exams, completion of college applications and financial aid documentation, and college enrollment. Goal 3 objectives concentrate on boosting students', parents' and families' knowledge of, and aspirations for, postsecondary college education.

Guided by best practices and a unified framework of college-going conditions reflected in the most recent research, the EPC will implement services to fill gaps for students, families, teachers, and schools in the region. Students will receive academic tutoring and advising; services that extend and enrich the school day and year, such as summer academies; early college experiences; and leadership development. College academies and leadership development workshops will empower families with knowledge and skills to help them support their child's college aspirations while learning to support other parents. Teachers will participate in training on the rigorous national Common Core Standards recently adopted by the State of California to improve their instructional practice and teaching of culturally and linguistically diverse students while aligning their curricular expectations with those of higher education. Working collaboratively, EPC and its partners will implement services that create a sustainable college going culture in the communities being served.

**PR Award Number:** P334A110018  
**Grantee:** The Regents of the University of California, Santa Cruz  
**Director's Name:** Maria Rocha-Ruiz  
**State:** California  
**Year One Funding:** \$1,232,800  
**Telephone Number:** (831) 459-3500  
**E-mail Address:** [mgrruiz@ucsc.edu](mailto:mgrruiz@ucsc.edu)

The University of California, Santa Cruz Educational Partnership Center's "Creating Access to College" GEAR UP Partnership proposes to serve 1,541 at-risk, underrepresented students in California's agricultural Pajaro Valley region serving Alianza Charter, Cesar Chavez, E.A. Hall, Lakeview, Pajaro, and Rolling Hills middle schools and their corresponding high schools of Pajaro Valley and Watsonville high schools. An overwhelming majority of students attending these schools live in poverty and nearly half are English language learners. These partner schools are persistently low-performing and only 16 percent of high school graduates enroll in California public universities.

In response to the educational needs of students and families in this high-poverty community, the Educational Partnership Center (EPC) has established three goals:

- Increase students' academic performance and preparation for postsecondary education;
- Increase high school graduation and enrollment in postsecondary institutions; and
- Increase students' and families' knowledge of postsecondary options, preparation, and financing.

Goal 1 objectives center on successful completion of college preparatory course sequences, enrollment in rigorous and advanced placement courses, successful completion of college entrance exams, and improvements in teacher quality that support the other objectives. Goal 2 objectives focus on high school promotion and passage of high school exit exams, completion of college applications and financial aid documentation, and college enrollment. Goal 3 objectives concentrate on boosting students', parents' and families' knowledge of, and aspirations for, postsecondary college education.

Guided by best practices and a unified framework of college-going conditions reflected in the most recent research, the EPC will implement services to fill gaps for students, families, teachers, and schools in the region. Students will receive academic tutoring and advising; services that extend and enrich the school day and year, such as summer advancement academies; and early college experiences. Parent college academies and leadership development workshops will empower families with knowledge and skills to help them support their child's college aspirations while learning to support other parents. Teachers will participate in training on the rigorous national Common Core Standards recently adopted by the State of California to improve their instructional practice and teaching of culturally and linguistically diverse students while aligning their curricular expectations with those of higher education. Working collaboratively, the EPC and its partners will implement services that create a sustainable college-going culture in the communities being served.

**PR Award Number:** P334A110198  
**Grantee:** School District 1, City and Council of Denver  
**Director's Name:** Gary Cooper  
**State:** Colorado  
**Year One Funding:** \$731,976  
**Telephone Number:** (720) 423-6814  
**E-mail Address:** [gary\\_cooper@dpsk12.org](mailto:gary_cooper@dpsk12.org)

Denver Public Schools (DPS) is applying for a seven-year grant from the U.S. Department of Education's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). An urban district serving 79,423 primarily low-income minority students across 125 schools, DPS will leverage its past reform efforts to ensure that its students graduate from high school, prepare for college and career, and enroll in post-secondary education. By focusing on 915 sixth and seventh grade students in five schools and following them through their first years of college, DPS will achieve the GEAR UP objectives, thereby positively impacting those students' lives as well as the community.

Moreover, DPS will foster and institute college-going cultures in eight schools—the five where the GEAR UP students begin in 2011–2012 as well as the three high schools where they are expected to graduate. The schools are Bryant-Webster (grades K–8), Centennial (grades K–8), Fred N. Thomas Career Education Center (grades 9–12), Contemporary Learning Academy (grades 9–12), Lake Middle School (grades 6–8), North High School (grades 9–12), Skinner Middle School (grades 6–8) and Trevista (grades K–8).

DPS is confident that it will achieve the GEAR UP objectives and performance measures as well as project specific performance measures detailed in the proposal. DPS will contract with an external professional evaluator to ensure a comprehensive evaluation plan is implemented. A few of the expected outcomes follow—DPS GEAR UP will increase: the on-time high school graduation rate from a district-wide average of 51.8 percent to 68 percent in GEAR UP schools by 2019; completion of the Free Financial Application for Student Aid from 45 percent to 65 percent in GEAR UP schools by 2018; and college entrance from 37 percent to 70 percent in GEAR UP schools by 2018. This is possible because DPS strategically chose its partners: Colorado Department of Higher Education, Colorado UpLift, Community College of Denver, Denver Scholarship Foundation and Goodwill Industries of Denver.

Activities are organized into four categories: (1) Academic rigor; (2) Personal and pro-social behaviors; (3) College and career preparation; and (4) Data gathering, analysis and collaborative planning with students. Specific activities with students will include: more effective and efficient counseling practices focused on college and career planning; 684 hours of academically rigorous coursework available to students; 20 hours with counselors; 40 hours of tutoring/enrichment; 50 hours of mentoring; two college visits; two hours of in-person interactions between GEAR UP counselors or teachers and students/parents; six hours of family financial planning and education workshops; and at least one hour using the College in Colorado college planning system. DPS GEAR UP is designed so that each student is paired with a professional school counselor, with an approximate ratio of 203 students to one counselor. The student-to-counselor ratio exceeds the best practice recommended by the American School Counseling Association. Counselors will be laser focused with students on goal setting and academic achievement.

**PR Award Number:** P334A110229  
**Grantee:** Yale University  
**Director's Name:** Nadia Ward  
**State:** Connecticut  
**Year One Funding:** \$1,148,000  
**Telephone Number:** (203) 789-7645  
**E-mail Address:** [nadia.ward@yale.edu](mailto:nadia.ward@yale.edu)

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

This proposal seeks to recruit a cohort of 1,435 seventh grade students in Bridgeport's 19 middle schools (Barnum, Batalla, Blackham, Columbus, Cross, Curiale, Dunbar, High Horizons Magnet, Hooker, Johnson, Longfellow, Marin, Multicultural Magnet, Park City Magnet, Read, Roosevelt, Tisdale, Waltersville and Winthrop) and follow them in their transition into the district's three comprehensive high schools (Bassick, Central and Harding). To ensure students' successful transition and persistence through their freshman year of college, 315 students will be supported in their matriculation into local Bridgeport colleges and universities (the number of students served is double the previous year's projection of students entering local colleges immediately after high school).

Targeted professional development activities for teachers are designed to improve the quality of instruction for middle and high school students in areas of mathematics and English. Training will involve classroom embedded coaching, professional learning communities, in-service trainings, and summer institutes and retreats.

Professional development for guidance counselors will include training in principles and best practices of positive youth development to support the establishment of youth-driven leadership and mentoring programs for adolescents. Counselors will also participate in training to design, implement, and manage effective high school transition programs. Academic enrichment and support programs extended to students include classroom based instruction in affective education, small group workshops, and individual academic advising. An array of college and career awareness workshops, college tours, and tutoring, mentoring, and accelerated summer learning experiences will also be provided for students. A full range of high quality college preparatory tools will be available to families to assist them in navigating the college planning process. Other services extended to parents will include the dissemination of materials and workshops on increasing parenting capacities, participation in a parent advisory council, managing school transitions, and college preparation and financial aid options.

**PR Award Number:** P334A110178  
**Grantee:** Miami Dade College Wolfson Campus  
**Director's Name:** Madeline Pumariega  
**State:** Florida  
**Year One Funding:** \$791,338  
**Telephone Number:** (305)277-7600  
**E-mail Address:** [mpumarie@mdc.edu](mailto:mpumarie@mdc.edu)

GEAR UP is a comprehensive, multi-partnership collaborative approach designed to increase the number of high-poverty, at-risk students prepared to enter and succeed in postsecondary education. It is foremost an academic intervention program that aims to improve the targeted students' academic skills; raise their expectations of themselves and their school performance; and increase their parents' involvement.

Miami Dade College proposes the GEAR UP College Readiness Institute to provide multilevel academic support services to a cohort of 1,232 at-risk students in the Booker T. Washington, and North Miami Senior High School feeder patterns which are designated as "F" and "D" schools, respectively, by the State of Florida school grading formula, and are located in high-poverty communities. GEAR UP will also serve the students at Mays Community Middle School which is transitioning into a high school. The GEAR UP Institute begins with seventh grade cohorts at seven middle schools: Jose de Diego Middle School, North Miami Middle School, Thomas Jefferson Middle School, Miami Edison Middle School, Shenandoah Middle School, John F. Kennedy Middle School, and Mays Community Middle School.

Services and activities to be implemented during the seven-year performance period will be provided through a series of GEAR UP Institutes. Interventions include academic support; parent engagement; tutoring; mentoring; test preparation; college readiness training; college tours; leadership skills training; stay-in-school incentives; college scholarships; and professional development training for educators. Intended outcomes include gains in cohort students' reading, and mathematics grades and test scores; increased parent involvement; increased grade point averages; increased rate of students graduating from high school, applying and enrolled in college; and increased knowledge of life skills and career options.

Key committed program partners include applicant Miami Dade College; Miami-Dade County Public Schools; Communities In Schools of Miami, Inc.; and Take Stock in Children. The GEAR UP Institute will result in a new partnership between entities with a record of improving student achievement, closing achievement gaps, decreasing high school dropout rates, increasing high school graduation rates and increasing college enrollment and completion rates. The GEAR UP Institute will combine effective practices among its partners to build upon the best practices of all the partners to meet joint measurable objectives. The partners will coordinate evaluation activities and provide needed data sets for analysis. Evaluation efforts will be used formatively to adjust and refine project activities. Ultimately, the data will be used to gauge the extent to which project participants and stakeholders accomplish the stated goals and objectives. The average cost per student is \$1,223 per year (\$587 federal and \$636 local match) for a myriad of services to the 1,232 students in the cohort.

**PR Award Number:** P334A110258  
**Grantee:** Bibb County School District  
**Director's Name:** Sharon Roberts  
**State:** Georgia  
**Year One Funding:** \$2,872,058  
**Telephone Number:** (478) 765-8527  
**E-mail Address:** [sroberts@bibb.k12.ga.us](mailto:sroberts@bibb.k12.ga.us)

Bibb County School District (BCSD) serves approximately 25,000 students in Central Georgia. BCSD is comprised of seven high schools, seven middle schools, and twenty-seven elementary schools. BCSD students face barriers to post-secondary education: poverty, low median incomes, low per pupil spending, high unemployment, high teen pregnancy rate, crime and gangs. The Gear Up Project named: Create Your Future (CYF) will serve a cohort of 3,600 students comprised of sixth and seventh graders enrolled in the seven BCSD middle schools during the 2012-13 school year. This cohort will be followed for seven years.

There are five CYF Project Objectives summarized in the below:

1. Increase the academic performance and preparation for postsecondary education for GEAR UP students.
2. Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students.
3. Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing.
4. Increase percentage of GEAR UP students who enroll in and succeed in postsecondary education.
5. Increase the preparation of the project teachers and staff to teach and serve GEAR UP students.

Project Partners are: Bibb County School District (the applicant), the Boys and Girls Club of Central Georgia; the Air Force Museum of Aviation; the Mentor Project, Communities in Schools, HighPoints Software, Mercer University; and the Bank of America. The broad categories of services provided through CYF include: academic tutoring; computer-based; online math tutoring; professional development for teachers in mathematics; implementation of the Advancement via Individual Determination (AVID) in all project schools; science, technology, engineering, and math (STEM) education and career awareness activities; Saturday and summer activities; financial education for cohort students and their parents; college visits; community mentors for cohort students; and provision of supportive students through the Community in Schools program.

**PR Award Number:** P334A110101  
**Grantee:** Savannah State University  
**Director's Name:** Tamara Waterman  
**State:** Georgia  
**Year One Funding:** \$400,000  
**Telephone Number:** (912) 644-5991  
**E-mail Address:** [waterman@savannahstate.edu](mailto:waterman@savannahstate.edu)

Savannah State University (SSU) seeks funding for a seven-year GEAR UP Partnership Grant. This high quality program will enroll sixth and seventh grade students (approximately 500) from DeRenne Middle School as a cohort to begin the program in fall 2011. The partnership will include: Savannah State University (Institution of Higher Education); Savannah-Chatham County Public School System (Lead Education Agency for DeRenne Middle and Beach High Schools); Parent University, Queensborough National Bank and Trust Company; the Savannah Chapter of the American Association of Blacks in Energy (AABE); and St. Joseph's /Candler Hospital. The project will continue to track the cohort as they matriculate through DeRenne Middle and Beach High Schools as well as through postsecondary entrance and first year of college enrollment.

The partnership grant will enable students to gain the academic skills and motivation necessary to enroll in postsecondary education. The project promotes rigorous academic coursework during the academic year and summer components. Services will include academic instruction/tutorial, Sensational Saturday sessions, summer academies, study skills, mentoring, job shadowing, parental involvement, financial aid information/application assistance, college application assistance, academic advisement, assistance in secondary and postsecondary course selection, personal/social counseling activities, campus visits, educational/cultural fieldtrips and financial literacy sessions.

Program goals are to:

- 1) Increase the academic performance and preparation for postsecondary education for GEAR UP students;
- 2) Increase the rate of high school graduation and participation in postsecondary education for GEAR UP students; and
- 3) Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing.

Program objectives are aligned to meet Project goals and are designed to:

- 1) Increase the number of middle school participants to exceed the baseline CRCT (Criterion-Referenced Competency Test) average;
- 2) Increase the number of high school freshman passing the 9th grade literature and mathematics I portions of the EOCT (end of course tests);
- 3) Increase the number of participants who are promoted to the next grade level on time each school year;
- 4) Decrease the number of participants with five or more absences during the first semester of each school year;
- 5) Increase the number of participants who graduate from high school on time;
- 6) Increase the number of participants who enroll in postsecondary institutions;
- 7) Increase the number of college freshman participants who successfully complete their first year of college; and

- 8) Increase the knowledge of parents and participants regarding postsecondary enrollment requirements and college financing options each school year.

Students will receive 21st Century Scholarship Certificates at the onset of the project through a student and parent orientation. GEAR UP services for students will continue after the grant period through coordinated efforts of community, state and federal programs and as a result of integration of GEAR UP's activities in the middle and high school curriculum.

**PR Award Number:** P334A110247  
**Grantee:** University of Hawaii  
**Director's Name:** [Joseph R Mobley](#)  
**State:** Hawaii  
**Year One Funding:** \$367,891  
**Telephone Number:** (808) 454-4773  
**E-mail Address:** [jmobley@uhwo.hawaii.edu](mailto:jmobley@uhwo.hawaii.edu)

The University of Hawai'i-West Oahu (UHWO) is located on the Leeward side of the island of O'ahu and serves a community characterized by high poverty, low academic achievement and a high proportion of Native Hawaiians. The Nānākuli- Wai`anae Complex Area (NWCA) represents one of only two school complex areas in the state designated as a Zone for School Innovation due to having persistently low achieving schools. The NWCA has set a goal that all students will graduate with twelve college credits and UHWO can work with them to achieve that goal.

Project Holomua ("moving up") will serve a cohort of students beginning in seventh grade and follow them through their first year in postsecondary education. The schools served are Nānākuli High School and Intermediate with grades 7-12; Wai`anae Intermediate with grades 7-8 and Wai`anae High School with grades 9-12. A total of 497 students will be served. UHWO and NWCA will be joined by partners Kamehameha Schools and American Savings to create a continuum of support and services that will result in improved outcomes for NWCA students.

Project goals are:

- 80 percent of all GEARUP participants will achieve at the proficient level on state assessments;
- 90 percent of participants will continue to participate in GEARUP during the next school year;
- 75 percent of students with an expected graduation rate during the school year will enroll in a program of postsecondary education in the fall term immediately following the expected graduation from high school; and
- increase GEARUP students' and their families' knowledge of postsecondary education options, preparation and financing.

Objectives address:

- improving academic achievement on the state standards test by two percent per year;
- 85 percent of the students continue in the program through high school;
- 90 percent demonstrate knowledge of graduation requirements and reasons to stay in school;
- 15 percent reduction in dropout rate by the end of the grant;
- 75 percent enroll in postsecondary education upon graduation from high school;
- 85 percent complete the first year of postsecondary education with passing grades;
- 100 percent graduate with 12 college credits;
- 80 percent taking college entrance tests will get results that meet college entry or A.P. requirements;
- 75 percent establish a college savings account;
- 50 percent of family members participate in information sessions about college financial support.

Services provided include advanced courses beginning in seventh grade by UHWO faculty, dual credit courses, increased advanced placement courses, counseling, mentoring, test preparation, academic support, advising, credit recovery courses, professional development, college visits, student leadership conference and financial literacy. The project represents an innovative, collaborative effort of public institutions and community partners to reverse decades of low academic achievement and low educational attainment.

**PR Award Number:** P334A110082  
**Grantee:** Northeastern Illinois University  
**Director's Name:** Dr. Wendy Stack  
**State:** Illinois  
**Year One Funding:** \$7,027,200  
**Telephone Number:** (312) 733-7330  
**E-mail Address:** [w-stack@neiu.edu](mailto:w-stack@neiu.edu)

Northeastern Illinois University's Chicago Teacher's Center, the Chicago Public Schools District 299, and Roosevelt University will extend a comprehensive set of services to 8,784 disadvantaged middle and high school students that will transform the way schools prepare students for high school and ultimate success in college. The seven-year project begins in 69 elementary and middle schools that feed into 23 high need Chicago public high schools, 19 of which are persistently low achieving: Corliss, Julian, Hope, Wells, Robeson, Dyett, TEAM Englewood, Hyde Park, Bogan, Hancock, Farragut, Little Village Campus, Spry, Douglass, North Lawndale Charter, Raby, Foreman, Kelvin Park, Senn, Uplift, Working in partnership with the City colleges of Chicago-Truman College, DePaul University, Loyola University Chicago, National-Louis University, University of Chicago, University of Illinois-Chicago; and community-based organizations Heartland Human Care Services, New Concepts, and Children's Memorial Hospital, this project will accomplish three over-arching goals:

1. Goal 1: By June 2018, increase by four percent the percentage of students who have knowledge of and demonstrate necessary academic preparation for college.
2. Goal 2: Increase the rate of high school graduation and rate of participation in postsecondary education of participating students.
3. Goal 3: Increase the educational expectations for participating students and student/family knowledge of postsecondary education options, preparation, and financing.

**PR Award Number:** P334A110181  
**Grantee:** University of Kansas Center for Research, Inc.  
**Director's Name:** Joseph R. Pearson Hall  
**State:** Kansas  
**Year One Funding:** \$640,000  
**Telephone Number:** (785) 864-3401  
**E-mail Address:** [kamatuka@ku.edu](mailto:kamatuka@ku.edu)

A critical need for the University of Kansas (KU) GEAR UP Program exists in Kansas City, Kansas Public Schools. The University of Kansas submits this formal application to apply for federal funds to support the goals of a GEAR UP Program for an 84-month period to commence September 1, 2011 and terminate August 31, 2018. The program will serve a total of 800 students in the sixth and seventh grade cohorts.

The goal of the KU GEAR UP Program is to develop, plan, and implement programming that will ensure that the student cohorts from the Class of 2017 and 2018 will be prepared, academically and financially, to enter into, excel in, and graduate from postsecondary educational institutions. Along with this goal, the KU GEAR UP Program proposes three objectives:

- 1) 65 percent of the student cohort will participate in rigorous course work by enrolling in advanced placement courses and by successfully completing the College Preparatory Curriculum as defined by the Kansas Board of Regents with at least a 2.5 GPA.
- 2) 100 percent of the student cohort and their families will receive college knowledge programming by direct advising and counseling regarding career options, the postsecondary admissions process, and sources of financial aid.
- 3) 65 percent of the cohort will complete requirements for graduation, four years after entering high school, and enroll in a postsecondary institution.

The GEAR UP Program will serve 800 sixth and seventh graders who will attend Eisenhower and Arrowhead Middle Schools in the Kansas City, Kansas Public Schools. GEAR UP will continue to serve the cohorts until they graduate from Washington High School in 2017 and 2018, respectively. The GEAR UP Program, along with our community and business partners, will provide educational services, career exploration, and many enrichment opportunities to student cohorts. In particular, our bank partners will offer financial literacy, banking education, and asset building accounts for program participants. They will host, manage, and assist in the establishment of reduced- or no-fee banking services, and provide training materials, guest speakers, space, refreshments, and logistical arrangements.

The program will offer guidance for the student cohorts and their families through the college admissions process from start to finish. In middle school, the GEAR UP Program and its partners will provide mentoring opportunities so that the student cohorts can begin to explore the following questions: What is college? Why do I need to go to college? How do I get there? Additionally, the GEAR UP Program will work closely with the student cohorts' teachers to provide professional development programming to ensure a rigorous learning environment. In high school, the student cohorts will be exposed to intensive preparation for the PSAT and ACT college entrance exams, as well as tutoring and academic support.

**PR Award Number:** P334A110182  
**Grantee:** University of Kansas Center for Research, Inc.  
**Director's Name:** Joseph R. Pearson Hall  
**State:** Kansas  
**Year One Funding:** \$640,000  
**Telephone Number:** (785) 864-3401  
**E-mail Address:** [kamatuka@ku.edu](mailto:kamatuka@ku.edu)

A critical need for the University of Kansas (KU) GEAR UP Program exists in Kansas City, Kansas Public Schools. The University of Kansas submits this formal application to apply for federal funds to support the goals of a GEAR UP Program for an 84-month period to commence September 1, 2011 and terminate August 31, 2018. The program will serve a total of 800 students in the sixth and seventh grade cohorts.

The goal of the KU GEAR UP Program is to develop, plan, and implement programming that will ensure that the student cohorts from the Class of 2017 and 2018 will be prepared, academically and financially, to enter into, excel in, and graduate from postsecondary educational institutions. Along with this goal, the KU GEAR UP Program proposes three objectives:

- 1) 65 percent of the student cohort will participate in rigorous course work by enrolling in advanced placement courses and by successfully completing the College Preparatory Curriculum as defined by the Kansas Board of Regents with at least a 2.5 GPA.
- 2) 100 percent of the student cohort and their families will receive college knowledge programming by direct advising and counseling regarding career options, the postsecondary admissions process, and sources of financial aid.
- 3) 65 percent of the cohort will complete requirements for graduation, four years after entering high school, and enroll in a postsecondary institution.

The GEAR UP Program will serve 800 sixth and seventh graders who will attend Argentine and Rosedale Middle Schools in the Kansas City, Kansas Public Schools. GEAR UP will continue to serve the cohorts until they graduate from J.C. Harmon High School in 2017 and 2018, respectively. The GEAR UP Program, along with our community and business partners, will provide educational services, career exploration, and many enrichment opportunities to student cohorts. In particular, our bank partners will offer financial literacy, banking education, and asset building accounts for program participants. They will host, manage, and assist in the establishment of reduced- or no-fee banking services, and provide training materials, guest speakers, space, refreshments, and logistical arrangements.

The program will offer guidance for the student cohorts and their families through the college admissions process from start to finish. In middle school, the GEAR UP Program and its partners will provide mentoring opportunities so that the student cohorts can begin to explore the following questions: What is college? Why do I need to go to college? How do I get there? Additionally, the GEAR UP Program will work closely with the student cohorts' teachers to provide professional development programming to ensure a rigorous learning environment. In high school, the student cohorts will be exposed to intensive preparation for the PSAT and ACT college entrance exams, as well as tutoring and academic support. GEAR UP will provide professional development to high school teachers to ensure that the cohorts have effective instruction in advanced reading, writing, and problem solving skills.

**PR Award Number:** P334A110029  
**Grantee:** Berea College  
**Director's Name:** Dreama Gentry  
**State:** Kentucky  
**Year One Funding:** \$4,983,200  
**Telephone Number:** (859) 985-3853  
**E-mail Address:** [dreama\\_gentry@berea.edu](mailto:dreama_gentry@berea.edu)

Berea College GEAR UP Appalachia! brings together Berea College, eight high-poverty school districts, Eastern Kentucky University, Hazard Community and Technical College and twenty-two community organizations including the Kentucky Science and Technology Corporation, College For Every Student, and the Kentucky Higher Education Assistance Authority.

GEAR UP Appalachia! will serve 6,229 students in twenty-two schools in rural Appalachian Kentucky. Five of our schools are designated by the Kentucky Department of Education as Persistently Lowest-Achieving Schools. The seven counties in our target area are among the poorest counties in the nation. Our residents are severely under-educated. Our children are at risk of educational failure. Few are college and career ready.

GEAR UP Appalachia! proposes a comprehensive set of services – to parents, students and schools - that support a sustainable college-going culture. Our seven-year service plan includes the replication of effective, evidence based programs and practices including: the National Math Science Institute Advanced Placement Teacher Incentive Program; Families and Schools Together multi-family prevention program; the College for Every Student Mentoring Program; and the Commonwealth Institute for Parent Leadership.

The overarching goal of project services is to focus teachers, administrators, parents and students on preparing for success in postsecondary education. All GEAR UP Appalachia! services have been designed to increase the number of students taking rigorous course that reflect challenging academic standards and to reduce the need for remedial education at the postsecondary level; and to increase secondary school completion; to increase students' knowledge of and access to financial assistance for postsecondary education; to increase students enrolling and succeeding in postsecondary education. Services are aligned along three strands: Building Academic Skills; Lifting Educational Aspirations; and Connecting College Pathways.

**PR Award Number:** P334A110026  
**Grantee:** Berea College  
**Director's Name:** Dreama Gentry  
**State:** Kentucky  
**Year One Funding:** \$5,688,800  
**Telephone Number:** (859)985-3853  
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Berea College Promise Neighborhood GEAR UP brings together Berea College, eleven high-poverty school districts, Eastern Kentucky University, Hazard Community and Technical College and twenty-two community organizations including the Kentucky Science and Technology Corporation, College For Every Student, Kentucky Higher Education Assistance Authority and Save the Children.

The Partnership will serve 7,111 students in forty-four schools in rural Appalachian Kentucky. Twelve of our schools are designated by the Kentucky Department of Education as Persistently Lowest-Achieving Schools. The eleven counties in our target area are among the poorest counties in the nation. Our residents are severely under-educated. Our children are at risk of educational failure. Few are college and career ready.

The Promise Neighborhood GEAR UP proposes a comprehensive set of services – to parents, students and schools - that support a sustainable college-going culture. Our seven year service plan includes the replication of effective, evidence based programs and practices, including: the National Math Science Institute Advanced Placement Teacher Incentive Program; Families and Schools Together multi-family prevention program; the College for Every Student Mentoring Program; and the Commonwealth Institute for Parent Leadership.

The overarching goal of project services is to focus teachers, administrators, parents and students on preparing for success in post-secondary education. All GEAR UP services have been designed to increase the number of students taking rigorous course that reflect challenging academic standards and to reduce the need for remedial education at the postsecondary level; to increase secondary school completion; to increase students' knowledge of and access to financial assistance for postsecondary education; and to increase students enrolling and succeeding in postsecondary education. Services are aligned along three strands: Building Academic Skills; Lifting Educational Aspirations; and Connecting College Pathways.

**PR Award Number:** P334A110054  
**Grantee:** Eastern New Mexico University - Roswell  
**Director's Name:** Steve Markl  
**State:** New Mexico  
**Year One Funding:** \$1,380,800  
**Telephone Number:** (575) 624-7067  
**E-mail Address:** [steve.markl@roswell.enmu.edu](mailto:steve.markl@roswell.enmu.edu)

The ENMU-Roswell GEAR UP project is a partnership of two institutions of higher education (Eastern NM University and Eastern NM University-Roswell), four school districts (total of 12 schools), and 15 community partners. Through this GEAR UP project, supportive services will be provided to two cohorts of students (sixth and seventh graders) to prepare them for college and successful careers. The project's overarching goal is to increase the number of students graduating from high school and enrolling/succeeding in postsecondary education.

The need within Chaves County is high. Overall, the county has low levels of educational attainment, below average household income, and high poverty rates. The student population in the target schools averages more than 70 percent Hispanic, and the poverty rate within the districts averages more than 26 percent, well above the 14 percent national poverty rate. More than 71 percent of all students qualify for free/reduced lunch, with three of the districts ranging from 79 percent to 89 percent. Students in the 12 target schools struggle academically, particularly in the core areas of math and reading. The overall math proficiency for ALL the schools is below 60 percent. Similarly, proficiency rates in reading are below 65 percent for all the schools. Students within the target schools score below the national average on the ACT; none of the high schools reached the national average ACT composite score of 21 in the 2010-2011 school year. Severely limited resources within the districts result in limited academic support services for students in need of such services (e.g., counseling and tutoring), as well as limited professional development opportunities for educators responsible for teaching these students. With no guidance to develop academic plans, student motivation is low, both short-term and long-term. Parent involvement is also low, and most parents know little about college options or how to finance a college education.

The project design, which draws on current research and effective practices in the field of academic support and transition programs, will link the program's resources and activities with students' identified needs to achieve its stated goals and objectives. The project's goals are to: (a) increase the academic performance and preparation for postsecondary education of GEAR UP students; (b) increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students; and (c) increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing.

The following specific objectives will facilitate attainment of the three project goals: (1) increase participation in rigorous curricula; (2) improve test outcomes; (3) increase motivation and planning to graduate high school and attend college; (4) improve grades; (5) increase participation in college prep tests; (6) increase knowledge of college requirements; and (7) increase knowledge of college financing options. Project services to be provided to achieve those objectives include academic counseling, tutoring, afterschool academic enrichment programs, mentoring, staff professional development, summer enrichment programs, college planning activities, career awareness activities, and financial aid workshops.

**PR Award Number:** P334A110104

**Grantee:** Board of Regents, University of Nevada - Las Vegas

**Director's Name:** William Sullivan

**State:** Nevada

**Year One Funding:** \$1,660,733

**Telephone Number:** (702) 895-4777

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The State of Nevada ranks near the bottom on many key indicators of higher-education access and completion (e.g., 50th out of 50 states in terms of high school graduation, 50th out of 50 states in terms of chance of enrolling in college by age 19, and so on), leaving no doubt that Nevada students are among the most disadvantaged in the United States. At Nevada's southern tip is Clark County--home to nearly three-fourths of the state's population, to three of the state's largest cities, and to vast pockets of poverty. Clark County is also home to more than 300,000 public-school students who year after year are academically outperformed by their peers statewide and nationwide.

To address and improve this dire situation, the GEAR UP Partnership of Southern Clark County, Nevada (SCC) will utilize an add-a-cohort model to provide long-term, comprehensive, educational-outreach services to the students, teachers, and parents at three of Clark County's most at-risk middle schools (Fremont, Knudson, and Orr). In its first year, SCC will serve 2,076 students in the sixth and seventh grades at these schools. However, for the next three years of the grant, SCC will add a new cohort of sixth graders, bringing its total enrollment to 2,048 in 2017-2018.

SCC will provide a broad and strategic array of services that result in the accomplishment of the three goals of the GEAR UP program: (1) to increase the academic performance and preparation for postsecondary education of participating students; (2) to increase the rate of high school graduation and participation in postsecondary education of participating students; and (3) to increase educational expectations for participating students and student and family knowledge of postsecondary education options, preparation, and financing. These services will include (but not be limited to) age-appropriate, college-admissions and financial-aid counseling; in-class and after-school tutoring; credit-retrieval classes for students at-risk of dropping out; after-school and summer academic programs; college visits; career-awareness counseling; and professional development opportunities for target-school teachers.

**PR Award Number:** P334A110106

**Grantee:** Board of Regents, University of Nevada - Las Vegas

**Director's Name:** William Sullivan

**State:** Nevada

**Year One Funding:** \$2,464,426

**Telephone Number:** (702) 895-4777

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The State of Nevada ranks near the bottom on many key indicators of higher-education access and completion (e.g., 50th out of 50 states in terms of high school graduation, 50th out of 50 states in terms of chance of enrolling in college by age 19, and so on), leaving no doubt that Nevada students are among the most disadvantaged in the United States. At Nevada's southern tip is Clark County--home to nearly three-fourths of the state's population, to three of the state's largest cities, and to vast pockets of poverty. Clark County is also home to more than 300,000 public-school students who year-after-year are academically outperformed by their peers statewide and nationwide.

To address and improve this dire situation, the GEAR UP Partnership of Northern Clark County, Nevada (WCC) will utilize an add-a-cohort model to provide long-term, comprehensive, educational-outreach services to the students, teachers, and parents at four of Clark County's most at-risk middle schools (Brinley, Gibson, Sedway, and West Prep). In its first year, WCC will serve 3,082 students in the sixth and seventh grades at these schools. However, for the next three years of the grant, WCC will add a new cohort of sixth graders, bringing its total enrollment to 4,267 in 2017-2018.

WCC will provide a broad and strategic array of services that result in the accomplishment of three goals of the GEAR UP program: (1) to increase the academic performance and preparation for postsecondary education of participating students; (2) to increase the rate of high school graduation and participation in postsecondary education of participating students; and (3) to increase educational expectations for participating students and student and family knowledge of postsecondary education options, preparation, and financing. These services will include (but not be limited to) age-appropriate, college-admissions and financial-aid counseling; in-class and after-school tutoring; credit-retrieval classes for students at-risk of dropping out; after-school and summer academic programs; college visits; career-awareness counseling; and professional development opportunities for target-school teachers.

The primary provider of these WCC services will be the project's fiscal agent: UNLV's Center for Academic Enrichment and Outreach (CAEO). Founded in 1957 and located in the center of metropolitan Clark County, UNLV has an enrollment of more than 28,000 students and offers more than 200 undergraduate, graduate, and professional degree programs on its 350-acre campus. Since the 1970s, the federally funded projects at CAEO have helped thousands of students achieve academic success by servicing their educational needs from sixth grade through college graduation. CAEO's highly experienced personnel and strong links with the community will enable WCC "to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education."

**PR Award Number:** P334A110093  
**Grantee:** Board of Regents, University of Nevada - Las Vegas  
**Director's Name:** William Sullivan  
**State:** Nevada  
**Year One Funding:** \$2,881,608  
**Telephone Number:** (702) 895-4777  
**E-mail Address:** [william.sullivan@unlv.edu](mailto:william.sullivan@unlv.edu)

The State of Nevada ranks near the bottom on many key indicators of higher-education access and completion (e.g., 50th out of 50 states in terms of high school graduation, 50th out of 50 states in terms of chance of enrolling in college by age 19, and so on), leaving no doubt that Nevada students are among the most disadvantaged in the United States. At Nevada's southern tip is Clark County--home to nearly three-fourths of the state's population, to three of the state's largest cities, and to vast pockets of poverty. Clark County is also home to more than 300,000 public-school students who year-after-year are academically outperformed by their peers statewide and nationwide.

To address and improve this dire situation, the GEAR UP Partnership of Eastern Clark County, Nevada (ECC) will utilize an add-a-cohort model to provide long-term, comprehensive, educational-outreach services to the students, teachers, and parents at four of Clark County's most at-risk middle schools (Bailey, Findlay, O'Callaghan, and Von Tobel). In its first year, ECC will serve 3,604 students in the sixth and seventh grades at these schools. However, for the next three years of the grant, ECC will add a new cohort of sixth graders, bringing its total enrollment to 4,992 in 2017-2018.

ECC will provide a broad and strategic array of services that result in the accomplishment of the three goals of the GEAR UP program: (1) to increase the academic performance and preparation for postsecondary education of participating students; (2) to increase the rate of high school graduation and participation in postsecondary education of participating students; and (3) to increase educational expectations for participating students and student and family knowledge of postsecondary education options, preparation, and financing. These services will include (but not be limited to) age-appropriate, college-admissions and financial-aid counseling; in-class and after-school tutoring; credit-retrieval classes for students at-risk of dropping out; after-school and summer academic programs; college visits; career-awareness counseling; and professional development opportunities for target-school teachers.

The primary provider of these ECC services will be the project's fiscal agent: UNLV's Center for Academic Enrichment and Outreach (CAEO). Founded in 1957 and located in the center of metropolitan Clark County, UNLV has an enrollment of more than 28,000 students and offers more than 200 undergraduate, graduate, and professional degree programs on its 350-acre campus. Since the 1970s, the federally funded projects at CAEO have helped thousands of students achieve academic success by servicing their educational needs from sixth grade through college graduation. CAEO's highly experienced personnel and strong links with the community will enable ECC "to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education."

**PR Award Number:** P334A110032  
**Grantee:** Mohawk Valley Community College  
**Director's Name:** Franca Armstrong  
**State:** New York  
**Year One Funding:** \$519,790  
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Utica, a 58,000-person city in Central New York State, is battling long-term decay, population loss and blight at a time when the region around it is in the throes of severe economic dislocation. All these threads come together in the Utica City School District, where the breakdown of the family, neighborhood crime, tensions brought on by a massive influx of immigrants and lifestyles marred by poverty, disease and risky behavior choices have created a culture of despair that is in itself a barrier to low-income and minority youth using education as their opportunity to change their lives.

GEAR-UP is a ray of hope for these youth. Two of this project's target schools – Donovan Jr. High School and Proctor High School -- are being evaluated by the state for restructuring after years of sub-par test score performance. Under state rules, restructuring could remove and replace administration and staff. The third target school, Kennedy Jr. High School, is one notch away from restructuring.

The project brings together Mohawk Valley Community College, located in Utica a block from the city's high school, as well as long-time partners the Workforce Investment Board, Oneida County Workforce Development, Oneida County Government, Mohawk Valley Community Action, Utica City School District and Utica Safe Schools as a team to help youth in school, after school and in the community.

Utica GEAR-UP takes a cohort-based approach beginning with youth in the city's two junior high schools, which will continue into the city's lone high school. GEAR-UP represents a much needed opportunity for Utica youth to develop high academic standards through rigorous and enriching coursework, increasing student academic achievement, and preparing all students for college. The project will develop, refine, and disseminate a comprehensive system, including supports in and out of school, to raise academic expectations and achievement for and with underserved students, their parents, their teachers, and the schools that serve them to fully develop an academic and career skills program at the secondary level to make all students aware of, and ready for, increased postsecondary opportunities.

The project will achieve a set of detailed measurable goals with clearly defined objectives and activities linked to quality indicators. Partnership outcomes will be sustained resulting in system-wide change with increasing numbers of students realizing that learning is a fascinating adventure. Students will identify their talents, explore careers, and set goals to achieve their dreams to become academically and financially ready for college. College and community partners will sustain key parts of this project through seeking new funding and by realigning existing staff to replicate the success of this effort.

**PR Award Number:** P334A110233  
**Grantee:** Lorain City School District  
**Director's Name:** Rachel Tansey  
**State:** Ohio  
**Year One Funding:** \$400,000  
**Telephone Number:** (440) 233-2359  
**E-mail Address:** [rtansey@lorain.k12.oh.us](mailto:rtansey@lorain.k12.oh.us)

The Lorain GEAR UP Coalition will marshal community-wide services and resources to raise the overall academic performance of an entire cohort of 500 incoming seventh graders and increase their likelihood of enrolling and succeeding in college. More than 85 percent of these students qualify for free and reduced-priced lunch, and many combat social problems typical of an inner-city. As a result, students in the applicant district of Lorain City Schools (LCS) struggle to meet Ohio academic standards and high school graduation requirements. Students who do graduate face the daunting challenge of navigating through college application and financial aid processes that are foreign to both them and their families.

Partners joining LCS include the Lorain County Urban League, the Boys and Girls Clubs of Lorain County, Lorain County Community College, the Ohio State University, and Baldwin- Wallace College. This GEAR UP partnership will target all district middle and high schools including General Johnnie Wilson Middle, Whittier Middle, Longfellow Middle, Lorain High, as well as Academic Enrichment Academy (AEA). AEA is an alternative school serving both middle and high school students and has been identified by the State of Ohio as one of its persistently lowest-achieving school in 2010.

To address the needs of Lorain's students this project will:

- Provide sufficient tutors and summer programs to enable students to practice academic skills;
- Offer a more rigorous curriculum by increasing enrollment in algebra in all middle schools, and by increasing the rigor of high school core course utilizing ACT's College Readiness System and offering additional Advanced Placement (AP) classes;
- Reduce social barriers to academic success by introducing school-based social workers and social services in all target schools, and providing evidence-based mentoring programs;
- Offer myriad opportunities for students and parents to increase their awareness of college benefits through community-wide outreach, college visits, and guest speakers;
- Assist students and their parents to prepare for college entrance examinations, to complete college applications and to access financial aid through workshops and consultations;
- Develop a district longitudinal data system that will enable administrators, teachers and parents to access real time data regarding student progress in preparing for postsecondary education; and
- Implement a comprehensive support system to students during the first year of college modeled after the award-winning Posse Foundation.
- After seven years, Lorain's GEAR UP students will demonstrate: increased performance over baseline standardized test scores; a graduation rate of at least 90 percent and a college enrollment rate of at least 40 percent.

**PR Award Number:** P334A110137  
**Grantee:** Eastern Oklahoma State College  
**Director's Name:** Linda Morgan  
**State:** Oklahoma  
**Year One Funding:** \$1,885,600  
**Telephone Number:** (918) 465-1722  
**E-mail Address:** [lmorgan@eosc.edu](mailto:lmorgan@eosc.edu)

Eastern Oklahoma State University (EOSC) is a public, open-enrollment, Native American serving two year community college located in Wilburton, Oklahoma. Oklahoma has the highest population of Native Americans in the nation, a fact reflected on the EOSC campus where Native American students, primarily Choctaw, make up about 25 percent of our student body.

Our service region, the rolling hills and piney woods of southeastern Oklahoma, is a rural, chronically poor six county area that roughly corresponds to the former territory of the Choctaw Nation as depicted in the 2010 movie, True Grit. Today long-standing, intergenerational poverty contributes to very low postsecondary educational achievement for our region's adults. This is reflected in the poverty of our schools, many of them one-school districts, as Oklahoma's per student spending consistently ranks 45th in the nation. Schools' current inability to provide basic services in support of postsecondary opportunities as demonstrated by students reporting receiving little or no academic counseling, schools reporting minimal to no faculty development and limited, inconsistent offerings of advanced placement courses results in our students' choosing to opt out of what college preparation courses are offered.

None of our 30 project partner schools reported 2010 ACT scores that met benchmarks in math and science, and all reported low math and science scores on the state's End of Instruction (EOI) exams. When asked about college, many students express little hope, feeling that adults do not care if they succeed. Our project, A Culture of Success for Generations to Come, will demonstrate that our region's professionals and adults DO CARE as we partner with schools in six counties to serve 2,357 students beginning in the sixth and seventh grades, supported by a network of 31 additional project partners, including the Choctaw Nation, the Oklahoma State Department of Education, five regional colleges and universities, Texas Instruments, CoBro Consulting Inc., six regional banks, Narconon, Caring Hands HealthCare Centers, service organizations including Rotary, Lions Club, Kiwanis, and Parents Club, two radio stations, and a newspaper.

Our three project goals are the three National GEAR UP objectives of: (1) increasing academic achievement; (2) increasing the rate of high school graduation and participation in postsecondary education; and (3) increasing student and family knowledge of postsecondary education options preparation and financing. Our activities will achieve systemic change through the creation of a region-wide professional learning community, a regular program of career exploration and academic counseling in support of student MY GEAR UP plans, a series of workshops for parents and students that deliver critical information regarding college opportunities and financial planning and developmental interventions and curricula focused on positive choices and goal setting. Selected services will be extended to students progressing to college in Year 7. Project sustainability is achieved through planned partner work sessions held each project year to review project results, plan for future activities, and consider how best to institutionalize project gains in our schools and organizations.

**PR Award Number:** P334A110287  
**Grantee:** University of Oklahoma  
**Director's Name:** Scott Wilson  
**State:** Oklahoma  
**Year One Funding:** \$3,716,800  
**Telephone Number:** (405) 325-2608  
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The K20 GEAR UP for the PROMISE (Promotion of Readiness through Opportunities that Motivate and Increase Student Expectations) project is a partnership between OU's K20 Center for Educational and Community Renewal (K20 Center) and 10 high-poverty, low-academic readiness, urban schools in the Oklahoma City Public School District (OCPS). This partnership seeks to directly impact 4,646 students' postsecondary educational careers through a seven-year, dual cohort (FY 2011 sixth and seventh grades) grant. The goals and objectives include: (1) increase the percentage of cohort students who are academically prepared for postsecondary education upon graduation from participating schools, which will (a) annually increase the percentage of GEAR UP students who meet established performance levels in mathematics, science reasoning, literacy, and technology, (b) annually increase the percentage of GEAR UP students' enrollment in college preparatory secondary school courses, and (c) enhance participating schools' instructional and leadership capacity; (2) increase high school graduation rate and postsecondary education enrollment rates of participating schools which will (a) enhance participating schools' instructional and leadership capacity and commensurate use of research-based strategies for increased (i) average daily attendance, (ii) percentages of students promoted on time to successive grade levels, and (iii) students' educational aspirations/expectations; and (3) increase participating students' and their families' knowledge of postsecondary education options, preparation, and financing, which will (a) increase the percentage of cohort students and their families, who know IHE options, develop plans for meeting entry requirements, complete applications, and make financial plans for going to college, and (b) increase the students' and their families' awareness of postsecondary knowledge as well as academic and financial planning through game-based learning.

The partnership includes 10 urban schools, i.e., Centennial Middle School (MS), Douglas MS, Jackson MS, Jefferson MS, John Marshall MS, Northeast MS, Rogers MS, Roosevelt MS, Taft MS, and Webster MS. Other partners include a group of Institutions of Higher Education (Oklahoma State University, Oklahoma Panhandle State, Southeastern Oklahoma State University, University of Central Oklahoma, and Eastern Oklahoma State College) and community-based organizations (Oklahoma State Department of Education and Oklahoma State Regents for Higher Education).

PROMISE will work with a cohort of urban students to better prepare them for postsecondary education. This will be accomplished through leader and teacher initiatives to change instruction so that students have challenging authentic experiences in their classrooms that increase academic rigor and prepare them for success in IHEs. Also, students and their families will participate in meaningful campus experiences where they identify financial and academic pathways into an undergraduate program.

**PR Award Number:** P334A110243  
**Grantee:** School District 1J Multnomah County  
**Director's Name:** Susan Jordan  
**State:** Oregon  
**Year One Funding:** \$1,322,080  
**Telephone Number:** (503) 916-3447  
**E-mail Address:** [sjordan@pps.k12.or.us](mailto:sjordan@pps.k12.or.us)

Portland's College Ahead Program (CAP) serves a cohort of 850 sixth grade students and 850 seventh grade students beginning at 14 low-income schools across Portland Public Schools and ending up in three neighborhood high schools as well as colleges and postsecondary institutions across the country seven years later.

CAP is structured around four goals, each with multiple measurable objectives:

- (1) Increase the academic performance and preparation for postsecondary education for GEAR UP students;
- (2) Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students;
- (3) Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing; and
- (4) Increase the rate of disadvantaged students who earn college credits prior to high school graduation and graduate from high school.

These goals and their objectives are based on identified needs and local, state, and national data. The schools have poor to average rates of meeting benchmarks on the state assessment exam in math and reading/Language Arts and high school graduation rates are unacceptable; two of the high school 2011 rates: 40 percent and 51.4 percent. While from 37 percent to 64 percent of the high school seniors enroll in postsecondary education, six years later only four percent - 19 percent of the Class of 2005 from the target high schools completed a Bachelor's degree. Within the school district area and the State of Oregon, over 29 percent of adults currently have a Bachelor's degree or higher. Schools included in the proposal are Franklin, Madison and Roosevelt High Schools; George and Lane Middle Schools, and Astor, Peninsula, Cesar Chavez, Harrison Park, Lee, Scott, Vestal, Arleta, Bridger, Creston, Lent, and Marysville Elementary Schools.

CAP is a partnership program and relies on those partners for the full strength of the project. Portland State University, Portland Community College, and The University of Oregon are all involved. The College Board is a primary provider of professional development for teachers, counselors, and administrators. STEP UP is a nationally-recognized program for effective student mentoring with wrap-around services. nConnect links businesses to schools and will match professional scientists and mathematicians to advanced learners. Target and the Heart of America Foundation will provide additional resources.

Key elements include the use of teachers as CAP Leads at each school to lead on-site efforts; changes in school climate through speakers and materials; involvement of Special Education and English Language Learner professional staff to ensure that disabled students and second language students remain challenged and engaged; after-school tutoring sessions with college and high school students.

**PR Award Number:** P334A110197  
**Grantee:** School District of Lancaster  
**Director's Name:** Barbara Lombardo  
**State:** Pennsylvania  
**Year One Funding:** \$1,199,288  
**Telephone Number:** (717) 291-6149  
**E-mail Address:** [bwlombardo@lancaster.k12.pa.us](mailto:bwlombardo@lancaster.k12.pa.us)

The Lancaster GEAR UP Project is a collaborative effort between the School District of Lancaster, Millersville University, the Pennsylvania Migrant Education Program, the Lancaster Foundation for Educational Enrichment, and Fulton Bank. Our collective goal is to increase student preparation for, and success in, postsecondary education by implementing a comprehensive college awareness and preparedness program. Our project will target a cohort of approximately 1,500 sixth and seventh grade students from all four middle schools in our District, and follow them as they progress through high school, and into their first year of college.

The School District of Lancaster is a diverse, urban district serving approximately 11,000 students, of whom: 57.6 percent are Latino; 20.7 percent are African American; 16.9 percent are Caucasian; and 4.8 percent are Asian and other. District-wide, the poverty rate is 77.4 percent and the district serves over 900 homeless students over the course of a year. The District serves over 2,100 special education students, and has nearly 2,000 English Language Learners (ELL). In many cases, our low income students do not believe that they will be able to afford post-secondary education and therefore begin poor habits at a young age. The Lancaster GEAR UP Project and its partners provides early intervention programs to students to begin making college a realistic goal for students beginning at the middle school level and provides support and services throughout middle and high school for students and their families to prepare for acceptance into the college or university of their choice. In addition, we work to prepare students academically to succeed at the postsecondary level.

Although the District has made steady gains toward making Annual Yearly Progress (AYP) on the Pennsylvania System of School Assessment Test (PSSA), the District still ranks among the lowest in the state on these standardized tests. To address the gaps and weaknesses evident within the District and to increase college readiness and participation amount our high-need population, our GEAR UP Project will focus on the following core strategies: (1) increasing the quality and rigor of instruction through middle/high school curriculum alignment and ongoing professional development for teachers; (2) Implement a strong system of academic and non-academic supports for students, including tutoring and mentoring; (3) Expand college awareness and preparedness opportunities, particularly at the middle level; and (4) Engage parents in college preparation and planning.

**PR Award Number:** P334A110207  
**Grantee:** Charleston County School District  
**Director's Name:** Virginia Reijners  
**State:** South Carolina  
**Year One Funding:** \$882,025  
**Telephone Number:** (843) 937-6300  
**E-mail Address:** [virginia\\_reijners@charleston.k12.sc.us](mailto:virginia_reijners@charleston.k12.sc.us)

Charleston County School District (CCSD) and our program partners will implement BRIGHT: Building Readiness for Improvements in Graduation and Higher Ed for Tomorrow, to significantly increase the number of CCSD students prepared to enter and succeed in postsecondary education by serving two cohorts of students including 1001 sixth graders and 1145 seventh graders in nine targeted schools: Sanders-Clyde Elementary-Middle; Northwoods Middle; Morningside Middle; Military Magnet Academy, Burke Middle-High, Jerry Zucker Middle, West Ashley Middle, Charleston Development Academy, and St. Andrews Middle.

Goals and Objectives:

BRIGHT will: (1) Increase academic performance and preparation; (2) Increase high school graduation and college access and success; and (3) Increase knowledge of postsecondary education by students and families.

Partners: Charleston Southern University; The Citadel; The College of Charleston; and Trident Technical College.

Community partnerships include: Communities in Schools, South Carolina Maritime Foundation; South Carolina Federal Credit Union; Heritage Trust Federal Credit Union; Junior Achievement; Charleston Chamber of Commerce Education Foundation; YMCA of Greater Charleston; Hispanic Scholarship Foundation; Texas Instruments; and the College Board.

Activities and Services:

During our seven-year project period, we will:

- (1) Increase the percentage of students taking rigorous courses that reflect challenging academic standards by vertical alignment of core curricula; teacher professional development in Math Forward to strengthen and accelerate students' conceptual foundation and understanding of mathematics including key algebra-readiness concepts; implementation of the official College Board pre-AP curricula, SpringBoard in Mathematics for grades 6-8; and by providing science, technology, engineering, and math (STEM) learning activities including Saturday Academies and Summer Camps as well as professional development for our teachers in implementing STEM activities in the core curriculum.
- (2) Reduce the need for remedial education at the postsecondary level by providing afterschool tutoring, Saturday Academic Academies, Mentoring, and Summer Academic Camps for our targeted students.
- (3) Increase the percentage of secondary school completion by enrolling all targeted students in a Freshman Focus Transition Support class in the ninth grade, and providing individualized support and guidance through Graduation Coaches and Student Support Specialists who will use an at-risk alert system using academic and behavioral indicators highly predictive of high school graduation

and college and career readiness and by providing timely interventions for students in appropriate support programs including tutoring, mentoring, counseling, guidance, credit recovery, support, or acceleration courses.

(4) Increase student's knowledge of and access to financial assistance for postsecondary education through a number of college readiness and financial literacy programs including Parent University, Parent Workshops, and events for our ESL families by the Hispanic Scholarship Fund. Financial literacy programs include Junior Achievement's Economics of Success, Federal Deposit Insurance Corporation's Money Smart, and National Council for Community and Education Partnerships (NCCEP) and the National Endowment for Financial Education's (NEFE) Money Skills for Real Life.

**PR Award Number:** P334A110083  
**Grantee:** The University of Tennessee at Chattanooga  
**Director's Name:** Hunter Huckabay  
**State:** Tennessee  
**Year One Funding:** \$624,512  
**Telephone Number:** (423) 425-5386  
**E-mail Address:** [hunter-huckabay@utc.edu](mailto:hunter-huckabay@utc.edu)

The applicant for this GEAR UP grant is the University of Tennessee-Chattanooga, working in conjunction with the Hamilton County school system and eight community partners. The students who would be served will be sixth and seventh graders in the fall of 2012 at the three inner-city middle schools that feed into Howard and Brainerd High Schools and the students at the Chattanooga Girls Leadership Academy. Currently at these schools, only 18 percent of the students in ninth grade will go on to graduate and enter college, whereas 51 percent of the ninth graders at other Hamilton County schools will graduate and go to college. The overriding goal of this project is to address this disparity by improving our target students' academic preparation, increasing students' self-esteem and motivation, and facilitating parental and community involvement in students' academic and social preparation.

To achieve this goal, we will pursue the following project objectives:

- Increase the percentage of students completing Algebra I by 9th grade.
- Increase the percentage of students who complete two years of math beyond Algebra I.
- Increase the percentage of students prepared to read on a college level.
- Increase the percentage of students who take and are prepared for college entrance exams
- Increase the rate of student attendance and promotion and decrease the rate of disciplinary referrals.
- Increase the percentage of students who graduate from high school, enroll and succeed in postsecondary programs.
- Increase student knowledge of admission requirements and financing options for college.
- Increase parent participation in activities designed to prepare their children for college.

To accomplish these objectives, we will work with partners from Regions Bank, the Chattanooga Times Free Press, Chattanooga State Community College, the Tennessee National Guard, the Chamber of Commerce to serve a total of 1,000 students. This partnership will provide these students with a variety of services, including after-school programs, summer programs, in-school teaching assistants and interventionists, professional development for teachers, an Early Warning System to continuously monitor student progress toward graduation, peer mentoring, community mentoring, college readiness guidance and counseling, financial awareness classes and workshops, college campus tours, presentations from college admissions and financial aid professionals, and other services as student needs dictate.

**PR Award Number:** P334A110154  
**Grantee:** Education Service Center Region 12  
**Director's Name:** Glynis Rosas  
**State:** Texas  
**Year One Funding:** \$3,000,000  
**Telephone Number:** (254) 297-1108  
**E-mail Address:** [grosas@esc12.net](mailto:grosas@esc12.net)

The Education Service Center Region 12 (ESC 12), a local education agency (LEA), will partner with Navarro College, Hill College, Central Texas College, Lampasas County Higher Education Center, Texas Instrument, SureScore, College Board, REVOLUTION K12, VOICES, Abriendo Puertas (Texas A&M University), KWTX and EGT Institute, Inc.; to implement the GEAR UP College Learning Network Link (College Link) program in 23 high need school districts, 29 middle schools and 18 high schools located in central Texas. As per Census 2010, the total population of ESC 12 service area is 815,761, of which 171,151 (21 percent) are Hispanic, 148,042 (18 percent) are African American, and 41.3 percent of the region's working age population do not have a high school diploma and only 14.7 percent of the labor force has a bachelor's degree or higher. Schools within ESC 12 service area consistently struggle to meet Annual Yearly Progress (AYP) and, as a result, 12 of the participating middle and high schools are categorized as persistently low-performing schools. College Link will serve a cohort of 4,000 sixth and seventh grade students and follow them through the end of their freshmen year in college during the seven-year grant period. Among these cohort students, College Link will serve 1,000 sixth grade students and 3,000 seventh grade students.

During the seven-year grant period, College Link will follow the cohort students until high school graduation and first year in college - at a cost of approximately \$750 per student in Years 1 - 6 and \$582 in Year 7. The goal of College Link is to establish a college-going culture the fosters highly-motivated administrators including highly-qualified teachers and educators working collaboratively in high performing learning communities in order to enhance academic preparation and performance of all learners, and to increase the number of students graduating from high school, and enrolling and succeeding in postsecondary education.

The objectives of the program are to:

- Increase the academic performance and preparation for postsecondary education of cohort students;
- Increase the rate of high school graduation, awareness, readiness and participation in postsecondary education for cohort students through a college network;
- Increase cohort students' and their families' knowledge of postsecondary education, options, preparation and financing.

Services will include, but are not limited to:

- Students: rigorous coursework, academic tutoring, academic counseling and advising, enrichment courses in science, college/career and financial aid counseling, college presentations, visits and summer camps, financial literacy, and leadership development;
- Parents: information about graduation and college planning, college/career and financial aid counseling, financial literacy, and leadership development.

**PR Award Number:** P334A110180  
**Grantee:** Region One Education Service Center  
**Director's Name:** Tina Atkins  
**State:** Texas  
**Year One Funding:** \$6,999,176  
**Telephone Number:** (956) 984-6220  
**E-mail Address:** [tatkins@esc1.net](mailto:tatkins@esc1.net)

Region One Education Service Center (ESC), a local education agency, proposes to implement a seven-year GEAR UP program entitled, Ready, Set College! in partnership with the following agencies: University of Texas Austin; National Council for Community and Education Partnerships; University of Texas-Pan American; University of Texas-Brownsville; South Texas College; Texas State Technical College; Texas A&M International University; Laredo Community College; T-STEM Center; Texas Instruments; Vernier; Apple, Inc.; SureScore; Agile Mind; College Board; ACT; Texas Valley Communities Foundation; Acuna- Garza and Associates; Doris Teague Association; South Texas Literacy Coalition; GEAR UP for Excellence; News Channel 5 Media; and EGT Institute, Inc. The program will be implemented in 27 school districts of which 19 are categorized as persistently low-performing in the Region One service area, which is located in southernmost remote tip of Texas along the Texas-Mexico border known as the Lower Rio Grande Valley. Approximately, 92 percent of the target population is Hispanic, 55 percent live in poverty, and nearly 69 percent do not speak English at home.

The goal of the program is to create an effective college and career educational culture that enhances learning and academic performance for all students, particularly for English language learners, low-performing, and low-income students so that they excel in high school and succeed in postsecondary education and beyond. The objectives are: (1) Increase the academic performance and preparation for postsecondary education of GEAR UP students; (2) Increase the rate of high school graduation and participation in postsecondary education for students through a systemic transformation of continuous improvement; (3) Increase GEAR UP students' and their families' knowledge and awareness of postsecondary education, financing, options and preparation; (4) Increase GEAR UP students' access to advanced academic programs, technology applications and distant learning networks through a science, technology, engineering, and math (STEM) initiative; and (5) Increase the leadership capacity of administrators and community stakeholders to sustain a college awareness organizational structure of continuous learning.

**PR Award Number:** P334A110128  
**Grantee:** San Antonio Independent School District  
**Director's Name:** Roxanne Rosale  
**State:** Texas  
**Year One Funding:** \$4,000,000  
**Telephone Number:** (210) 354-3626  
**E-mail Address:** [rrosales@saisd.net](mailto:rrosales@saisd.net)

The goal of the seven-year GEAR UP project is to increase academic behaviors, performance and preparation for postsecondary education in a 2011-12 cohort of seventh grade students. Primary means of accomplishment will include increasing the rates of high school graduation and postsecondary enrollment; and increasing college readiness and student and family knowledge of postsecondary education options, preparation, and financing.

Related objectives, intentionally chosen in correspondence to local needs, are: increasing the number of students taking rigorous coursework, including four years of high school math and advanced English, math and science; increasing the number of cohort students who make a successful transition from eighth to ninth grade; improving literacy skills and assisting all students to read on grade level; increasing the number of students meeting state standards for college readiness; expanding the availability of mentoring and tutoring support; increasing the number of student meeting criterion on the PLAN, ACT, PSAT and SAT; increasing the number of students with an unweighted GPA of 3.0 on a 4-point scale; increasing graduation rates in all district high schools; increasing utilization of FAFSA, financial aid and scholarships; increasing postsecondary enrollment and retention; reducing the number of cohort college freshmen who require math or reading remediation; and building a data bridge that will enable the collection and analysis of internal and third party data sets to improve decision making and enable the rapid identification of and response to student and family needs.

Number of Students to be Served: 5,000. Target Schools: San Antonio Independent School District schools: Brackenridge, Burbank, Edison, Fox Tech, Highlands, Sam Houston, Jefferson, Lanier, Travis Early College High Schools; Connell, Davis, Harris, Irving, Longfellow, Lowell, Page, Poe, Rhodes, Rogers, Tafolla, Twain, Wheatley, and Whittier Middle Schools; Young Women's Leadership, Austin, Bonham, Hawthorne, King, and Mission Academies. Houston Independent School District: Harlandale, McCollum High Schools; Harlandale, Kingsborough, Leal, and Terrell Wells Middle Schools. Tejada Academies Partners: University of Texas at San Antonio (academic support, parent engagement), Big Brother Big Sisters (mentoring), Princeton Review (test preparation), Family Service Association (case management, life skills training), San Antonio Education Partnership (college tours, scholarship information, FAFSA support, Café College), Agile Mind (middle school math instruction), Texas Instruments (Math Forward), Group Excellence (tutoring), Kaplan (test prep, teacher professional learning), Alamo Colleges (dual credit classes, scholarship assistance), Generation TX (college awareness, FAFSA support, college fairs), Region XX (professional learning for teachers in research based instructional methods), and Texas College Advising Corp (recent college graduates providing information and mentoring to high school students). Activities and Services: Enhancing academic performance through Agile Mind; Voyager; science, technology, engineering, and math (STEM)-focused academic camps; and literacy support. Parent and family support, easily accessed FAFSA assistance and information about colleges and selection processes.

**PR Award Number:** P334A110173  
**Grantee:** Stephen F. Austin State University  
**Director's Name:** Betty Alford  
**State:** Texas  
**Year One Funding:** \$1,184,997  
**Telephone Number:** (936)468-2908  
**E-mail Address:** [balford@sfasu.edu](mailto:balford@sfasu.edu)

Stephen F. Austin State University's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) for Success Project is a partnership to assist five rural East Texas school districts in achieving the structural, cultural, and instructional changes that lead to increased student participation in academically challenging secondary courses and a college-going culture. The project is based on research that supports the importance of a student's course-taking patterns with support structures for success in opening the doors to postsecondary education. Over 50 percent of the students in each of the middle and high schools in the partner districts are from low socioeconomic groups. Conceived as a systemic change effort, this project provides direct services over a seven-year period to a cohort of 1,482 students in Central, Hudson, Lufkin, Nacogdoches, and Woden Independent School Districts (ISD) as they move from grades 7-12. Targeted professional development for teachers, counselors, and administrators; community and business involvement; and parental engagement will also be emphasized. In the seventh year, 427 students, in the two institutions where 65 percent of the students enroll, will be served through Summer Bridge activities and support services.

This project establishes a system-wide mindset of high academic expectations for all students wherein increased numbers of secondary students will participate and succeed in advanced-level courses that will prepare them for access to, and success in, postsecondary education. The project is designed to address the urgent need to increase the college-going and success rates of students in the project schools with professional development serving as the agent for systemic change. Another vital component in improving the educational attainment of secondary students will be enlisting the support of parents as advocates for increasing each student's readiness for postsecondary education.

Using the foundation of success from the previous GEAR UP projects, this project will address evolving needs of schools in the partnership. Specifically, the project will address the dramatic increase in the number of Hispanic students by focusing on the unique needs of minority, first generation college-going students. The project will help districts to address higher expectations of student achievement on state standardized achievement and college readiness tests for all students in the cohort. Guided by a project advisory board and school district councils, the project partners of Stephen F. Austin State University, Angelina College, Central ISD, Hudson ISD, Lufkin ISD, Nacogdoches ISD, Woden ISD, the Lufkin/Angelina County Chamber of Commerce, the Nacogdoches County Chamber of Commerce, Top Ladies of Distinction - Lufkin Chapter, American Association of University Women, Delta Sigma Theta - Lufkin Chapter, First Bank and Trust, and La Lengua Newspaper will provide the resources and services required to meet the specific needs of each partner school in the midst of a changing cultural environment.

**PR Award Number:** P334A110120  
**Grantee:** Sul Ross State University  
**Director's Name:** Aster Trevino  
**State:** Texas  
**Year One Funding:** \$772,000  
**Telephone Number:** (432) 837-8807  
**E-mail Address:** [atrevino@sulross.edu](mailto:atrevino@sulross.edu)

Established in 1917, Sul Ross State University (SRSU), a Hispanic-serving institution is a public, regional, comprehensive university in Alpine, Texas. As a public, liberal admissions institution, SRSU is the sole source of higher education in the vast, frontier target region, with a population that is 78.3 percent Hispanic, with 23.4 percent low income, and with only 15.6 percent of the adults (25 years or older) having a four-year college degree. In a 2011 survey, 76.1 percent of the targeted seventh grade students reported that neither parent had a college degree (2011 GU survey). The schools in Alpine, Terlingua, Del Rio and Presidio that are to be served by the SRSU GEAR UP Project ReACH Program have a student population that is 91.2 percent minority, 81.47 percent eligible for Free/Reduced Lunch, and 75.3 percent economically disadvantaged.

Socioeconomic issues are exacerbated by low academic achievement results: severe achievement gaps for all secondary school levels; low performance on state-mandated (NCLB (NO CHILD LEFT BEHIND ACT)-required) tests, a low percentage of “college-ready” graduates, a large majority percentage of first generation students; and an overwhelming percentage of students who do not speak English at home. The target schools for the SRSU GEAR UP Project ReACH Program have a historically-low college-going rate: only 40.7 percent for the Class of 2009. Another issue hampering college degree attainment is a high teen birthrate in the target counties, nearly four times that of the national average: a 2009 kidscount.org report shows that 16.2 percent of all live births in the target area were to teen mothers as compared to the Texas average of 13.5 percent or the 4.3 percent U.S. average. The SRSU GEAR UP Project ReACH Program will serve a cohort of 965 seventh graders from four area school districts and provide academic-based services through their first year of college.

The Program will achieve the following outcomes: completion rates of Pre-Algebra or equivalent course, Algebra 1, and two years of math beyond Algebra 1 will increase to 80 percent, 80 percent, and 58 percent over the 2010-11 baselines; 85 percent graduation rate on the recommended or distinguished degree path; 35 percent of GEAR UP students will enroll in dual enrollment courses; increase to 60 percent of GEAR UP students who place into college-level math and English without need for remediation; 60 percent enrollment in a degree-seeking college program; 85 percent of those enrolled in college will be on track to graduate; 75 percent of students/parents will demonstrate knowledge of financial aid and cost/benefits of education; 90 percent of college-going students will complete FAFSA; 75 percent of students will take ACT/SAT and 25 percent of those will score “at or above” criterion; 75 percent of parents will actively engage in students’ college preparation. Program participants will receive tutoring, mentoring, Individual Educational Career Plans, academic and personal counseling, parent and student financial aid and economic literacy workshops, intensive academic monitoring, assistance with Dual Enrollment/AP courses, college visits and educational/cultural trips, college savings plans, involvement in a Parent-Teacher Organization and community service events; and many other activities to achieve SRSU GEAR UP Project ReACH Program objectives.

**PR Award Number:** P334A110278  
**Grantee:** Texas A&M International University  
**Director's Name:** Julio Madrigal  
**State:** Texas  
**Year One Funding:** \$6,396,824  
**Telephone Number:** (956) 468-2908  
**E-mail Address:** [jfmadrigal@tamiu.edu](mailto:jfmadrigal@tamiu.edu)

Texas A&M International University (TAMIU) a Hispanic-serving institution located in Laredo, Texas, in partnership with nineteen school districts (Laredo, United, Webb, Zapata, Jim Hogg, Jim Wells, Benavides, San Diego, Freer, Premont, Alice, Ben Bolt/Palito Blanco, Cotulla, Dilley, Pearsall, Crystal City, La Pryor, Carrizo Springs, and Eagle Pass) comprising 29 middle schools and 26 high schools, and Laredo Community College located in the South Texas region proposes a GEAR UP program to serve a cohort of 8,000 seventh grade students which will be the graduating class of 2017 for this entire South Texas region. This region covers 14,792 square miles, an area larger than several of our states.

“Creating a Vision IV” is a new GEAR UP partnership based on our prior experience with GEAR UP and is designed to provide low income students with the skills, motivation and preparation needed to successfully pursue a postsecondary education. The aim of this project is to enable students to successfully complete high school and enter postsecondary education. All 19 partnering school districts serve a large low-income and Hispanic population, and are above the 50 percent threshold for free/reduced lunch. Eighty-two percent of the cohort is eligible for free/reduced lunch and is composed of 91 percent Hispanics. The cohort exceeds the indicated 50 percent threshold; therefore, a 75 percent waiver on the matching is being requested. The partnership districts will lose \$42 million in FY 2012 and \$53 million in FY 2013. TAMIU has been cut \$9.6 million and Laredo Community College has been cut \$9 million for the coming biennium. These total cuts of nearly \$114 million have just been approved by the Texas Legislature, placing an even greater burden on the South Texas regional educational system which is already educationally and economically disadvantaged? The positive impact of the GEAR UP will be of tremendous importance to this geographically isolated and underprepared youth.

**PR Award Number:** P334A110129  
**Grantee:** The University of Texas at El Paso  
**Director's Name:** Juliette Caire  
**State:** Texas  
**Year One Funding:** \$2,701,830  
**Telephone Number:** (915) 747-5367  
**E-mail Address:** [jcaire@utep.edu](mailto:jcaire@utep.edu)

The University of Texas at El Paso (UTEP) has teamed up with the Socorro Independent School District (SISD) in proposing a six-year "Solutions for Optimal Academic Readiness" (SOAR) GEAR UP program, with a unique mix of strategic components that will ensure all participating students, regardless of the endemic high poverty levels in the El Paso area, will graduate at high academic readiness levels, enroll in college, and successfully complete all required freshman year college-level courses. The SOAR GEAR UP program thus seeks to achieve the following three goals, to increase the: (i) academic performance and preparation/readiness for postsecondary education of GEAR UP students; (ii) rate of high school graduation and enrollment in postsecondary education for GEAR UP students; and (iii) students' and families' knowledge of postsecondary education options, preparation, and financing.

The six strategic components of the SOAR Program are: professional development for teachers, counselors, and other staff; financial literacy education and college saving program; awareness of post-secondary expectations and processes; academic guidance, counseling and mentoring; tutoring and core class learning essentials; and High School-to-College Transition and Start Up. The program will serve a cohort of 3,390 seventh grade students at Desert Wind, Drugan, Hambric, Paso del Norte, Serna, and Sybert elementary schools (K-8), and Clarke, Ensor, Hernando, Montwood, Sanchez, Slider, Socorro, and Sun Ridge middle schools. The feeder high schools of the preceding schools include: Americas, Eastlake, El Dorado, Mission Early College, Montwood and Socorro.

The SOAR GEAR UP program will build on its broad experience and past successes in working with at-risk students and schools to address existing weaknesses and gaps in key SISD curriculum infrastructure and services. By this collaborative, SISD will build the instructional capacity and service infrastructure that will enable and inspire its students to value college education, strive to excel academically by taking more rigorous classes in middle and high school, graduate from high school with relevant college readiness skills, and successfully enroll and complete college freshman classes without taking any remedial classes. The program has a broad community and national support of partners, including: The College Board, The Princeton Review, Texas Instruments, UTEP College of Engineering, Science, Education and Department of Admissions, El Paso Affordable Housing and One Source Credit Unions, Prestige Consultants and Communities in Accion.

Among the many successful or promising elements of the SOAR Program are: the SISD teacher training and AP/PreAP certification opportunities; parent and student education sessions on benefits and accessibility of post-secondary options, financial aid, and college savings plans; a responsive tutoring program; a mentoring program involving UTEP's engineering, science, math, and technology students; a strong SOAR Advisory Council of UTEP and SISD educators and community leaders; and an evaluation team of external and UTEP researchers.

**PR Award Number:** P334A110271  
**Grantee:** Ogden School District  
**Director's Name:** Carrie Maxson  
**State:** Utah  
**Year One Funding:** \$799,100  
**Telephone Number:** (801) 737-7382  
**E-mail Address:** [maxsonc@ogdensd.org](mailto:maxsonc@ogdensd.org)

Ogden City School District (OSD) proposes Students in Ogden Achieving Readiness and Success (SOARS), a Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project. SOARS will serve 1,000 students in four junior highs, one prep academy, and three high schools. SOARS is a seven year project. The project begins in grade seven in junior high and follows the single cohort of students through high school and into their first year of college. All students served live in poverty. Collectively, 69 percent of all the students the project includes qualify for free or reduced lunch. Only two of the schools met Adequate Yearly Progress (AYP) measures in 2009-2010. All high schools are persistently-lowest achieving schools. OSD has selected Weber State University and 12 community partners, one of which is a financial institution, to implement SOARS. The overlying goal for the project is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. To meet this goal, the project planning committee has identified five objectives.

The objectives are as follows:

- Increase the academic performance and preparation for postsecondary education for GEAR UP students.
- Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students.
- Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing.
- Increase percentage of GEAR UP students who enroll in and succeed in postsecondary education.
- Increase the preparation of the project teachers and staff to teach and serve GEAR UP students.

Each objective has performance measures to determine the project's effectiveness. Spectrum Research Evaluation and Development will serve as the project's external evaluator to provide both summative and formative evaluation.

SOARS provides many services to students. Teachers serving the cohort students will have an opportunity to participate in summer institutes, professional learning communities, and have opportunities to earn master's degree credits through taking math and English courses. Students will also receive a variety of services. Students will have individualized support from math and English tutors (after school and during summer academies); college and career counselors; college mentors; and teacher advisors. Students during the academies will be able to recover lost credits or engage in academic enriching studies. Years 1-6, students will visit Utah institutions of higher education to see campuses and to meet professors and students. SOARS will provide students with instruction on how to perform well on college placement exams.

**PR Award Number:** P334A110080  
**Grantee:** Central Washington University  
**Director's Name:** Julie Guggino  
**State:** Washington  
**Year One Funding:** \$1,632,000  
**Telephone Number:** (509) 963-2640  
**E-mail Address:** [gugginoj@cwu.edu](mailto:gugginoj@cwu.edu)

Central Washington University (CWU) and the Northwest Learning and Achievement Group (NLA) are lead agencies in Project MOSAIC2, a GEAR UP project to help more than 2040 students (Classes of 2018 and 2019) in Manson, Chelan, Brewster, Omak, Oroville, Tonasket, Quincy, Highland, and Wapato school districts prepare for college. This two-grade cohort comprises a student body smaller than many urban high schools but they represent a vast, rural and isolated area in north central Washington. Poverty rates (free and reduced lunch rates) range from 65 to 85 percent. If these students move into college, an estimated 87 percent will be first generation college students. The majority of the students are Hispanic, American Indian and poor white. Most families rely on hourly wages in agriculture and depend on social services.

Grades and test scores lag state averages, in some districts dramatically so; math and science grades are the lowest. No partner districts passed Adequate Yearly Progress (AYP) measures; two schools are in Tier 1, Step 5, among the state's lowest performing schools. In this region there are two kinds of work: low paying agricultural work, and newly expanding high tech STEM (science, technology, engineering and math) careers with new companies brought to the area by cheap electricity provided by Columbia River dams. For STEM careers, students must complete college, but current district drop-out rates are high and college completion rates are low.

This project will partner with schools to revamp science and math curricula, improve teacher preparation, and connect districts to the STEM community to build engaging, standards-based, rigorous curricula and enrichment activities that will significantly strengthen math and science performance. Informing our efforts is a two-year longitudinal study of 450 Class of 2011 district students whose path into postsecondary institutions will be tracked to identify the challenges faced by district students as they seek postsecondary training. Research outcomes will clarify the type and dosage of services need our students need to successfully enter postsecondary training.

**PR Award Number:** P334A110036  
**Grantee:** University of Washington  
**Director's Name:** Loueta Johnson  
**State:** Washington  
**Year One Funding:** \$3,964,000  
**Telephone Number:** (509) 865-8670  
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The Skagit and Yakima Valleys in Washington State include many small rural agricultural communities home to many immigrant and migrant farm workers. These two valleys have high populations of Hispanic, Native American and/or limited English-speaking students. The target schools in these valleys have some of the highest Hispanic and immigrant-migrant student enrollment rates in the state and a poverty rate of 81.2 percent. Students have low academic achievement rates, high dropout rates, low graduation rates, and low college enrollment rates. Fourteen rural school districts, the Yakama Indian Nation, seven higher education institutions, and 11 community and business organizations came together to develop the Rural Initiative in STEM Education and Undergraduate Preparation (RISE UP) GEAR UP Partnership to address the needs of low-income, at-risk students in the Yakima and Skagit Valleys.

The Strategic Partners are: (1) Higher Education Institutions: University of Washington (UW), Yakima Valley College, Skagit Valley College, Columbia Basin College, Heritage University, Washington State University and Central Washington University; (2) School Districts: Burlington-Edison, East Valley, Goldendale, Grandview, Granger, Mabton, Mt. Adams, Mt. Vernon, Royal, Sunnyside, Toppenish, Wahluke, Wapato and Zillah; (3) Community Organizations: Project Lead the Way, Boeing Aerospace, Microsoft, NASA, Museum of Flight, Pacific Science Center, LIGO, Mathematics, Engineering and Science Achievement, UW Biomedical Engineering, College Board, Yakama Indian Nation and Credit Counseling. The RISE UP GEAR UP Partnership will serve 4,955 students for seven years through high school graduation and their first year in college. Using a strategy formulation process, the RISE UP Partners selected culturally appropriate, evidence-based strategies and services that respond to the needs of the target students, parents and schools.

RISE UP Partners have selected a range of research-based programs to increase the percentage of students taking rigorous and challenging courses. The partners will implement the Advancement via Individual Determination. Project Lead the Way is a STEM focused program offering advanced courses for students. After-school, summer and tutoring programs will also be offered to support student's academic achievement in math and science. Partners will provide a range of college readiness activities including information, assistance and workshops for students and parents on financial aid, scholarships, admission applications, SAT, financial literacy, campus visits and career exploration.

**PR Award Number:** P334A110095  
**Grantee:** Washington State University  
**Director's Name:** Genoveva Morales  
**State:** Washington  
**Year One Funding:** \$2,996,800  
**Telephone Number:** (509) 372-7308  
**E-mail Address:** [gmorales@earlyoutreach.wsu.edu](mailto:gmorales@earlyoutreach.wsu.edu)

Washington State University's ten school districts, five higher education institutions, and four community/business organizations came together to form a strategic partnership to address the needs of low-income, at-risk students in the Columbia Basin of Washington State. The Harvest of Hope GEAR UP Partnership will increase the number of students graduating high school, prepared for and succeed in postsecondary education.

The target schools are located in the Eastern region of Washington State. Most of the target schools are small, rural and geographically and educationally isolated. Among adults in communities where the schools are located, only 15.1 percent have earned a Bachelor degree or higher, compared to the state rate of 30.8 percent. Students are at risk academically with only 31.9 percent meeting state math academic standards and 31.6 percent meeting state science academic standards. The target schools average a 46 percent minority student enrollment. Target school students have high dropout rates, low graduation rates and low postsecondary enrollment rates.

The Strategic Partners are: (1) Higher Education Institutions: Washington State University, Big Bend Community College, Walla Walla Community College, Columbia Basin College, Blue Mountain Community College; (2) Schools: College Place, Dayton, Kennewick, Moses Lake, Prescott, Soap Lake, Touchet, Walla Walla, Warden School Districts, Morrow County; (3) Community Organizations: Texas Instruments, SureScore, EdLab Group and Apex Learning. The Harvest of Hope GEAR UP will serve 3,746 students for seven years through high school graduation and their first year in college. Using a strategy formulation process, the Harvest of Hope Partners selected culturally appropriate, evidence-based strategies and services that respond to the needs of the target students, parents, and schools.

The Harvest of Hope (HOH) Partners have selected a range of research-based programs to increase the percentage of students taking rigorous and challenging courses. The GEAR UP partners will implement the Advancement via Individual Determination (AVID), which supports and encourages students taking rigorous curriculum and provides college readiness activities. Texas Instruments' Math Forward Program will improve student's math skills to prepare them for high school and college. After-School, Summer and Tutoring Programs will also be offered to support student's academic achievement in Math, Science and Language Arts. Partners will provide a range of college readiness activities including information, assistance and workshops for students and parents on financial aid, scholarships, admission applications, SAT, financial literacy, campus visits and career exploration.

**PR Award Number:** P334A110096  
**Grantee:** Washington State University  
**Director's Name:** Genoveva Morales  
**State:** Washington  
**Year One Funding:** \$2,309,600  
**Telephone Number:** (509) 372-7308  
**E-mail Address:** [gmorales@earlyoutreach.wsu.edu](mailto:gmorales@earlyoutreach.wsu.edu)

Washington State University, eleven school districts, three higher education institutions and five community/business organizations came together to form a strategic partnership to address the needs of low-income, at-risk students in the Columbia Basin of Washington State. The One Vision Partnership GEAR UP will increase the number of students graduating high school, prepared for and succeed in postsecondary education.

The target schools are located in the Columbia Basin of eastern Washington State. Most of the target schools are small and rural and geographically and educationally isolated. With an economy primarily driven by agriculture, this region attracted many immigrant and migrant farm workers. Much of this region is now economically distressed and many of the target school students are children of farmers, immigrant or migrant farm workers who are Hispanic, minority and/or limited English speaking. The target schools average a 62.8 percent minority enrollment and a 23.9 percent English Language Learner (ELL) enrollment compared to state rates of 35.4 percent and 8.1 percent respectively. Target school students have low academic achievement rates, high dropout rates, low graduation rates and low postsecondary enrollment rates.

The Strategic Partners are: (1) Higher Education Institutions: Washington State University, Yakima Valley Community College and Columbia Basin College; (2) Schools: Clarkston, Columbia, Endicott, Ephrata, Finley, Kiona-Benton City, Mabton, North Franklin, Pasco, Paterson and Prosser School Districts; (3) Community Organizations: Texas Instruments, SureScore, EdLab Group, LifeTrack Services and RGI Research Corporation. The One Vision Partnership (OVP) GEAR UP will serve 2,887 students for seven years through high school graduation and their first year in college. Using a strategy formulation process, the OVP Partners selected culturally appropriate, evidence-based strategies and services that respond to the needs of the target students, parents and schools.

The OVP GEAR UP Partners have selected a range of research-based programs to increase the percentage of students taking rigorous and challenging courses. The GEAR UP partners will implement the Advancement via Individual Determination (AVID) Program, which supports and encourages students taking rigorous curriculum and provides college readiness activities. Texas Instruments' Math Forward Program will improve student's math skills to prepare them for high school and college. After-School, Summer and Tutoring Programs will also be offered to support students' academic achievement in Math, Science and Language Arts. Partners will provide a range of college readiness activities including information, assistance and workshops for students and parents on financial aid, scholarships, college admission applications, SAT, financial literacy, campus visits and career exploration.

**PR Award Number:** P334A110184  
**Grantee:** Milwaukee Public Schools  
**Director's Name:** Caroline Williams  
**State:** Wisconsin  
**Year One Funding:** \$2,212,000  
**Telephone Number:** (414) 475-8174  
**E-mail Address:** [williac2@milwaukee.k12.wi.us](mailto:williac2@milwaukee.k12.wi.us)

The Milwaukee Public Schools (MPS) TEAM GEAR UP initiative will provide a variety of coordinated, continuous, high-quality supports to improve high school graduation and college aspirations, readiness, and access for a cohort of 2,765 middle grades students in Milwaukee, Wisconsin—the fourth poorest city of its size in the United States.

TEAM GEAR UP in MPS will begin with the sixth and seventh grade students in a set of seven high need schools serving middle grades. TEAM GEAR UP will target one (grades K-8) – H. W. Longfellow K8 school; four middle schools (grades 6-8) – Audubon Technology and Communication Center, John Burroughs Middle School, Lincoln Center of the Arts and Roosevelt Creative Arts Middle School; two (grades 6-12) middle-high schools -- Bay View Middle and High School and Northwest Secondary. In the third year of the project, Audubon Technology and Communication Center High School, Lynde and Harry Bradley Technology and Trade School , Milwaukee High School of the Arts, James Madison Academic Campus, Alexander Hamilton High School and Harold S. Vincent High Schools. These schools represent both some of the highest need schools and strongest middle to high school feeder patterns in the 81,372 student district.

TEAM GEAR UP will bring together institutions of higher education, college access organizations, and community-based organizations to meet the following goal and objectives.

**Goal:** Increase the number of MPS students who are prepared to enter and succeed in postsecondary education.

**Objective 1:** Increase educational expectations for participating students and students and family knowledge of postsecondary education options, preparation, and financing;

**Objective 2:** Increase academic performance, high school graduation, and postsecondary readiness and enrollment.

Nearly 20 partners are supporting TEAM GEAR UP including: Boys and Girls Clubs of Greater Milwaukee, Career Cruising, College Board, College for Every Student, Fresh Coast Classic (Running Rebels), Wisconsin Department of Public Instruction Wisconsin Educational Opportunities Program, Alverno College, Cardinal Stritch University, Marquette University, Milwaukee Area Technical College, University of Wisconsin - Oshkosh, University of Wisconsin – Madison, Department of Precollege Enrichment Opportunity Program for Learning Excellence, Great Lakes Higher Education Corporation, MPS Foundation, Funds for Wisconsin Scholars and University of Wisconsin – Milwaukee, Department of Development and Alumni Relations, Department of Trio and Pre-College Program and Department of Center for Urban Initiatives and Research.

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