# GEARUP Project Abstracts 2020

**PR/Award P334A200038**

**Washington State University**

Ten (10) School Districts, 3 Higher Education Institutions and 7 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 (OVP) GEAR UP** will increase the number of students graduating high school, prepared for and succeed in college.

The target schools are located in the south-central Columbia Basin of Washington State. Most of the target schools are small, rural and geographically and educationally isolated. With an economy primarily driven by agriculture, this region attracted many immigrant and migrant farmworkers. Much of this region is now economically distressed and many of the target school students are children of farmers, immigrant or migrant farmworkers who are Hispanic, minority and/or limited English speaking. The target schools average a **57.2%** minority enrollment and an **19.1%** English Language Learner (ELL) enrollment compared to state rates of **44.8%** and **11.3%** 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, Big Bend College and Columbia Basin College; **2) Schools:** Clarkston, Columbia, Ephrata, Finley, Kiona-Benton City, Mabton, North Franklin, Pasco, Prosser and Evergreen School Districts; **3) Community Organizations:** Texas Instruments, Laser Interferometer Gravitational-Wave Observatory (LIGO), Pacific Northwest National Laboratory operate by Battelle, EduGuide, EdSight Technology, Apex Learning and RGI Research Corporation.

The **One Vision Partnership GEAR UP** will serve **3,829** students for 7 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 students taking rigorous and challenging courses. The GEAR UP partners will support the Advancement via Individual Determination (AVID) Program, which encourages students taking rigorous curriculum and provides college readiness activities. Texas Instruments’ MathForward Program will improve student’s math skills to prepare them for high school and college.

Academic day and after school tutoring programs as well as summer academic remediation will be offered to support students’ academic achievement in Math, Science and Language Arts.

Partners will provide a range of college readiness activities including accessing student academic information, college planning assistance and workshops for students and parents on financial aid, scholarships, college admission applications, SAT/ACT, financial literacy, campus visits and career exploration.

These objectives and measurable outcomes will be achieved: **1)** Increase students’ knowledge about financial aid to **90%**; **2a)** Increase % of 9th graders completing Algebra to **65%**; **2b)** Increase % of students completing advanced courses in Mathematics, Science and English by **25%**; **2c)** Increase number of students taking the SAT/ACT to **45%**; **3a)** Increase % of students graduating high school to **95%**; **3b)** Increase % of students passing state Math exam to **45%**; **3c)** Increase % of students passing state Science exam to **95%**; **3d)** Increase % of students completing the FAFSA by **25%**; **4a)** Increase % of students enrolling in a postsecondary educational program to **76%; 4b)** Increase % of students completing their first year to **80%**.

**PR/Award P334A200041**

**Washington State University**

Ten (10) School Districts, 3 Higher Education Institutions and 7 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 (HOH) GEAR UP** will increase the number of students graduating high school, prepared for and succeed in college.

The target schools are located in the Columbia Basin of eastern Washington State. Most of the target schools are small, rural and geographically and educationally isolated. With an economy primarily driven by agriculture, this region attracted many immigrant and migrant farmworkers. Much of this region is now economically distressed and many of the target school students are children of farmers, immigrant or migrant farmworkers who are Hispanic, minority and/or limited English speaking. The target schools average a **59.1%** minority enrollment and an **17.9%** English Language Learner (ELL) enrollment compared to state rates of **44.9%** and **11.3%** 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, Big Bend College, Walla Walla Community College and Columbia Basin College; **2) Schools:** College Place, Dayton, Kennewick, Moses Lake, Othello, Prescott, Soap Lake, Touchet, Walla Walla and Warden School Districts **3) Community Organizations:** Texas Instruments, Laser Interferometer Gravitational-Wave Observatory (LIGO), Pacific Northwest National Laboratory operate by Battelle, EduGuide, EdSight Technology, Apex Learning and RGI Research Corporation.

The **Hope of Harvest GEAR UP** will serve **4,271** students for 7 years through high school graduation and their first year in college. Using a strategy formulation process, the **HOH** Partners selected culturally appropriate, evidence-based strategies and services that respond to the needs of the target students, parents and schools.

The **HOH GEAR UP** Partners have selected a range of research-based programs to increase 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 MathForward Program will improve student’s math skills to prepare them for high school and college. A special emphasis will be on STEM and Computer Science. Academic day and after school tutoring programs as well as summer academic remediation will be offered to support students’ academic achievement in Math, Science and Language Arts. Partners will provide a range of college readiness activities including accessing student academic information, college planning assistance and workshops for students and parents on financial aid, scholarships, college admission applications, SAT/ACT, financial literacy, campus visits and career exploration.

These objectives and measurable outcomes will be achieved: **1)** Increase students’ knowledge about financial aid to **95%**; **2a)** Increase % of 8th graders completing Algebra to **50%**; **2b)** Increase % of students completing advanced courses in Mathematics, Science and English by **25%**; **2c)** Increase number of students taking the SAT/ACT to **60%**; **3a)** Increase % of students graduating high school to **94%**; **3b)** Increase % of students passing state Math exam to **55%**; **3c)** Increase % of students passing state Science exam to **57%**; **3d)** Increase % of students completing the FAFSA by **25%**; **4a)** Increase % of students enrolling in a postsecondary educational program to **76%**; **4b)** Increase % of students completing their first year to **80%.**

*Washington State University – Harvest of Hope*

**PR/Award P334A200062**

**Appalachian State University**

Appalachian GEAR UP (AGU) will be implemented by Appalachian State University, the lead applicant. Located in Boone, North Carolina, AGU has provided a comprehensive range of services to low-income and high-need students, families and schools throughout the western region of the state since 1999. Situated in rural Appalachia, the area is known for its isolation and inter-generational poverty and lacks a highly skilled workforce.

AGU proposes to serve 14,232 low-income, high need students in a 7-year grant serving 47 schools in 10 counties of Western North Carolina with a cost of $800 per student in the first year and reducing to $296 once the full cohort is served. These low-achieving schools (identified in the Partnership Project Profile Sheet) experience low college-going rates, poor academic performance, and substantial achievement gaps. The project will address systemic and sustainable strategies for increased college readiness with the goal of creating a college going culture in each AGU partner school. Simply put, the goal of AGU is to provide the necessary resources, information, and interventions that low-income students in the schools across this region need in order to break the cycle of poverty, and to aspire to, enroll in, and successfully complete a postsecondary education.

The project will focus on improving rigorous course taking and performance with emphasis on Algebra I, STEM, Computer Science, and ACT. An innovative aspect of this project is the Entrepreneurship Learning Opportunities initiative, designed to develop career aspirations and postsecondary planning skills of rural students as well as to promote economic development in the proposed region. This along with other programming will teach financial literacy and prepare students and families to know how to finance postsecondary education.

AGU will address the three national GEAR UP (GU) goals, the ten GPRA performance measures, program measures, project-specific measures, and three required categories of the Absolute Priority (1.d., 2.a., and 4). The project will also provide 7th year programming known as the First-Year Services (FYS). AGU will evaluate promising evidence through dual enrollment interventions.

In order to embed and sustain the evidence-based GU practices that we know will yield positive outcomes, AGU will provide professional development and guidance to districts. The district leaders will work in partnership with the AGU team and postsecondary partners to deliver a robust set of services and interventions to students, teachers, and families. AGU has generated partnerships with eight postsecondary institutions, ensuring that each district has local institutions that provide college exposure, academic support, dual enrollment, and career and work-based learning opportunities.

AGU has identified a host of partners which are listed in the narrative in the Quality of Project Services section of the narrative. The generous support from these partners will contribute to the positive impact GU can have on the thousands to be served in this region.

Appalachian will contribute over $4.4 million in matching resources over the life of the seven-year grant.

**PR/Award P334A200120**

Project Abstract

The University Corporation of Monterey Bay, on behalf of the California State University of Monterey Bay (CSUMB), located in Seaside, California, will utilize funding from the U.S. Department of Education to offer a GEAR-UP grant to 1,633 6th and 7th grade students located in the cities of Monterey, Seaside and Santa Cruz, California. Twenty-five percent of the population in the region lives below the poverty level and only 22% of the target area adults obtained a baccalaureate degree. Monterey County and Santa Cruz experience child poverty rates so exceedingly high, only one other county in California is worse. Santa Cruz as its own city is among the top 12 in the state for child poverty. Less than 30% are meeting state standards in English, and a staggering 14% meet the math standards. Participating schools carry a 65% federal free/reduced lunch plan rate.

The request of $8,997,672 of federal funding for this seven-year grant proposal will serve the target schools of Seaside, Walter Colton, Shoreline and Branciforte Middle Schools that feeds into Seaside, Monterey and Harbor High Schools. This grant has been constructed to promote the success of the GEAR UP program objectives of increased academic performance, increased opportunities and preparation for STEM, increased high school graduation and college enrollment and increased student and family knowledge about college. Specifically, this project will accomplish the national goals through: 1) the yearly increase in math competency (passing math course), 2) an increase in GPA, 3) an increase in the successful completion of college-level coursework while in high school, 4) an increase in the retention rate of high school graduation, 5) an increase the career pathway development, 6) an increase FAFSA completion, and 7) an increase parent and student knowledge in college-readiness.

To accomplish the above objectives this proposal plans on providing services and activities that increase student engagement, decrease student truancy and drop-out, create pathways and preparation for STEM credentials, and provide students with a 10-Year Career Plan to increase student motivation. Students who are at risk in math will attend a summer math academy to improve their math skills and concepts. Eighth grade students who are at risk of truancy and drop-out will attend a special summer academy using the Career Choices curriculum to help re- engage students and provide a motivational tool as they transition into high school. Career Pathways will be enhanced and developed at the high schools to offer students the opportunity of contextualizing academic concepts with real-world careers. As part of Career Pathways, students will engage in college-level coursework to ensure their college-readiness level and to help decrease remediation at the university. The grant will engage students and parents in the understanding of financial aid through workshops and by assisting families in completing the Free Application for Students Financial Aid (FAFSA). In addition, parents will take part in parent workshops covering topics such as parent advocacy, financial literacy, and the A-G

requirements (rigorous program of study). The cohort of students will be followed throughout the academic year through an Individual Learning Plan, tutoring, Satisfactory Academic Progress and intrusive advising for those who do not meet the benchmarks for each grade level. Academic and cultural field trips and a college tour will be offered to support the success of project objectives and goals. The proposal guarantees community support to assist in the successful implementation of services. These partnerships include: Extended Education at CSUMB, Community Partnership for Youth, College and Career Clubs, NROC, Monterey County Department of Health, Seaside Middle and High School, Monterey Peninsula Unified, Live Oak District.

 **PR/Award # P334A200032**

Heart of Texas GEAR UP Partnership Project Texas A&M University

Seven-year award: $6,328,505; Number of Students Served: 1,214

The Heart of Texas Partnership Project will provide comprehensive support services to 1,214 7th grade students to help them prepare for and succeed in post-secondary education. Partner school districts include Bryan ISD and Hearne ISD. Texas A&M partners include: College of Education and Human Development (CEHD) Youth Adventure Program, CEHD Education Leadership Research Center, CEHD Center on Disability and Development, CEHD Counseling and Assessment Clinic, and the Office of Admissions – Recruitment division. Community and business partners include Brazos Valley Center for Independent Living, Project Unity, Growing Healthy Little Ones, KWKT Fox 44 TV, Workforce Solutions, and Texas Instruments.

Objective 1: Increase student academic performance and high school graduation rates. Counseling, mentoring, and advising services will be provided to cohort students. Community and university volunteers and HTGU will partner together to provide case management for families. Partner districts will provide homeless and migrant services.

Objective 2: Increase student preparation for and success in postsecondary education. College readiness activities, summer enrichment and remediation opportunities, Strategic Tutoring (Absolute Priority 2a), mentoring, and SAT/ACT preparation activities will be provided to cohort students. Case management will be provided to improve college fit and to decrease the need for academic remediation once in college. Financial knowledge will be provided in terms of workshops, financial literacy trainings (Absolute Priority 4), and information dissemination.

Objective 3: Increase career knowledge and career decision-making skills among students and families. Career activities such as career days, career fairs, etc. will be made available to families and students. Cohort students will participate in work-based learning opportunities such as job shadowing and internships (Absolute Priority 1b).

Objective 4: Increase awareness of and knowledge regarding college matriculation among students and families. College information activities will be provided through various workshops and outreach activities. Students and families will gain knowledge about academic preparation, postsecondary options, and financing. Parental outreach efforts in the form of personal visits will assure cohort parents are provided with college information.

Objective 5: Increase sustainability of project efforts. An advisory board will be established with one new community or business partner added each year. Newsletters, social media, and websites will be used to disseminate project information. Annual survey data will be collected and analyzed. Results will be distributed to partners, presented at national conferences, and submitted for publications in professional journals. Staff members will share promising practices at NCCEP and other educational conferences.

**PR/Award P334A200060**

**Eastern New Mexico University-Roswell (ENMU-R)** is a public, two-year, Hispanic-Serving Institution (HSI) located in Roswell, NM (pop. 48,184). A branch campus of Eastern New Mexico University, which is located in Portales, NM, ENMU-R serves Chaves County (pop. 65,282, 55% Hispanic), a predominantly rural, isolated region of southeastern New Mexico where 22% of residents live in poverty (29% poverty for Hispanic residents). Among Chaves County families with children, 42% meet federal low income criteria (150% poverty), and 34% of children below age 18 live in poverty (39% for Hispanic children). Poor educational attainment exacerbates economic distress. Just 78% of Chaves County adults aged 25 (64% of Hispanic adults) have completed high school. Just 19% of Chaves County adults hold bachelor’s degrees (10% for Hispanic adults).

Drawing on our successful experience administering previous GEAR UP (GU) projects, ENMU-R proposes *Dream.Achieve.Succeed.****,*** a seven-year GU project to serve a total of **1,876 students** in two cohorts, beginning with 6th and 7th graders enrolled in four public school districts serving the county’s most disadvantaged students: **Roswell Independent Schools**, **Hagerman Municipal Schools**, **Dexter Consolidated Schools**, and **Lake Arthur Municipal Schools** (a total of seven middle schools and five high schools).

The proposed project is supported by a network of **35 partners**, including **ENMU-R**, all **partner schools** listed above, and the following: Roswell Chamber of Commerce, Otero Federal Credit Union, the American Legion, Chaves County School Employees Federal Credit Union, Roswell Early College High School, New Mexico MESA, Roswell Daily Record, All Aboard Tours & Travel, Woods Sports Supply, Rotary Club, Xcel Energy, Texas Instruments, EduGuide, FOCUS Training, Signal Vine, SmartThinking, Wells Tutoring, NCCEP, CoBro Consulting, ENMU- Portales, Texas Tech University, and University of New Mexico

**Project Goals** are the three national GU objectives: 1) Increase the academic performance and preparation for postsecondary education for GU students; 2) Increase the rate of high school graduation and enrollment in postsecondary education for GU students; and 3) Increase GU students’ and their families’ knowledge of postsecondary education options, preparation, and financing. The following **project objectives** support these goals: Objective 1.1: Increase rigorous course completion and reduce remediation; Objective 2.1: Increase high school graduation.

Objective 2.2: Increase college enrollment; and Objective 3.1: Increase postsecondary/financial aid knowledge and preparation for students, parents. Aligned with project objectives are specific, measurable **performance indicators,** including the ten Government Performance and Results Act (GPRA) measures; GU program measures, and project-specific measures related to overall program goals, objectives, and services to be provided by the project.

**Services** to be provided over the seven-year project include activities to provide financial aid information and improve financial literacy of students and families (Absolute Priority [AP] 4); academic advising to encourage rigorous course enrollment and reduce the need for remedial coursework at the college level; career advising; tutoring; exposure to college campuses; mentoring, including activities to expand paths to job-ready skills aligned with in-demand industry sectors (AP 1c); college planning and application assistance; college entrance exam preparation; a Summer Academy with instructional technology-infused academic instruction (AP 2e), leadership activities, and college planning; and professional development for target school teachers, supported by math and science classroom instructional technology (AP 2e).

The proposal addresses the Absolute Priority established for the competition. The federal requested budget for Years 1-7 is $10,505,600. The committed partner match, as documented on Partner Identification Form and Cost Share Worksheets, is $10,508,547 for Years 1-7.

**PR/Award P334S200001**

PR Award Number: P334S200001 State: Michigan

Year One Funding: $4,000,000

Goals/Objectives: Michigan submits this proposal for a fourth cycle of GEAR UP funding. The last three GEAR UP cycles served 29,851 students, of which 88 percent obtained a high school diploma and 62 percent enrolled in postsecondary institutions. The Michigan GEAR UP program increases students' awareness of the requirements to enter into postsecondary education by providing college exposure, information on financial aid and admissions, and helping to build the critical thinking, test taking, and study skills necessary to be successful as they continue their education. Michigan has built a strong infrastructure and capacity to provide GEAR UP services through a statewide coalition of its 15 public universities. The state governor has established a goal of 60 percent postsecondary education attainment by 2030 which will require 700,000 more Michiganders to earn a postsecondary degree or certificate. To help meet the governor's "Sixty by 30" goal, the GEAR UP grant will these three major goals: 1) increase the academic performance and preparation of underrepresented students for postsecondary education; 2) increase students' educational expectations and families' knowledge of postsecondary educational options, preparation, and financing; 3) increase students' ownership of their learning and use of learning techniques. Other expectations are: to increase postsecondary enrollment to 57% and Ml GEAR UP graduation to 40%; and align Ml GEAR UP services and activities with the Workforce Innovation and Opportunity Act and Perkins V state plan to leverage the $1.2B investment in career and technical education for Ml GEAR UP students to benefit from the work-based learning, internships, pre-apprenticeships, registered apprenticeships, and career pathways available in our K12 school system.

Services/Activities: To reach these goals, Ml GEAR UP will strengthen students' academic skills and readiness for postsecondary coursework by offering summer counseling, standardized test preparation courses, academic workshops at the universities, and college tours. Institutions and GEAR UP schools will also be providing other GEAR UP support services as determined by the schools and families, such as summer enrichment programs, comprehensive mentoring, outreach, financial aid workshops, and non-cognitive skill workshops. The project will instill in students the ownership of their learning via professional development for educators, summer enrichment programs, and advising. Ml GEAR UP will also reduce students' need for postsecondary remedial courses by providing students information about the costs of needing remediation, dual enrollment opportunities, and using multiple measures and assessments for placement. These approaches will occur at key times in students' high school trajectory that will increase the percentage of students who place in college-level math and English without need for remediation and will facilitate dual enrollment participation. The University of Michigan School of Education will conduct a rigorous evaluation that will measure outcomes, provide regular feedback for

program improvement and increase the field's knowledge of what works in reducing college remediation.

Target School(s): Michigan's 15 public universities will work statewide with economically and academically disadvantaged students in 51 of Michigan's school districts and 90 school buildings. Each location has a student population of at least 50 percent qualifying for free or reduced lunch.

List of partners: Michigan Department of Education, Michigan's 15 public universities, EduGuide, Michigan Campus Compact, Michigan College Access Network, Michigan Department of Treasury Office of Scholarships & Grants, Michigan Foundation for Educational Leadership, University of Michigan School of Education Center for Education Design, Evaluation and Research , and Detroit Area Pre­ College Engineering Program.

Students Served (First Year): Cohort Students 7,481 and Priority Students (Third Year) 2,519

Performance Period: 84 months

**PR/Award P334S200005**

2019 GEAR UP New Mexico *College Ready, Career Bound*

New Mexico is a state in crisis with an “education to career” pipeline in need of repair and annual student outcomes that consistently and substantially trail the rest of the nation. However, GEAR UP NM, with support from state and district-level personnel as well as strong community partnerships, has the experience, infrastructure, and expertise needed to manage the proposed project.

GEAR UP NM’s objectives are to a.) increase academic performance and preparation for postsecondary education; b.) increase high school graduation and postsecondary enrollment rates; c.) increase knowledge of postsecondary education, preparation, and financing; &, d.) bring about sustainable school improvement. The corresponding annual performance goals are to: 1.) increase % of students passing Pre-Algebra by end of 8th grade; 2.) increase % of students passing Algebra I by end of 9th grade; 3.) increase % of students who graduate from high school; 4.) increase % of current and former students enrolled in college; 5.) increase % of students placing into college-level Math and English without need for remediation; 6.) increase % of current and former GEAR UP NM students who enrolled in college and persisted the second year of postsecondary enrollment at the initial or subsequent IHE; 7.) increase % of students meeting or exceeding state average composite score on the ACT; 8.) increase % of students completing the FAFSA; 9.) increase % of students meeting or exceeding “career readiness” benchmark in ACT’s *WorkKeys* assessment; 10.) increase % of teachers participating in GEAR UP NM-sponsored professional development; and, 11.) increase % of schools demonstrating improvements in conditions of their college-going culture. Three additional annual program measures are to: increase average daily attendance at the GEAR UP schools; increase percentage of GEAR UP students promoted on time to successive grade levels; and, increase % of students expecting or aspiring to enroll in postsecondary immediately after high school.

The proposed project, housed at the New Mexico Higher Education Department (applicant) in Santa Fe, New Mexico, will serve roughly 9,000 7th-12th grade students and 500 first-year college students around the state annually from 2019 to 2016. The participating schools will be Bernalillo High & Middle Schools; Espanola Valley High & Carlos F. Vigil Middle Schools; Newcomb High & Middle Schools; Los Puentes Charter School; Albuquerque Talent Development & Christine Duncan Heritage Academies; Mountainair High & Middle Schools; Roswell High & Sierra Middle Schools; Capital High & Edward Ortiz Middle Schools; Socorro High & R. Sarracino Middle Schools; and, Taos High & Middle Schools.

Partners include ACT, AVID, Texas Instruments, Intel Corporation, Houghton-Mifflin/Harcourt, Los Alamos National Laboratory, Sandia National Laboratory, Stagecoach Foundation, Community Learning Network, Computer Science Alliance, TrueKids1, Littleglobe, and the New Mexico State Film Office; New Mexico Educational Assistance Foundation, College Connect NM, Education Trust Board, and National College Access Network; CoolSpeak, FOCUS Learning, Signal Vine, and Student Success Agency; and, Xcalibur.

With the provision of counseling and academic planning, financial aid counseling, schoolwide implementation of AVID, targeted Math tutoring and intervention classes, support for dual enrollment, comprehensive mentoring, college visits, work-based learning experiences in STEM fields, and professional development for teachers, GEAR UP NM can enhance students’ college and career readiness, increase rates of high school graduation and postsecondary enrollment, and raise student and family awareness of higher education financing, helping create a stronger college-access foundation in New Mexico.