**Abstract – West Virginia GEAR UP Partnership**

**Applicant Name:** Southern West Virginia GEAR UP Partnership

**Performance Measures: 1.** The percentage of GEAR UP students who pass Algebra 1 by the end of 9th grade; **2.** The percentage of GEAR UP students who complete 2 or more dual-enrollment

courses by 12th grade; **3.** The percentage of GEAR UP students who graduate from high school; **4.** The percentage of GEAR UP students who enroll in a postsecondary education institution; **5.** Thepercentage of GEAR UP students who persist into the 2nd year of college; **6.** The percentage ofGEAR UP teachers with postsecondary enrollment expectations of their students; **7.** The

percentage of GEAR UP students who complete the Free Application for Federal Student Aid; **8.**

The percentage of GEAR UP students and families who report increased knowledge and

expectations for postsecondary education; **9.** The resilience of GEAR UP students as measured by the ARQ; **10.** The college-going culture of GEAR UP schools. SWV GU has included project

specific ‘on track’ indicators to ensure progress towards the overall GEAR UP Objectives.

**Invitational Priority:1, 2, and 3 Partners:** Five School Districts, Concord University, New River Community & TechnicalCollege, Student Success Agency, Tutor.com, Mountain Alliance, Local Chambers ofCommerce, and Vela Institute.

**Target Local Education Agencies (LEAs):** Mercer, Monroe, Raleigh, Summers, and

Wyoming.

**Activities and Services that will be Implemented:** SWVGU Partnership will serve

approximately **4,011 students in 5 low-income target LEAs across Southern WV** using a two grade cohort model during the **seven-year project**.

Services will be provided to cohort students at target LEAs in this extremely high need Southern

WV area. Generational poverty and traditionally low educational attainment combine to limit

access and success for high school and postsecondary completion. The SWV GU project is

strategically designed to support the academic and postsecondary resiliency of students. A two grade cohort model of students in 6th and 7th grades at target middle schools will be added during

the first year of the project and served throughout the project. SWV GU Partnership will provide

research-based services tied to program objectives. Services will include tutoring, academic

counseling, workshops, mentoring, career exploration, job shadowing, college visits, summer

enrichment programming, postsecondary success activities, financial literacy instruction, and

professional development.

To meet project objectives, SWV GU Partnership will use data to guide services, maximizing

project effectiveness in meeting the needs of target LEA students and their families. Student level data, housed in the Performance Insights database, allows for rigorous evaluation that

includes longitudinal analyses of student outcomes, identification and replication of effective

instructional practices, and continuous improvement of service implementation. The project

budget includes costs that are reasonable and allocable to meet project objectives and complies

with all U.S. Department of Education GEAR UP requirements.

**Abstract**

**(Applicant): DeSoto Independent School District (DISD). (City/State):** DeSoto, Texas.

**(Contact)**: Robin Ford, robin.johnsonford@desotoisd.org, 972-223-6666. **(Project Period)**:

**10/01/21 to 9/30/28**. DISD, a local education agency, proposes to implement a **seven-year** GEAR UP Partnership program aimed at ***Competitive Preference Priorities (CP) 1, 2 and Invitational*** ***Priorities (IP) 1, 2*** entitled ***College Driven***, collaborating with **(Partners)**: **7 Higher Education** **Institutions**: The University of Texas at Austin, University of North Texas, University of Texas at Arlington, Prairie View A&M University, Texas Southern University, Dallas College, and Philander Smith College; **4 Community Organizations**: Princeton Review, Mastery Prep, Cool Speak, and More Than a Teacher; **4 Private Entities**: Texas Instruments, SureScore, EDU.COM, and EGT Institute, Inc. The program will be implemented in **4 high-need middle schools**: and **1** **high school**. **(Target Schools):** East Middle, West Middle, McCowan Middle, Johnson Technology Magnet, and DeSoto HS. **(Goal):** Implement a comprehensive program that increases all student’s academic performance, particularly at-risk struggling students to ensure all are college, career or military ready. **(Objectives)**: **1)** Increase GEAR UP cohort students’ academic performance to adequately prepare them for postsecondary education; **2)** Increase the percentage of high school GEAR UP cohort graduates and their participation in postsecondary education; **3)** Increase GEAR UP students’ educational expectations and students’ and parents’ knowledge of postsecondary education options, preparation and financing; and **4)** Increase students’/parents’ knowledge and skills, regarding work-based learning experiences, STEM, remote learning, use of technology, and mental health services to create a pathway towards increasing their competencies and aptitudes. DISD and partners will implement evidence-based strategies (supported by promising evidence, ***CP 2***) focused on the needs of the target students, educators, and parents.

**(Students Served)**: ***College Driven*** will serve a cohort of **1,373 sixth (658) and seventh (715)**

grade at-risk, underserved, low-income students of color and special needs students and follow

them through their first year of college at a low cost of **$800** per student/year. **Activities/Services**:

**Students**: Pathways/Work-Based Learning (***CP 1***); Financial Literacy, Intervention (Remedial)

Education, Rigorous Coursework (Advanced Placement, dual enrollment), In-demand Industry

and STEM Activities (robotics, inquiry-based learning), Project-Based Learning Activities

(Academies, STEM), Enrichment Activities (challenge-based learning, field trips), Academic

Tutoring/ Mentoring, Counseling and Advising, College Test Preparation (PSAT, TSI, SAT,

ACT), College Readiness (college tours, presentations, Summer Bridge), Remote/Online Tools

(***IP 1***), Student Leadership; Financial Literacy, Flexible Paths/Work-Based Learning (***CP1***),

Mental Health Support (***IP 2***). **Parents**: College readiness training (planning, application, financial aid, financial literacy), leadership skills, and parent engagement. **Educators**: Professional development in technology integration, pedagogy, differentiated instruction, remote and online instruction (***IP 1***), assessment, leadership, college/career readiness, mentoring, Counselors Academies. **Community:** Outreach to promote GEAR UP successes and increase awareness about the value of a college education. **Year 7:** Provide first year college students ongoing retention services and enhanced academic/career advising and tutoring to ensure graduation. **Evaluation***:* A rigorous evaluation plan will be implemented including a quasi-experimental design (QED) that meet the *What Works Clearinghouse (WWC)* standards.

**Abstract**

**(Applicant): The University of Texas at Austin** (UT) **(City/State):** Austin, Texas. **(Contact):**

Matt J Orem, morem@ipsi.utexas.edu, (512) 232-5684. **(Project Period)**: **10/01/21 to 9/30/28.**

UT-Austin, through its **Institute for Public School Initiatives (IPSI),** proposes to implement a

**seven-year** GEAR UP Partnership program aimed at ***Competitive Preference Priorities (CP) 1, 2 and Invitational Priorities 1, 2, 3,*** entitled ***R2 (Reset and Reimagine) – GEAR UP*** collaboratingwith **(Partners)**: **5 Higher Education Institutions:** UT, Texas A&M University ConstructionScience Program, Austin Community College, Huston-Tillotson University, Sam Houston StateUniversity; **6 Community Organizations**: All Aboard, Agile Minds, Cool Speak, E3 Alliance,T.L.L. Temple Foundation, Student Success Agency; **5 Private Entities:** Signal Vine, PrincetonReview, Texas Instruments, FOCUS, and EGT Institute, Inc. ***R2*** – ***GEAR UP*** will be implementedin **10 middle schools**, **6 high schools** and **6 school districts,** of which **4 districts and 5 middleschools** are categorized as **rural** in Central and East Texas, including **(Target Schools)**:Coldspring-Oakhurst Consolidated Independent School District (CISD), Jasper ISD, Port ArthurISD, San Marcos CISD, Del Valle ISD, and Lufkin ISD. Target school districts (K-12th grade)consist of **42,365** students of which **59%** are Hispanic, **79%** are low-income (free/ reduced lunch),**24%** are English Learners**, 61%** are categorized as at-risk and **12%** are students with disabilities.(**Goal)**: Increase college and career readiness of all learners, specifically at-risk and studentsstruggling academically, to succeed in high school, postsecondary education, a career or military.

(**Objectives)**: **1)** Increase the academic performance and preparation for postsecondary education

of GEAR UP students; **2)** Increase rate of high school graduation, awareness, and participation in

postsecondary education for GEAR UP students through a school and college network; **3)** Increase GEAR UP students’ education expectations and students’ and their families’ knowledge of postsecondary education, options, preparation, and financing; and **4)** Increase students’/parents’ knowledge and skills, regarding work-based learning experiences, STEM, remote learning, use of technology, and mental health services to create a pathway towards increasing their competencies and aptitudes. UT-Austin and partners will implement evidenced-based strategies (promising evidence, ***CP 2***) focused on target students’, educators’, and parents’ needs. **(Students Served):** Each year, ***R2*** – ***GEAR UP*** will serve a cohort **6,078** sixth **(3,023)** and seventh **(3,055)** grade atrisk, low-income, first generation, English Learners, students with disabilities, and those less likely to succeed academically following them through their first year of college at a cost of **$800** student/year. UT-Austin will implement evidenced-based strategies as follows. **(Activities/** **Services)**: **Students**: Rigorous Coursework (Advanced Placement, dual enrollment); Intervention (Remedial) Education; Competency-Based Learning; In-demand Industry and STEM; Project- Based Learning (Academies, internships, ***CP 1***); Enrichment Activities (field trips, career paths); Academic Tutoring/Mentoring; Guidance and Advising; College Test Preparation (TSI, SAT, ACT); Summer Bridge; Student Leadership; Academic Development; College Readiness (college tours, coursework, camps); Financial Literacy; Flexible Paths/Work-Based Learning (***CP 1***); Remote/Online Tools (***IP 1***); Mental Health Support (***IP 2***); and Rural Schools Support (***IP 3***). **Parents**: College Readiness Training (planning, application, financial aid), Financial Literacy, Leadership Skills, and Parent Engagement. **Educators**: Professional development in technology integration, pedagogy, differentiated instruction, remote/online instruction (***IP 1***), assessment, leadership, college/career readiness, credentials and Counselors Academies. **Year 7:** Provide first year college students ongoing retention services and enhanced academic/career advising and tutoring to ensure graduation. **Community Outreach:** Promote GEAR UP successes and value of

a college education. **Evaluation***:* A rigorous evaluation plan will be implemented, including quasi-experimental design (QED) that meets *What Works Clearinghouse* standards.

 **Abstract**

**Grantee:** Miami Dade College

**Contact Information:** Maria Cristina Mateo

**Telephone Number:** 305-237-2992

**E-mail Address:** mmateo@mdc.edu

**Year One Funding:** $1,785,600

Miami GU will serve cohort students by using a conceptual model, **College Success for All,** for

understanding student success, ensuring equity, and identifying ways to reduce gaps in success

across income, class, and racial/ethnic groups. Specifically, this conceptual model is built on the

literature review from the bodies of research including Education, Sociology, Economics, and

Psychology articulated in *A Framework for Reducing the College Success Gap and Promoting*

*Success for All* by Perna and Thomas (2006). Miami GU will begin services for 6th and 7th

graders at **Cutler Bay Middle, Jorge Mas Canosa Middle, and Lamar Louise Curry Middle.**

**Services**: Miami GU services include GU required services of (1) **comprehensive mentoring**,

(2) **outreach**, and (3) **supportive services** to students including information regarding (a)

**financial aid**, (b) enrolling in **rigorous academic curricula** to reduce the need to take remedial

coursework in college, (c) **graduating high school**, and (d) **applying and enrolling in college**.

All Miami GU services are directly tied to the goals of increasing the number of students who

graduate high school, are academically ready for college, and enroll and complete postsecondary

education.

**Partners:** Miami GU is informed by emerging research on best educational practices,

rigorous evaluation, and productive, strategic collaborations with **City Year/Communities in**

**Schools**, **International Solidarity for Human, Miami Coalition for Christians and Jews,**

**Network for Teacher Entrepreneurship, and Virginia Tech.**

**Outcomes**: Through the identified services, Miami GU will achieve the objectives 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 education

expectations for participating students and increase student and family knowledge of

postsecondary education options, preparation, and financing.

**Evaluation:** The Miami GU project offers a unique evaluation opportunity for partner schools,

the state of FL, and the U.S. Department of Education (ED) to better understand research

outcomes. The evaluation plan includes an examination of the invitational priorities, *two key*

*components* that *demonstrate moderate and promising evidence,* rigorous formative and

summative evaluation, quantitative and qualitative analytics, an embedded quasi-experimental

research study, and strategies for study replication in other settings.