

**Applicant Name:** Akron Public Schools

**City and State:** Akron, Ohio

**Contact Information:** Ms. Carla Chapman, cchapman@apslearns.org , 330.761.3297

**Number of Students to be Served:** 1,500

**Target Schools:** Buchtel CLC, East CLC, Innes CLC, Jennings CLC, Kenmore-Garfield HS, North HS

**Partners:** Project GRAD Akron, Kent State University, Stark State College, University of Akron, Summit Education Initiative, Metis Associates, Education Mentoring and Consulting Services, United Way of Summit & Medina

**Performance Period:** October 1, 2021 – September 30, 2028

**Project Goals and Objectives:** The AIM HIGH AKRON GEAR UP Partnership has the following objectives:

Objective 1: To increase the academic performance and preparation for postsecondary education for GEAR UP students

Objective 2: To increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students

Objective 3: To increase GEAR UP students’ and their families’ knowledge of postsecondary education options, preparation, and financing

**Activities and Services:** The AIM HIGH AKRON GEAR UP Partnership will achieve its objectives and measurables outcomes through the effective implementation of the following strategies and activities:

**Strategy 1:** Increase access to a rigorous curriculum through Expansion of AP and CCP courses and implementation of AVID (Advancement Via Individual Determination)

**Strategy 2:** Provide the academic supports that students need to succeed in school and college through summer credit recovery, afterschool tutoring and homework club, and academic workshops

**Strategy 3:** Provide mentoring and build students’ social and emotional skills through mentoring, SEL supports, mental health services, including case management, and student workshops

**Strategy 4:** Enhance instructional practices through professional development and coaching.

**Strategy 5:** Promote high expectations and create a college-going culture through a robust menu of college and career readiness supports that will contribute to creating college-going cultures at participating schools

**Strategy 6:** Promote career relevance and career pathways through implementation of the 3C (College and Career Central) curriculum and job shadowing or internship opportunities, guest speakers, and annual, school-based College and Career Fairs

**Strategy 7:** Provide assistance for students to enroll and persist in college through credit-bearing College and Career Central courses, ACT Prep, Bridge to College/Summer Melt program, IHE coordination for college support, and staff advocates

**Strategy 8:** Increase students’ knowledge of postsecondary options and financial aid through college and career readiness workshops and events, and support with FAFSA completion

**Strategy 9:** Promote family engagement and increase families’ knowledge of postsecondary options and financial aid through a robust communication strategy and a wide range of services for families of GEAR UP students

## Project Abstract Alabama State University, AL

**Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) Partnership Grant FY 2021**

**Applicant Name:** Alabama State University

**City and State:** Montgomery, Alabama

**Contact:** Carl S. Pettis, PhD, cpettis@alasu.edu, (334) 229-4231

**Project Goals and Objectives:** Alabama State University (HBCU) proposes Alabama State University GEAR UP (ASU-GU). The goal of ASU-GU is *to significantly increase the number of ASU-GU students who are prepared to enter and succeed in postsecondary education*. The project has three objectives:

* Objective 1: Increase ASU-GU students’ academic performance and preparation for postsecondary education
* Objective 2: Increase ASU-GU students’ high school graduation rate and participation in postsecondary education
* Objective 3: Increase educational expectations of ASU-GU students and increase student and family knowledge of postsecondary options.

**Activities and Services:** ASU-GU IHE and CBO partners will help support project activities. A

*sampling* of ASU-GU *activities*, by objective, are stated below:

* **Obj 1 & 2:** GEAR UP Center; SIS; afterschool tutoring/mentoring & enrichment; career exploration; summer programs (e.g., high school bridge, summer camps); rigorous course options (e.g., honors, AP, dual enrollment); PSAT & SAT; professional learning; tutor mentoring; mental health and wraparound services; and First-Year College Program.
* **Obj. 3:** GEAR UP week; college/career and financial readiness (e.g., workshops, FAFSA completion); in- class and one-on-one college and career planning; educational fieldtrips; IHE visits and tours; and work-based learning.

**Number of Students to Be Served:** Annually, ASU-GU will serve 4,495 students. The project begins with a 6th and 7th grade cohort at 10 schools and follows the 6th grade students through to high school graduation and the 7th graders into their first year of college.

**Target Schools:** ASU-GU will serve all Montgomery County School District middles schools (10 total) in Year 1 and transition with the cohort to their 9 feeder high schools. All are CEP: 100% of students receive free/reduced meals.

**Partners:** The project has *17 partners*: 10 IHE, 6 CBO, and 1 LEA (MPS). IHE partners include 5 ASU colleges, Auburn Univ., Tuskegee Univ., Costal AL CC, So. Union St. CC, and Wallace CC. CBO partners include Boys and Girls Club of the River Region, Council on Substance Abuse, Montgomery Community Action Agency, Project 2 Uplift, Tie and Doll, and YMCA of Greater Montgomery.

**Performance Period:** ASU-GU is a seven-year project.

GEAR UP Promise Zone Abstract

**Applicant Name:** Berea College **City and State:** Berea, KY

**Contact Information:** Dr. Heather Dufour; email: dufourh@berea.edu; phone: 859-985-3551

## Project Goals and Objectives:

**Goal 1: To increase students’ academic performance & postsecondary preparation Obj 1.1:** 60% of GEAR UP students will exhibit overall academic improvements in math. **Obj 1.2:** 60% will exhibit overall academic improvements in English.

## Goal 2: To increase students’ high school graduation rate & postsecondary participation

**Obj 2.1:** 95% will graduate from high school on time.

**Obj 2.2:** 70% will attend an IHE immediately following high school graduation.

**Obj 2.3:** 70% will graduate from an institute of higher education within 6 years of entry. **Goal 3: To increase GEAR UP family knowledge of postsecondary education options, preparation, and financing**

**Obj 3.1:** 85% parents indicate they are knowledgeable about postsecondary education options, and financing.

**Activities and Services:** Bottom Line Advising, tutoring, advising, mentoring, career planning, college-ready curriculum, dual enrollment, Early warning system, integrated student supports, home visits, career pathway sessions, extended learning opportunities, transition programs, tutoring, YMHFA, work-based learning experiences, arts programming, home visits, parent institutes, job shadowing, cultural experiences, Check and Connect, outreach to parents, learning opportunities for career pathways, FAFSA info & FAFSA completion workshops, on-campus experiences, student and parent sessions on applying to IHE and how to finance IHE, orientation to college and career, college knowledge and college savings account workshops for parents, remote learning professional development, mental health and SEL services referrals

## Number of Students to be Served: 10,169

**Target Schools:** Barbourville Independent School, Casey County Middle School, Clinton County Middle School, Cumberland County Middle School, East Bernstadt Independent School, Black Mountain Elementary School, Cawood Elementary School, Cumberland Elementary School, Evarts Elementary School, Green Hills Elementary School, James A. Cawood Elementary School, Rosspoint Elementary School, Wallins Elementary School, Jenkins Independent School, Arlie Boggs Elementary School, Cowan Elementary School, Fleming Neon Middle School, Letcher Middle School, Whitesburg Middle School, Lincoln County Middle School, McCreary County Middle School, Middlesboro Middle School, Meece Middle School, Wayne County Middle School and Whitley County Middle School

**Partners:** Hazard Community and Technical College, Morehead State University, Somerset Community College, Western Kentucky University, EKCEP, KHEAA, Prichard Committee for Academic Excellence, Save the Children and Southeast Kentucky AHEC

**Performance Period:** 9/25/2021-9/24/2028

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## UNLV Western Clark County GEAR UP Partnership (WCC)

The State of Nevada ranks at or near the bottom on many key indicators of higher-education access and completion. For example, in *Education Week*’s “Quality Counts 2020” indices of qua- lity in education, Nevada ranks almost last (48th out of 50 U.S. states) overall and at (or near) the bottom in every subcategory (i.e., Chance for Success, School Finance, and K-12 Achievement).1 Thus, there is little doubt that Nevada students are among our nation’s most disadvantaged. At Nevada’s southern tip is Clark County—home to nearly three-fourths of the state’s population and to vast pockets of poverty. Clark County is also home to more than 300,000 public-school students who routinely are outperformed academically by their peers statewide and nationwide.

To address and improve this dire situation, the **Western Clark County GEAR UP Partnership (WCC)** will 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**, **Garside**, **Gibson**, and **West Prep**). In its first year, WCC will start with two cohorts: the **3,276 students** in these schools’ 6th and 7th grades. However, in its second year, WCC will add a third cohort (2022-2023 6th graders), bringing its total enrollment to **4,886** students.

Over a seven-year period (2021 to 2028), WCC will provide to these three cohorts of stu- dents a broad and strategic array of services that result in the accomplishment of the goals of the GEAR UP program. These services will include (but not be limited to) college-admissions and financial-aid counseling; in-class and after-school tutoring; after-school and summer academic programs; college visits; career-awareness counseling; professional-development opportunities for target-school teachers; and assistance to students in their first year of postsecondary education.

The primary provider of WCC services will be the Center for Academic Enrichment and Outreach (CAEO), which is a unit within WCC’s fiscal agent: the University of Nevada, Las Vegas (UNLV). Founded in 1957 and located in the center of urban Clark County, UNLV has an enrollment exceeding 28,000 students and offers more than 200 undergraduate, graduate, and professional degree programs on its 350-acre campus. Since the 1970s, CAEO’s federally funded projects have helped thousands of students achieve academic success by servicing their educa- tional needs from 6th 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. Levera- ging the resources of CAEO and UNLV will enable WCC to utilize a lean and efficient management structure and thereby dedicate the bulk of WCC personnel to providing direct services to students, their parents, and their teachers at the school sites.

Other WCC partners will include the Clark County School District (the nation’s 5th largest school district); two businesses (Carnegie Learning and TPR Education LLC); and two community-based organizations (Boys and Girls Club of Southern Nevada and the Las Vegas Latin Chamber of Commerce).

## UNLV Southern Clark County GEAR UP Partnership (SCC)

The State of Nevada ranks at or near the bottom on many key indicators of higher-education access and completion. For example, in *Education Week*’s “Quality Counts 2020” indices of qua- lity in education, Nevada ranks almost last (48th out of 50 U.S. states) overall and at (or near) the bottom in every subcategory (i.e., Chance for Success, School Finance, and K-12 Achievement).1 Thus, there is little doubt that Nevada students are among our nation’s most disadvantaged. At Nevada’s southern tip is Clark County—home to nearly three-fourths of the state’s population and to vast pockets of poverty. Clark County is also home to more than 300,000 public-school students who routinely are outperformed academically by their peers statewide and nationwide.

To address and improve this dire situation, the **Southern Clark County GEAR UP Partnership (SCC)** will 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**, **Mack**, and **Orr**). In its first year, SCC will start with two cohorts: the **2,156 students** in these schools’ 6th and 7th grades. However, in its second year, SCC will add a third cohort (2022- 2023 6th graders), bringing its total enrollment to **3,242** students.

Over a seven-year period (2021 to 2028), SCC will provide to these three cohorts of stu-dents a broad and strategic array of services that result in the accomplishment of the goals of the GEAR UP program. These services will include (but not be limited to) college-admissions and financial- aid counseling; in-class and after-school tutoring; after-school and summer academic programs; college visits; career-awareness counseling; professional-development opportunities for target- school teachers; and assistance to students in their first year of postsecondary education.

The primary provider of SCC services will be the Center for Academic Enrichment and Outreach (CAEO), which is a unit within SCC’s fiscal agent: the University of Nevada, Las Vegas (UNLV). Founded in 1957 and located in the center of urban Clark County, UNLV has an enrollment exceeding 28,000 students and offers more than 200 undergraduate, graduate, and professional degree programs on its 350-acre campus. Since the 1970s, CAEO’s federally funded projects have helped thousands of students achieve academic success by servicing their educa- tional needs from 6th grade through college graduation. CAEO’s highly experienced personnel and strong links with the community will enable SCC to significantly increase the number of

low-income students who are prepared to enter and succeed in postsecondary education. Levera- ging the resources of CAEO and UNLV will enable SCC to utilize a lean and efficient management structure and thereby dedicate the bulk of SCC personnel to providing direct services to students, their parents, and their teachers at the school sites.

Other SCC partners will include the Clark County School District (the nation’s 5th largest school district); two businesses (Carnegie Learning and TPR Education LLC); and two community-based organizations (Boys and Girls Club of Southern Nevada and the Las Vegas Latin Chamber of Commerce).

## CSULB GEAR UP Partnership (CSULB-GU)

The **California State University Long Beach GEAR UP Partnership (CSULB-GU)** will provide long-term, comprehensive, educational-outreach services to the students, teachers, and parents at **three** middle schools in the Norwalk La Miranda Unified School District (**Corvallis, Los Alisos, and Waite**) in the Los Angeles County, California. In its first year, CSULB-GU will serve two cohorts and **1,513 students** in these schools’ 6th and 7th grades.

Over a seven-year period (2021 to 2028), CSULB-GU will provide to these cohorts of students a broad and strategic array of services that result in the accomplishment of the goals of the GEAR UP program. These services will include (but not be limited to) college-admissions and financial-aid counseling; in-class and after-school tutoring; after-school and summer academic programs; college visits; career-awareness counseling; professional-development opportunities for target-school teachers; and assistance to students in their first year of postsecondary education. Through the delivery of these services, CSULB-GU will increase the target schools’ average daily attendance rates, as well as increase the percentage of:

* + Students passing pre-algebra by the end of 8th grade;
	+ Students passing algebra 1 by the end of 9th grade;
	+ Students promoted on time to the next grade level;
	+ Students with knowledge of necessary academic preparation for college;
	+ Parents with knowledge of necessary academic preparation for college;
	+ 8th graders demonstrating proficiency on criterion-referenced tests (CRTs) in English, math, and science;
	+ 11th graders demonstrating proficiency on English, math, and science CRTs;
	+ Students who report that they expect to graduate from high school;
	+ 12th graders completing the FAFSA;
	+ Students graduating from high school;
	+ Students enrolling in college; and
	+ Students persisting into the second year of college.

The primary provider of CSULB-GU services will be CSULB, a four-year public institution in the California State University system. Other CSULB-GU partners will include one LEA (Norwalk), at least three businesses including (Study Smart Tutors, All Aboard Tours, and CoBro), and several non-profit organizations including (Parent Institute for Quality Education, UAspire, National Council for Community and Educational Partnerships, and Long Beach CalSOAP).

CSULB-GU’s highly experienced personnel and strong links with the community will enable CSULB-GU to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Leveraging the resources of all the partners will enable CSULB-GU to utilize a lean and efficient management structure and thereby dedicate the bulk of CSULB-GU personnel to providing direct services to students, their parents, and their teachers at the school sites.

**Abstract**

# GEAR UP ABSTRACT

## Applicant Name: California State University, Dominguez Hills

**Goals & Objectives:** 1) Students succeed in rigorous curricula and coursework that prepare them for college. a) pass core and college-prep courses. b) perform at high levels on standardized tests and college entrance exams. c) succeed in Advanced Placement courses. 2) All students graduate from high school prepared for and enroll in postsecondary education. a) earn enough credits to move to the next grade on time. b) attend school with limited absences. c) graduate from high school. d) enroll in college without need for remediation. 3) Students and their parents have high expectations and are fully informed about postsecondary options, preparation and financial aid. a) understand postsecondary options, related costs and financial aid. b) have high expectations for college attendance. c) take the appropriate steps to prepare academically and financially for college.

**Number of Students:** 920 per year from grade 6th – 12th and first year in college.

**Schools:** Seven K-8 **-** Bunche, Clinton, Emerson, Kelly, Kennedy, Longfellow, and Roosevelt. Two feeder high schools

**Partners:** CSUDH (IHE) and the Compton Unified School District (LEA) will partner with one other IHE (Compton Community College), and (8) community partners (Study Smart Tutors, Inner-City Arts, Parent Engagement Academy, My 1of 1, Young Musicians Foundation, NROC Project, Cool Speak and NCCEP).

**Activities & Services:** The project will enable students to increase responsibility for their academic careers and will empower parents to support children’s learning and college aspirations. The project will take advantage of the Power School system to create an early warning system to use academic and attendance indicators to identify struggling students and connect them quickly to appropriate services through GEAR UP or the community school.

Academic: Tutoring during and after school. Teacher professional development re common instructional strategies and study skills across curriculum and grades. College Bridge will facilitate joint backwards planning of academic outcomes. Advisory periods include study skills and test preparation. Summer bridge program grades 6-12. Students make up credits in courses they failed. Recruit more students into Advanced Placement courses; teacher PD to raise AP achievement. Graduation & College Enrollment: Interventions for high-risk youth. Youth development. Peer mentoring. Freshman orientation. Coordinate and encourage participation in summer enrichment and remediation. Early reparation and development in dual enrollment and taking college-level math, English and core courses while in high school. Work to ensure that fewer student need remediation in college. Parent activities centered on high attendance, rigor, credit accumulation. College Prep & Success: Advisory covers college and financial aid topics appropriate for grades 7-12. College portfolios in resources to college centers. Create college center at all feeder high schools. Fund all sophomores to take PSAT. Embed SAT or ACT question of the day in courses and advisory. College funding workshops, Cash for College, KnowHow2Go events, completing FAFSA. College-focused assemblies, speakers, fairs. Train parent leaders, staff and providers on high expectations, persistence, graduation & college requirements, resources. Parent socials and workshops on academic support, graduation, college requirements, financial literacy. Parent mentor program. Parent and GEAR UP advisory councils. Tutoring and support groups for college freshmen. Monitor, counsel and support students in college; connect to resources.

# GEAR UP ABSTRACT

## Applicant Name: California State University, Dominguez Hills

**Goals & Objectives:** 1) Students succeed in rigorous curricula and coursework that prepare them for college. a) pass core and college-prep courses. b) perform at high levels on standardized tests and college entrance exams. c) succeed in Advanced Placement courses. 2) All students graduate from high school prepared for and enroll in postsecondary education. a) earn enough credits to move to the next grade on time. b) attend school with limited absences. c) graduate from high school. d) enroll in college without need for remediation. 3) Students and their parents have high expectations and are fully informed about postsecondary options, preparation and financial aid. a) understand postsecondary options, related costs and financial aid. b) have high expectations for college attendance. c) take the appropriate steps to prepare academically and financially for college.

**Number of Students:** 800 per year from grade 6th – 12th and first year in college. **Schools:** Three (3) middle schools - Bud Carson, Hawthorne, and Prairie Vista **Partners:** CSUDH (IHE) and the Hawthorne Unified School District (LEA) will partner

Centinela Valley Unified School District, Study Smart Tutors, Parent Engagement Academy, Cool Speak, Self Help Graphics and Art, Families in Schools, Nature for All, NCCEP, and All Aboard Tours.

**Activities & Services:** The project will enable students to increase responsibility for their academic careers and will empower parents to support children’s learning and college aspirations. The project will take advantage of the Power School system to create an early warning system to use academic and attendance indicators to identify struggling students and connect them quickly to appropriate services through GEAR UP or the community school.

Academic: Tutoring during and after school. Teacher professional development re common instructional strategies and study skills across curriculum and grades. College Bridge will facilitate joint backwards planning of academic outcomes. Advisory periods include study skills and test preparation. Summer bridge program grades 6-12. Students make up credits in courses they failed. Recruit more students into Advanced Placement courses; teacher PD to raise AP achievement. Graduation & College Enrollment: Interventions for high-risk youth. Youth development. Peer mentoring. Freshman orientation. Coordinate and encourage participation in summer enrichment and remediation. Early reparation and development in dual enrollment and taking college-level math, English and core courses while in high school. Work to ensure that fewer student need remediation in college. Parent activities centered on high attendance, rigor, credit accumulation. College Prep & Success: Advisory covers college and financial aid topics appropriate for grades 7-12. College portfolios in resources to college centers. Create college center at all feeder high schools. Fund all sophomores to take PSAT. Embed SAT or ACT question of the day in courses and advisory. College funding workshops, Cash for College, KnowHow2Go events, completing FAFSA. College-focused assemblies, speakers, fairs. Train parent leaders, staff and providers on high expectations, persistence, graduation & college requirements, resources. Parent socials and workshops on academic support, graduation, college requirements, financial literacy. Parent mentor program. Parent and GEAR UP advisory councils. Tutoring and support groups for college freshmen. Monitor, counsel and support students in college; connect to resources.

**Applicant Name:** California State University, Fullerton

**City and State:** Fullerton, California

**Contact Information:** Myrna Weber, Director, Grants and Contracts

**Telephone Number:** (657) 278-7679 **E-mail Address:** ogcl@fullerton.edu **Year One Funding:** $1,337,600

**Project Goals/Objectives:** (1) increase the academic performance and preparation for postsecondary education; (2) increase the rate of high school graduation and enrollment in postsecondary education; (3) increase the educational expectations and family knowledge of postsecondary education options, preparation, and financing, for GEAR UP participants.

**Services/Activities:** Academic Services and Work-Based Learning; College and Career Development Counseling; Postsecondary Ready without the Need for Remediation Services; Financial Literacy, Financing & Repayment Planning for College; Summer Bridge and the First Year of Post-Secondary Education; Parent Engagement; and Professional Development.

**Target School(s):** Ball Junior High School, South Junior High School, Sycamore Junior High School, Anaheim High School, Katella High School, Loara High School

**Partners:** Anaheim Union High School District, City of Anaheim, North Orange County Community College District (NOCCCD), TGR Learning Lab

## Students Served (1st year): 1,672

**Performance Period:** 84 months

# ABSTRACT

**Applicant**: Clearview Local School District (Clearview, **LEA**)

**City and state**: Lorain, Ohio

**Contact information**: Dr. Paul Kish, paul.kish@clearviewschools.org, 440.233.5412

**Project goals and objectives**: The proposed GEAR UP Clearview (GUC) project’s *objectives mirror GEAR UP objectives* to: **(1)** 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 increase student and family knowledge of postsecondary education options, preparation, and financing. Specific goals are tied to each objective and are aligned with GEAR UP performance measures, GPRA performance measures, and project-specific performance measures that address specific student and community needs. GUC will substantially increase the number of students who are prepared to enter, who enter, and who succeed in postsecondary education.

**Activities and services**: Required and permissible activities and services will be provided during the school-day, after school, and during the summer. Services include tutoring; mentoring and coaching; dual enrollment and rigorous coursework enrollment supports; staff training; comprehensive college access advising; career exploration; construction of career pathways; financial aid counseling; financial literacy classes; targeted parent/family engagement events; college entrance exam preparation; college and career visits; scholarships; and program evaluation; among others. Activities and services are based on WWC and other evidence-based research. GUC will address the Competitive Preference Priorities 1 and 2 and Invitational Priorities 1 and 2. **CPP1** integrates work based learning in in-demand careers per WIOA via access to student apprenticeships, internships or work-based experience; **CPP2** integrates components of coaching and transition programs and services that exceed the required promising evidence threshold; **IP1** improves capacity for remote activities; and **IP2** addresses pandemic- exacerbated academic and mental health challenges experienced by target students.

**Number of students to be served and Target schools**: GUC’s two-grade cohort model will serve 250 students. The project starts services for grades 6 and 7 at one originating middle school (Durling Middle School, the district’s only middle school) and, as students progress to high school, at Clearview High School (the district’s only high school). Clearview is the public school district serving the city of Lorain and Sheffield Village, Ohio in Lorain County in the state’s Northeast region. One hundred percent (100%) of Clearview’s students qualify for Free and Reduced- Price Lunch and nearly 42% of students are Hispanic.

**Partners**: **(**1) Lorain County Community College (IHE, a public community college that offers two-year and four-year degrees) and (2) College Now Greater Cleveland (CBO partner, Ohio’s largest college access organization.

**Performance period**: The proposed GUC is a *seven-year* partnership project (*FY21-28*).

# ABSTRACT

**Applicant**: Cleveland Heights-University Heights City School District (CHUH, **LEA**) **City and state**: Cleveland Heights, Ohio

**Contact information**: Robert Swaggard, r\_swaggard@chuh.org, 216-320-2005

**Project goals and objectives**: The proposed GEAR UP to NEW HEIGHTS 2028 (GU2NH28) project’s *objectives mirror GEAR UP objectives* to: **(1)** 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 increase student and family knowledge of postsecondary education options, preparation, and financing. Specific goals are tied to each objective and are aligned with GEAR UP performance measures, GPRA performance measures, and project-specific performance measures that address specific student and community needs. GN2UH will substantially increase the number of students who are prepared to enter, who enter, and who succeed in postsecondary education.

**Activities and services**: Required and permissible activities and services will be provided during the school-day, after school, and during the summer. Services include tutoring; mentoring and coaching; dual enrollment and rigorous coursework enrollment supports; staff training; comprehensive college access advising; career exploration; construction of career pathways; financial aid counseling; financial literacy classes; targeted parent/family engagement events; college entrance exam preparation; college and career visits; scholarships; and program evaluation; among others. Activities and services are based on WWC and other evidence-based research. GU2NH will address the Competitive Preference Priorities 1 and 2 and Invitational Priorities 1 and 2. **CPP1** integrates work based learning in in-demand careers per WIOA via access to student apprenticeships, internships or work-based experience; **CPP2** integrates components of coaching and transition programs and services that demonstrate Strong Evidence, exceeding the required evidence threshold; **IP1** improves capacity for remote activities; and **IP2** addresses pandemic-exacerbated academic and mental health challenges experienced by target students.

**Number of students to be served and Target Schools**: GU2NH’s two-grade cohort model will serve 800 students. The project starts services for grades 6 and 7 at two CHUH originating middle schools (Roxboro and Monticello middle schools) and, as students progress to high school, at CHUH’s sole high school (Cleveland Heights High School). CHUH is the public school district of Cleveland Heights, Ohio, an inner-ring suburb of Cleveland. One hundred percent (100%) of CHUH students qualify for Free and Reduced- Price Lunch and nearly two- thirds of students are African American.

**Partners**: **(**1) John Carroll University (IHE, a private, 4-year university); (2) College Now Greater Cleveland (CBO partner 1, Ohio’s largest college access organization); (3) Urban League of Greater Cleveland (CBO partner 2, focused on workforce, careers, and entrepreneurship); and (4) Higher Education Compact of Greater Cleveland (CBO Partner 3, collaborative network that includes16 higher education institutions).

**Performance period**: The proposed GU2NH is a *seven-year* partnership project (*FY21-28*).

## Abstract – Mississippi Delta GEAR UP Partnership

**Applicant Name: Mississippi Delta GEAR UP Partnership (MS Delta GU)**

**Project Goals and Objectives: 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 high school; **4.** The percentage of GEAR UP students enrolling in postsecondary education; **5.** The percentage of GEAR UP students who persist into the 2nd year of college; **6.** The postsecondary enrollment expectations GEAR UP teachers have for their students; **7.** The percentage of GEAR UP students competing the FAFSA; **8.** The percentage of GEAR UP students and families that report increased expectations for postsecondary education; **9.** The college-going culture of GEAR UP schools; **10.** The percentage of GEAR UP students who take a career interest assessment; **11.** The percentage of GEAR UP students who complete an individualized career plan with an associated postsecondary pathway; **12.** The percentage of GEAR UP students who participate in an internship, part-time job, apprenticeship, or job shadow; **13.** The percentage of GEAR UP students in internships that receive a supervisor performance review. MS Delta GU has included project specific ‘on track’ indicators to ensure progress towards the overall GEAR UP Objectives.

**Invitational Priority**: 1, 2, and 3

**Target Local Education Agencies (LEAs):** Cleveland, Greenville, Greenwood, Hollandale, Humphrey, Leland, North Bolivar, Western Line, and Yazoo County

**Partners:** Nine school districts, Delta State University, MS Delta Community College, Foundation for the Mid South, Woodward Hines, Casey Family Programs, Higher Purpose Co., NSPARK, Village of Wisdom, CARES, and Tutor.com/Princeton Review

**Activities and Services that will be Implemented:** MS Delta GU will serve approximately 2,727 **students in 9 low-income target LEAs across MS** during the **seven-year project**.

MS Delta GU Partnership will provide research-based services with a focus on career development tied to program objectives. Services will include tutoring, academic counseling, dual-enrollment opportunities, workshops, mentoring, job shadowing, college visits, summer enrichment programming, summer counseling, non-cognitive skill development, financial literacy instruction, professional development, and First Year Experience Courses to 7th year cohort students.

To meet project objectives, MS Delta 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 to accomplish program objectives.



 **Abstract**

BELIEF (Building Engaged Learners to Increase Expectations for the Future) is a comprehensive intervention initiative to change academic success and postsecondary aspirations for 2,700 disadvantaged children in Jacksonville, Florida. Duval County Public Schools (DCPS) is Florida’s 6th largest school district and the 20th largest nationwide. Each year the district serves more than 125,000 students at 198 schools.

Despite decades of efforts to foster equity across its schools, Duval County children still experience stark disparities along socio-economic, racial, and ethnic lines. One-third of the district’s 21 high schools are more than 85% low-income and more than 75% minority. Two of these schools have student populations that are more than 90% Black and 100% low-income. These seven schools are also the district’s lowest-performing high schools, with only 34% of children matriculating into college. On average, students in these schools have lower standardized test scores, lower enrollment in advanced and rigorous courses, lower college entrance exam scores, and higher rates of chronic absenteeism and discipline issues.

This seven-year project will follow a cohort of Duval County students from grade 7 through their first year of college. BELIEF will focus on five core activity areas: 1) Rigorous Curriculum, 2) Support Services, 3) Mentoring, 4) College-Going Culture, and

5) Family Engagement. Through this mosaic of activities, BELIEF will directly address the three established GEAR UP objectives: 1) increase academic performance and postsecondary preparation, 2) increase the rate of high school graduation and participation in postsecondary education, and 3) increase educational expectations of students and family knowledge of postsecondary education. It will also address CPP#1 work-based learning by partnering with the Mayor’s Youth at Work Initiative. Project success will be measured by achievement of outcomes that align with the established GEAR UP GPRA performance measures as follows: 1) at least 97% of the cohort (2,629 students) will pass Algebra I by the end of 9th grade, 2) at least 95% of the cohort (2,565 students) will graduate from high school on-time, 3) at least 60% of the cohort (1,620 students) will complete and submit a FAFSA, 4) 100% of the cohort will submit a college application and 60% (1,620 students) will be admitted to and enroll in college, and 5) 85% of the cohort (1,377 students) who enter college will successfully transition to their sophomore year. To accomplish these outcomes, DCPS is partnering with four community-based organizations. The project team is requesting $13,383,128 with a100% match committed by DCPS and its four partner organizations. This grant request equates to an average cost of $701 per year per student. These funds will be used to support GEAR UP personnel, college tours and field trips, materials, supplies, participation in the 21st Century Scholar program, workshops, parent engagement, tutoring, SAT/ACT prep, test fees, academic advising, financial aid support, and college application and admissions support.

BELIEF is a high-impact, evidence-based program that will change the educational trajectory for thousands of Duval County children, empowering them to believe in their potential and break the cycle of disadvantage commonly experienced by first-generation-in-college students.

## Competitive Preference Priorities #1 and #2; Invitational Priorities #1 and #2

**Abstract**

Education Region Service Center 10 (ESC 10) a local Education Agency (LEA) in Richardson, Texas proposes to implement a **seven-year GEAR UP** Partnership project, **ESC 10 GEAR UP Program** in collaboration with the following institutions and agencies: University of Texas at Arlington (UTA), Duncanville ISD, Lancaster ISD, Texas Instruments, Princeton Review, Black Girls Drone, and Glynis Rosas, Consulting. **Schools**: **ESC 10 GEAR UP Project** will be implemented at **2** school districts, **4** middle schools and **2** high schools. ESC 10 is a 10-county region located in north Texas serving 130 independent school districts and charter schools and 880,000 students. Students have limited access to opportunities or resources for post-secondary and career options. **Goal:** *Create high-effective learners to significantly increase the number of at-risk, low-income, underserved, minority learners who are prepared to enter and succeed in post-secondary education*. **Objectives**: 1) Increase cohort students’ academic performance to adequately prepare students for post-secondary education; 2) Increase the percentage of high school cohort graduates who enroll in post-secondary education; 3) Increase cohort students’ educational expectations and students’ and parents’ knowledge of post-secondary education options, and financial obligations; 4) Increase the percentage of cohort students enrolling, attending, and persisting in and graduating from post-secondary institutions. Each year the **GEAR UP** program will educate, serve and support **1,387 students** in seventh grade at-risk, underserved, low-income students at an annual cost of **$800** per student over **seven years** including through their first year of college. **Activities and services** include but are not limited to: **1)** enrolling students in a rigorous curriculum such as Pre-AP, AP, dual enrollment and providing students early-college courses, work-based learning (WBL), and the opportunity to earn recognized postsecondary credentials in science, technology engineering, and mathematics while in high school (**CCP1); 2)** provide students and parents with enriching supportive services such as tutoring, mentoring, Near Peers, counseling/interventions, standardized test preparation such as STAAR, ACT/SAT/TSI, Summer Bridge, college visits, campus, college awareness seminars, financial literacy, and leadership development; **3)** provide outreach to students and parents about rigorous courses, high school graduation, college search and planning processes, application requirements, enrollment processes, financial aid; **4**) provide job-embedded professional development for staff focused on pedagogical and content development, assessment, technology integration, remote learning and assisting teachers in ensuring that students have the skills necessary to engage in college level instruction **(IP1); 5**) provide cohort college students with retention services such as tutoring, advising and career guidance to ensure that they persist and graduate from postsecondary education; **6**) increasing access to work-based learning opportunities, internships, dual enrollment, and high-quality remote coursework through **P- TECH Academies** (CCP 1 & 2); **7**) increase students’ knowledge of personal financial literacy educational financing and repayment such as college savings and student loans as well a knowledge of economics markets. A college-ready culture will be created through a combination of programs aimed at increasing academic performance and preparation for post- secondary education for **all** students.

**Contact information**: Ligia Curtis, Education Service Center Region 10, 400 E Spring Valley Rd, Richardson, TX 75081, Ligia.Curtis@esc10.net, 972.348.1370

## Abstract

**(Applicant): Jubilee Academies (City/State):** Austin, Brownsville, Harlingen, Kingsville, and San Antonio, Texas. **(Contact)**: Dr. Kevin Phillips, kevin.phillips@jubileeacademic.org, (210) 333-6227. **(Project Period)**: **10/01/21 to 9/30/28.** Jubilee Academies, a Local Education Agency that operates a unique network of charter schools, proposes to implement a **seven-year** GEAR UP Partnership program aimed at ***Competitive Preference Priorities 1, 2, and Invitational Priorities 1, 2, 3*** and entitled ***JUMP START to College for ALL GEAR UP*** in **partnership** with **(Partners)**: **5 Higher Education Institutions**: UT Austin, Texas Southmost College, Texas A&M, Austin Community College, Texas A&M Higher Ed Center ; **5 Community Organizations**: Regional Education Service Centers 1, and 20, Texas Workforce Commission, Signal Vine, Mastery Prep; and **6 Private Entities**: Texas Instruments, SureScore, SchoolLinks, Morris & Associates, 4TellX and EGT Institute. The program will be implemented in 4 high- need elementary/middle schools and 4 high-need elementary/middle/high schools. **(Target Schools):** Jubilee San Antonio, Jubilee Highland Hills, Jubilee Lake View University Pre, Jubilee Highland Park, Jubilee Kingsville, Jubilee Harlingen, Jubilee Wells Branch and Jubilee Brownsville. **(Goal):** Create a college climate where ALL students, particularly low-income, minority and students with disabilities successfully transition from high school, to college, to a career or military. **(Objectives)**: **1)** Increase the academic performance and preparation for postsecondary education of GEAR UP students; **2)** Increase the rate of high school graduation, awareness and participation in post-secondary education for GEAR UP students through a school and college network; **3)** Increase 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. Jubilee and partners will implement evidenced-based strategies focused on the needs of the target students, educators, and parents. **(Students Served): *JUMP START to College for ALL GEAR UP*** will serve a cohort of **4,150 K-7th** grade at-risk, low-income students, English Learners (EL) and students with disabilities with the lowest academic achievement levels and follow them through their first year of college at a low cost of **$800** per student/year. **(Activities/Services)**: **Students**: Flexible Paths/Work- Based Learning (***CP1***); Remote/Online Tools (***IP 1***); Mental Health Support (***IP 2***); Rural Schools Support (***IP 3***); Grade level Strategies; Rigorous Curriculum (Advanced Placement, dual enrollment); Alignment, and College Preparedness; Intervention (Remedial) Education; Advising/Counseling; Mentoring; Project-Based Learning (career, community service); In- demand Industry and STEM Enrichment; Supplemental Activities (field trips, camps); Academic Tutoring/Mentoring; College Test Preparation (TSI, SAT, ACT); Summer Bridge; Financial Literacy, College Readiness; Cohort Student Development; and Student Leadership. **Parents**: College Readiness Training (planning, application, financial aid), Financial Literacy, and Leadership Skills. **Educators**: Professional development in technology integration, pedagogy, differentiated instruction, remote/online instruction (***IP 1***), assessment, leadership, college/career readiness, 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. **Outreach:** Promote GEAR UP successes and value of a college education.

**Evaluation***:* A rigorous evaluation plan will be implemented, including quasi-experimental design meeting *What Works Clearinghouse* standards.

***JUMP START to College for ALL GEAR UP*** *i*

GEARUP Porterville College

Abstract

**Gaining Early Awareness and Readiness for Undergraduate Programs (Partnership Grants)**

**Applicant: Porterville College, Porterville California**

Proposed Goals and Objectives: GEAR UP Porterville College will increase the

number of low-income students who obtain a secondary school diploma and are prepared to succeed in postsecondary education.

* **Objective 1:** Increase the academic performance and preparation for post-secondary education for GEAR UP students.
* **Objective 2:** Increase the rate of high school graduation for GEAR UP students.
* **Objective 3:** The number and percentage of students and parents demonstrating knowledge of financial aid options, cost of college attendance, and how to acquire financial aid
* **Objective 4a.** Increase the number and percentage of GEAR UP students entering college after high school **and** Increase GEAR UP students’ and their families’ knowledge of post-secondary education options, preparation, and financing.
* **Objective 5a.** Increase the number and percentage of GEAR UP students persisting to the second-year college

The proposed budget $311,474 (first year) will serve 400 cohort participants (under $800 per participant) for the first year of the project (2021-2022) and every year after for the **seven-year** period, is reasonable, cost-effective, and adequate to support the project.

The proposal also addresses Competitive Preference Priority 1—Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills. Competitive Preference Priority 2— Promising Evidence. Invitational Priority 1—Building Capacity for Remote Learning Invitational Priority 2—Addressing the Impact of COVID-19 on Students' Mental Health and Academic Outcomes. Invitational Priority 3—Providing GEAR UP Services to Schools Located in Rural Areas.

PR/Award # P334S210012

## Abstract

**(Applicant): Region One Education Service Center (Region One) (City/State):** Edinburg, Texas. (**Contact)**: Melissa Lopez, mlopez@esc1.net, (956) 984-6046. **(Project Period):10/01/21 to 9/30/28.** Region One, 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, 3*** and entitled ***Pathways to the Future!*** collaborating with **(Partners): 3 Higher Education:** Texas Southmost College, Texas A&M International University, and Texas State Technical College; **3 Community Organizations:** South Texas Literacy Coalition, STEM Center of South Texas, Workforce Solutions, and **12 Private Institutions:** Qannection, Successful Lifestyles, Texas Instruments, National Council for Community and Education Partnerships, Doctor’s Hospital at Renaissance, College Equipped Readiness Tool, Reybotics, Doris Teague Associates, SEEDS Training, KRGV 5, ACT Inc., and EGT Institute, Inc. The program will be implemented in **22 middle schools**, **14 high schools**, and **13 school districts (7 rural). (Target Schools)**: Brooks County ISD, Brownsville ISD, Donna ISD, La Joya ISD, Lyford CISD, McAllen ISD, Mission CISD, Rio Grande City CISD, San Isidro ISD, San Perlita ISD, Sharyland ISD, Valley View ISD, Webb CISD. Target school districts are located along the Texas-Mexico border, where 93% of the target population is Hispanic, 40% live in poverty, and nearly 77% do not speak English at home. (**Goal):** Create an efficient educational pathway for all learners, through the delivery of effective academic strategies that ensure ALL students are college, career, or military ready. (**Objectives)**: **1)** Increase cohort students’ academic performance to adequately prepare them for postsecondary education; **2)** Increase the rate of high school graduation and participation in postsecondary education of GEAR UP students through a systemic transformation of schools;

**3)** Increase GEAR UP students’ educational expectations and students’ and families’ knowledge and 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. Region One and partners will implement evidenced- based strategies focused on the needs of the target students, educators, and parents. **(Students Served):** The program will serve a cohort of **5,010 seventh grade** at-risk, low-income, English Learners and students with disabilities and follow them through their first year of college at a cost of **$800.00** per student/year. Region One will implement evidenced-based strategies as follows. **(Activities/Services)**: **Students**: Academic Tutoring/Mentoring; Intervention (Remedial) Education; Rigorous Coursework (Advanced Placement, dual enrollment); Project-Based Learning Activities (technical skills, internships, ***CP 1***); In-demand Industry and STEM (robotics, programming); Enrichment Activities (field trips, camps, career paths); Competency-Based Learning; Counseling and Advising; College Test Preparation (TSI, SAT, ACT); Summer Bridge; Student Leadership, Academic Youth Development, College Readiness (college tours, courses, camps); Financial Literacy; Flexible Paths/Work-Based Learning (***CP1***); 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 Outreach and 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 the value of a college education. **Evaluation***:* A comprehensive rigorous evaluation plan (formative and summative) will be developed and implemented with fidelity including quasi-experimental design (QED) that meets *What Works Clearinghouse* standards.

***Pathways to the Future!*** *i*

## Bronx GEAR UP THRIVES (2021–2028) Project Abstract

Bronx GEAR UP THRIVES (Turning Higher [Education] Resources Into Vital Experiences for Students), a project of The Bronx Institute of Lehman College, City University of New York, and its fiscal agent The Research Foundation of CUNY, will serve 2,175 students in eight (8) Bronx public schools: MS 228, MS/HS 243, MS 244, IS 254, PS/MS 280, MS/HS 368, MS 390, MS/HS

505. The large majority of students in these schools come from low-income households, with a 91% eligibility rate for free and reduced lunch. The targeted schools have an English Language Learners rate of up to 27% and students with disabilities rate of as much as 30%.

The program has three project objectives, which are fully aligned with GEAR UP (GU) program objectives as well as GPRA, program, and project-specific measures:

1. To increase the academic performance and preparation for post-secondary education of GU students;
2. To increase the rate of high school graduation and enrollment in post-secondary education for GU students; and
3. To increase GU students’ and their families’ knowledge of post-secondary education options, preparation, and financing.

Bronx GEAR UP THRIVES will include alternative pathways for Bronx students to plan to have a fulfilling future worklife through Competitive Preference Priority One: Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills. Competitive Preference Priority Two: Promising Evidence will be met by replicating components from the following two What Works Clearinghouse validated studies: *Early College, Continued Success: Longer-Term Impact of Early College High Schools* (Song and Zeiser, 2019 https://ies.ed.gov/ncee/wwc/Study/89372) and *Bridging the School-to-Work Divide: Interim Implementation and Impact Findings from New York City’s P-TECH 9-14 Schools* (Rosen, R., Byndloss, D.C., Parise, L., Alterman, E., Dixon, M. and Medina, F., 2020 https://ies.ed.gov/ncee/wwc/Study/89818) The project will also address Invitational Priorities One and Two on Building Capacity Remote Learning and Addressing the Impact of COVID-19 on Students' Mental Health and Academic Outcomes respectively .

Project services include early intervention, outreach, and academic support—e.g., afterschool and Saturday instruction; SAT and Regents preparation; STEM-focused enrichment activities; college level coursework through AP and dual enrollment; college planning and exposure experiences; and internship/leadership activities. Special activities to increase student and parent knowledge about high school graduation requirements, the costs and benefits of college, and how best to access these opportunities. Professional development for teachers in using evidence-based strategies in ELA (reading and writing), STEM content areas, and college access.

Thirteen highly committed partners provide a 1 to 1.453 match totaling $17,699,870. The partners include the following: the Local Educational Agency—New York City Department of Education; three Colleges and Universities—Lehman College of CUNY, Brown University, and Harvard University; four Science Centers—American Museum of Natural History, The New York Botanical Garden, The Wildlife Conservation Society/Bronx Zoo, Wave Hill Garden and Cultural Center; and five other organizations/agencies (businesses, public service utilities, and NPOs)— BronxNet, Con Edison, Genesys Works, Kura Labs, and SEEDS Training.

**ABSTRACT:** South Bend Community School Corporation (SBCSC), the fourth largest public school district in the state of Indiana, proposes *GEAR UP South Bend!* (*GUSB*) to serve 2,356 cohort students (1,155 6th grade and 1,201 7th grade youth) attending seven low-income Middle Schools – Clay, Dickinson, Edison, Jackson, Jefferson, LaSalle and Navarre - feeding into five High Schools – Adams, Clay, Riley, Rise Up and Washington. **Average free and reduced lunch rate for the cohort middle schools is 73%.** *GUSB* proposes a seven year grant program, running from 10/1/21 through 9/30/28 and will link targeted schools with outstanding partners, including, but not limited to: the University of Notre Dame, Indiana University South Bend, Purdue Polytechnic; Ivy Tech Community College; South Bend – Elkhart Regional Partnership, Digital Leader Academy, Sibley Machine & Foundry, Indiana Parenting Institute, St. Joseph County Public Library and multiple community businesses, agencies and organizations – to diversify learning options for low- income students, improve academic achievement in underserved schools, improve graduation rates and increase postsecondary education and career attainment. *GEAR UP South Bend* – designed by a collaborative Task Force of school administrators, educators, parents, students, higher education partners and community leaders – includes three comprehensive Layers of Service –

**LAYER 1: Academic Preparation, Supports, Enrichment** - includes STEM/STEAM curricula, Advanced Placement, Dual Enrollment, *GUSB Academy* for after school and summer enrichment, academic supports including reading and math interventions, mentoring and tutoring, partner enrichment summer camps, educator professional learning and family engagement / parent institute. **LAYER 2: College Ready** – includes NWEA MAP Assessment, Data Management, Graduation Pathway Coaches and Student Portfolios, Transition Support, Survey Courses, College Resource Centers, College Goal Plans and College Ready activities for students, educators and families; and **LAYER 3: Career Ready** – includes partner participation in Exposing Students to Career Options, Career Awareness Seminars, Internships, Job Shadowing Opportunities, Trends in Industry Seminars, Career Ready Skills Training, College and Career Readiness Surveys, Career Seminars, Career Education Certifications, Educator Training and Certifications and Parent Information Meetings, College and Career Ready Activities and Tools for Success.

*GEAR UP South Bend!* strives to achieve the following Goal, required Objectives and Outcomes:

|  |
| --- |
| **GOAL:** To prepare low-income students to pursue and succeed in postsecondary education & careers. |
| **Objective 1:** To increase the academic performance and preparation for postsecondary education ofparticipating students. |
| **Outcome 1.1:** Improved academic proficiency. | **Outcome 1.2:**Improved ACT / SAT scores. | **Outcome 1.3:** Increaseddual enrollment /Advanced Placement enrollment. | **Outcome 1.4:**Increased knowledge of career aspirations. |
| **Objective 2:** To increase the rate of high school graduation and participation in postsecondaryeducation of participating students. |
| **Outcome 2.1:** Increased graduation rates among low-income students. | **Outcome 2.2:** Increased postsecondary enrollment among low-income students. | **Outcome 2.3:** Decreased rate of postsecondaryremediation. | **Outcome 2.4:** Increased participation in careerawareness activities. |
| **Objective 3:** To increase educational expectations for participating students and increase student andfamily knowledge of postsecondary education options, preparation and financing. |
| **Outcome 3.1:** Increasedpostsecondary application rate for low-income students. | **Outcome 3.2:** Improvedparent participation in college readiness activities. | **Outcome 3.3:** Increased familyexpectation of postsecondary enrollment. |

A FORECAST Framework, Logic Model and Timeline will guide a quasi-experimental evaluation with equating that will meet WWC standards, answer research questions and measure results.

**Contact Info**: Rafi Nolan-Abrahamian rnolan-abrahamian@sbcsc.k12.in.us 574.393.6179

University of California Santa Cruz Educational Partnership Center, Santa Cruz, CA Performance Period: 10/1/21-9/30/2028

Maria Rocha-Ruiz, mgrruiz@ucsc.edu (831) 459-1811

# PROJECT ABSTRACT

The UC Santa Cruz Educational Partnership Center’s (EPC) “Creating Pathways to College Success” GEAR UP partnership proposes to serve 1,633 students in the Salinas Valley. The project will serve Harden MS, La Paz MS, Everett Alvarez HS, Rancho San Juan HS, and North Salinas HS in the Salinas Union High School District, and Gavilan View MS in the Santa Rita Union School District. The region is low-income, with 78% of students eligible for the Free and Reduced-Price Meal Program. Only 60% of adults in the region hold a high school diploma and 11% hold a B.A./B.S. or higher. Across the proposed schools, 23% of students are English Learners (ELs), and a mere 4% are proficient or higher in math. Only 18% of students were prepared for college-level math, with ELs faring even worse at 1% college-ready. Further, the pandemic has intensified long-standing college access inequities, with the overall enrollment at Hartnell College, where the majority of target school students attend, has declined by 32% from 2019 to 2020.

In response to the educational needs of students and families in this region, 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 education; and (3) increase educational expectations for students, as well as student and family knowledge of postsecondary options, preparation, and financing. Goal 1 performance measures include increased rates of: completion of rigorous college preparation course sequence; placement into college-level courses without remediation, and; competitive grade point averages for postsecondary admission. Goal 2 performance measures focus on increasing high school graduation, and college enrollment and persistence. Goal 3 performance measures center on

increasing parents’ engagement and students’ and families’ knowledge of (and aspirations for) a college education as measured by participation in activities and surveys.

Guided by current research, best practices, and a framework of academic preparation and college and career readiness, the EPC and its partners will implement services that emphasize college and career readiness and create a sustainable college-going and completion culture.

Students will receive: customized college, career, and financial aid advising; tutoring, including the Algebra Tutoring Module; comprehensive mentoring to enroll in dual enrollment and CTE courses; opportunities for gaining job-ready skills in high demand industry sectors; services that extend and enrich the school day and year (e.g., Summer Advancement Academies), and; referrals to essential college support services at their respective colleges. Parent Universities and the home and community visit program will empower families with knowledge and skills to help them support their child’s college and career aspirations. Teachers will participate in professional development (PD) that builds knowledge and skills to increase students’ academic performance and preparation for college, careers, and college-level coursework. Counselors and teachers will receive PD that builds their capacity to support students’ college aspirations and preparation for college and careers. Collectively, these services will lead to increased rates of (1) 4-year college eligibility; (2) rigorous and advanced courses completion; (3) high school graduation; and (4) college enrollment and completion.

The following partners have committed resources for the success of the project: Bay Federal Credit Union, Boys and Girls Club of Monterey County, Digital NEST, Hartnell College, Monterey County Office of Education, Salinas Library, Salinas Union High School District, Salinas Valley Memorial Healthcare System, Santa Rita Union School District, and UC Merced.



**ABSTRACT - GEAR UP READY Philadelphia 2021**

Data from previous GEAR UP grants in Philadelphia show that there is a positive relationship between GEAR UP participation and high school graduation and fall college enrollment. The 2021 iteration of GEAR UP READY (Reimagining Educational Access for Deserving Youth) Philadelphia will support students at 47 K-8, middle, and high schools around the city; the target schools represent some of Philadelphia’s highest poverty and most at-risk schools. GEAR UP READY will provide a carefully designed system of resources and supports to target K-8 and high schools to improve academic performance, and increase high school graduation rates and college enrollment, retention, and completion. We are especially excited about our new Higher Education partner Lincoln University, the first of the nation’s degree-granting Historically Black College and Universities (HBCUs). Other Higher Education partners include Community College of Philadelphia and Temple University; this will be their first time as a formal GEAR UP partner.

Philadelphia is the nation's poorest big city and postsecondary attainment, while improving, continues to lag Pennsylvania and the US. GEAR UP READY will institute a multi-tiered system of supports that promote a college-going culture within target schools, provide college and career coaching and academic mentoring for all GEAR UP students, ensuring that schools and their counselors receive the support necessary to meet their profession’s national standards, and provide additional supports for teachers. We will engage students in more rigorous coursework with dual enrollment programs with Higher Education partners; provide SAT and ACT support courses; and provide a summer enrichment program for students to spend several weeks each summer on a college campus enrolled in credit-earning courses and to experience campus life.

**CSUMB Salinas Valley Futures Grant (SG)**

**ABSTRACT**

The University Corporation at Monterey Bay, on behalf of the California State University of Monterey Bay (CSUMB), located in Seaside, California will offer GEAR-UP services to Salinas Unified District Schools to 1,550 7th grade students in Salinas, California from Oct 2021-Sept 2028 and serve the target schools of El Sausal and Washington Middle Schools that feed into Alisal and Salinas High Schools. Salinas is where poverty, crime, drugs and gangs reside among the beauty of vineyards and farms of the Central Coast. These two conflicting factors have produced an area of unemployment, low educational attainment, and crime. While the national unemployment rate stands at 6.1%, Salinas currently has an unemployment rate of **10.4**%. The

U.S. poverty level based on the 2019 American Community Survey (ACS) 5-year estimates stands at 10.5%, Salinas is at **16.8%** (United States Census Bureau, 2019). **40.1**% of all Salinas adults 25 and older have less than a 9th grade education compared to the U.S. of 12%, which means students in Salinas not only have access to far fewer college graduates in their community but also at the same time will have to help their families navigate filling those gaps in education (United States Census Bureau, 2019).

This proposal has been constructed to promote the success of the program objectives of increased academic performance, opportunities and preparation for STEM, high school graduation and college enrollment and student and family knowledge about college. This project will accomplish the national goals through: 1) yearly increase in math competency (passing math course), 2) increase in students taking two years of math beyond Algebra 1, 3) increase in the successful completion of college-level coursework while in high school, 4) increase in the retention rate of high school graduation, 5) increase the career pathway planning, 6) increase FAFSA completion, and 7) increase in 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 College and Career Plan for success to increase student motivation. Students who are at risk in math will attend a summer math academy to improve their math skills and concepts. Career Pathways will be enhanced and developed at the high schools to offer students the opportunity of contextualizing academic concepts with real-world careers through internship and hands-on learning opportunities. Students will also engage in college-level coursework to ensure their college-readiness for the post-secondary. Students and parents will attend financial aid through workshops. Parents will take part in workshops covering topics such as Financial Literacy, College Entrance Requirements (rigorous program of study). The cohort of students will be followed throughout the academic year through an Individual Learning Plan, Tutoring, Mentorship, and 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.

# ABSTRACT

**Applicant name:** University of California-Irvine

**City and state:** Irvine, CA

**Contact information:** Stephanie Reyes-Tuccio, s.reyestuccio@uci.edu, (949) 824-9052

**Project goals and objectives:** The project’s goals and measurable objectives are to annually improve GEAR UP students’ academic achievement, college awareness and preparation, and parents’ college knowledge in order to measurably increase students’ rate of graduation and enrollment in and completion in college. The project was designed using promising evidence from current research and offers flexible and affordable paths to obtaining knowledge and skills. Further, the project will work to build capacity for remote learning and focus on supporting and improving students’ mental health.

**Activities and services:** Multiple activities and services will be implemented through this project, including: (1) Academic Tutoring & Instruction; (2) Advanced Placement/Dual Enrollment Courses (3) STEM Enrichment & Instruction; (4) Academic Advising & College Readiness; (5) College Career, Financial Aid Awareness (6) Professional Development & Training Opportunities for Teachers, Counselors, & Staff; and (7) 1st Year College Programming & Services. Extensive professional development for all teachers and counselors at GEAR UP schools will occur in all project years and will include research-based math and English language arts strategies, college admissions processes and requirements, and use of multiple-source data to improve teaching and learning.

**Number of students to be served**: 950 students in each of Years 1-6 and 800 students in Year 7.

**Target schools:** Schools are located in the Compton Unified School District. Work will begin in Davis, Dickison, GW Carver, Jefferson, Laurel, McKinley, Tibby, and Rosecrans elementary and middle schools. These schools are predominately Hispanic (78.9%), low income (87.4%), and English Language Learners (23.6%). The students will be followed to Compton and Centennial high schools and on to college.

**Partners:** Compton Unified School District, Compton College, and Inner-City Arts have committed matching costs for this project. A diverse group of community-based partners that includes Verizon Foundation/Digital Promise, Math Engineering Student Achievement (MESA), and Transcript Evaluation Service (TES) have also committed resources to contribute to the success of the project and sustain the work beyond the seven years of GEAR UP. Additionally, the Mathematics, Engineering, Science Achievement (MESA) Schools Program conducted by the UC Irvine School of Engineering will contribute to joint programming efforts for this project.

**Performance period:** October 1, 2021 – September 30, 2028

**ABSTRACT:** Voorhees College (VC), an Institution of Higher Education (IHE) and Historically Black College or University (HBCU) in South Carolina, proposes *Voorhees GEAR UP!* (V*GU*) to serve 5,361 cohort students (2,498 6th grade and 2,863 7th grade youth) attending 24 low-income Middle Schools in 10 SC districts – Allendale 01; Bamberg 02; Barnwell 45; Calhoun 01; Chester 01; Colleton 01; Hampton 01; Jasper 01; Orangeburg Consolidated and Williamsburg 01. **Average free and reduced lunch rate for our cohort middle schools is 83%.** *VGU* proposes a seven year grant program, running from 10/1/21 through 9/30/28 and will link targeted schools with local and regional technical colleges, rural community businesses, agencies and organizations – to diversify learning options for low-income students, improve academic achievement in underserved schools, improve graduation rates and increase postsecondary education and career attainment. *Voorhees GEAR UP* – designed by a collaborative Task Force of school educators, parents, students, higher education partners and community leaders – includes three, comprehensive Levels of Service –

**LEVEL 1: Academic Preparation / Supports / Enrichment** - includes educator professional learning in Improvement Science leading to a Micro-credential and Virtual Improvement Network; White Papers and an Annual Excellence Convening; STEM/STEAM activities; Advanced Placement; Dual Enrollment; *VGU Academy* for after school and summer enrichment; academic supports including reading and math interventions; mentoring and tutoring; enrichment summer camps; and family engagement utilizing parent institutes, workshops and information sessions.

**LEVEL 2: College Ready** – includes NWEA MAP Assessment; Early College Activities; Data Management; district Graduation Coaches; *GEAR UP* Coordinators; Graduation Portfolios; Transition Support; College Savings Accounts and Scholarships; Survey Courses; College Resource Centers; Goal Plans; and College Ready activities for students/educators/families/communities; and **LEVEL 3: Career Ready** – includes partner participation in Exposing Students to Career Options; Career Awareness Seminars; Internships; Job Shadowing Opportunities; Trends in Industry Seminars; Career Ready Skills Training; College and Career Readiness Surveys in Grades 9 and 11; Career Seminars; Career Education Certifications; Educator Training and Certifications; Parent Information Meetings; College and Career Ready Activities; and Tools for Success.

**Contact Info**: Dr. Damara Hightower Mitchell dhmitchell@voorhees.edu (803) 780-1026

*Voorhees GEAR UP!* will strive to achieve the following Goal, Required Objectives and Outcomes:

|  |
| --- |
| **GOAL:** To prepare low-income students to pursue and succeed in postsecondary education & careers. |
| **Objective 1:** To increase the academic performance and preparation for postsecondary education ofparticipating students. |
| **Outcome 1.1:** Improved academic proficiency. | **Outcome 1.2:**Improved ACT / SAT scores. | **Outcome 1.3:** Increased Dual Enrollment /AdvancedPlacement enrollment. | **Outcome 1.4:**Increased knowledge of career aspirations. |
| **Objective 2:** To increase the rate of high school graduation and participation in postsecondaryeducation of participating students. |
| **Outcome 2.1:** Increased graduation rates among low-income students. | **Outcome 2.2:** Increased postsecondary enrollment among low-income students. | **Outcome 2.3:** Decreased rate of postsecondaryremediation. | **Outcome 2.4:** Increased participation in careerawareness activities. |
| **Objective 3:** To increase educational expectations for participating students and increase student andfamily knowledge of postsecondary education options, preparation and financing. |
| **Outcome 3.1:** Increased postsecondary application rate for low-income students. | **Outcome 3.2:** Improved parent participation in college readiness activities. | **Outcome 3.3:** Increased family expectation of postsecondary enrollment. |

A FORECAST Framework, Logic Model and Timeline will guide a quasi-experimental evaluation with equating that will meet WWC standards, answer research questions and measure results.

**Abstract –Winston-Salem State University GEAR UP (WSSU GU) Partnership**

**Applicant Name: Winston-Salem State University**

**Contact Information: Dr. Doria Stitt, Associate Provost, Lifelong Learning; 601 S. Martin Luther King Jr. Drive; Winston-Salem, NC, 27101; Email: stittd@wssu.edu;**

**Phone: 336.750.2345**

**Performance Period: 01/01/22 – 12/31/2029**

**Project Goals and Objectives: : 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 institution; **5.** The percentage of GEAR UP students who persist into the 2nd year of college; **6.** The percentage of GEAR UP teachers with expectations of student postsecondary enrollment; **7.** The percentage of GEAR UP students who complete the FAFSA; **8.** The percentage of GEAR UP students and families that report increased knowledge and expectations for postsecondary education; **9.** The percentage of college-going culture in GEAR UP schools; **10.** The Social and Emotional Learning of GEAR UP student’s as measured by MESH. WSSU GU has included project specific ‘on track’ indicators to ensure progress towards the overall GEAR UP Objectives.

## Activities and Services:

The WSSU project design incorporates a framework with high expectations at the center. WSSU GU Partnership will use a four-year cohort model to provide research-based services tied to program objectives. Services will include tutoring, academic counseling, dual-enrollment opportunities, workshops, mentoring, career exploration, job shadowing, college visits, summer enrichment programming, summer counseling, non-cognitive skill development, financial literacy instruction, professional development, and First Year Experience Courses to 7th year cohort students.

To meet project objectives, WSSU 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 to accomplish program objectives.

**Number of Students to be served:** WSSU GU will serve approximately 16,825 **students in three low-income target LEAs across NC** during the **seven-year project.**

**Target Schools:** Allen Middle, Chase Middle, East Forsyth Middle, East Rutherford Middle, Ferndale Middle, Flat Rock Middle, Griffin Middle, Jackson Middle, Jamestown Middle, Mineral Springs Middle, Northwest Middle, Paisley Middle, Philo-Hill Magnet Academy, R-S Middle, Southeast Middle, Walkertown Middle, Welborne Middle, and Winston-Salem Prep Academy.

**Partners:** Dream Builders, Forsyth Tech Community College, Guilford County Schools, Isothermal Community College, NC State Employees Credit Union, Mountain Alliance, Student Success Agency, Rutherford County Schools, Tutor.com, Vela Institute, Virtual Job Shadow, Winston-Salem/Forsyth County Schools, and Winston-Salem State University.

## Project Abstract

The Wonderful GEAR UP program is led by Wonderful College Prep Academy in Delano, CA, a Local Education Agency and direct-funded charter school. Situated in California’s rural San Joaquin Valley, it serves a cohort of 1,551 students following them through high school graduation and first year of postsecondary education. Target schools include Wonderful College Prep Academy-Delano (WCPA Delano) (K-12) joined by Wonderful College Prep Academy-Lost Hills (WCPA Lost Hills) (K-12), Washington Academic Middle School (7-8), Reef-Sunset Middle School (6-8), Sanger High School (9-12), and Avenal High School (9-12). The 84-month performance period is from October 1, 2021 through September 30, 2028.

Wonderful GEAR UP will serve a cohort of 1,551 students to achieve the following goals: prepare students for a successful middle-to-high school transition, complete the A-G curriculum with a C or better, graduate high school, and enter, persist, and graduate from postsecondary education. Objective 1 is to increase the academic performance and preparation for postsecondary education of GEAR UP students. Objective 2 is to increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students. Finally, objective 3 for the program is to increase GEAR UP students’ and their families’ knowledge of postsecondary education options, preparation, and financing.

Activities and services to prepare cohort students for postsecondary education include outreach and recruitment, assessment of needs, development of Postsecondary Plans for each cohort student, integrated student supports, tutoring and academic support services (including review of student enrollment yearly in rigorous and challenging curricula and coursework through completion of A- G requirements), ASSISTments math software, work-based learning, CTE career pathways, Ag Prep early college high school programs, dual enrollment courses working with partnering colleges (including in STEM fields), expanded learning programs (afterschool and summer academies), bridge programs to support grade transitions, SAT/ACT workshops, college preparation courses, including Advanced Placement, peer mentoring, workplace mentoring and job shadowing, parent and family engagement activities and workshops on college readiness and importance, college corners at each target school, parent volunteer opportunities, college field trips, financial aid workshops (including specific workshops on FAFSA, Cash for College, College Knowledge, and available scholarships), 1:1 and small group coaching, English Learner supports (software and bilingual staff), college coaching while enrolled in postsecondary education by Success Coaches, scholarships, and staff professional development.

Project partners include Wonderful College Prep Academy (WCPA)- Delano (LEA), WCPA- Lost Hills (LEA), Sanger Unified School District (LEA), Reef-Sunset Unified School District (LEA), Reedley College (IHE), Bakersfield College (IHE), West Hills College (IHE), California Polytechnic State University, San Luis Obispo (IHE), California Polytechnic State University, Pomona (IHE), Wonderful Education Foundation (philanthropic organization), Parent Institute for Quality Education (nonprofit), CoBro Consulting (business), Wonderful Pistachios and Almonds (business), POM Wonderful (business), Wonderful Orchards (business), and Wonderful Citrus (business).

Contact: Iris Zuniga, Executive Director of College Success, telephone: 323.681.3462, email address: Iris.Zuniga@wonderful.com.

**Minneapolis Public Schools, MN**

**Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) Partnership Grant FY 2021**

**Project Abstract**

**Applicant Name:** Minneapolis Public Schools

**City and State:** Minneapolis, MN

**Contact:** Kerry York-Miles, Kerry.York-Myles@mpls.k12.mn.us, (651)230-3666

**Project Goals and Objectives:** Minneapolis Public Schools (MPS) proposes Minneapolis GEAR UP (MGU). The goal of MGU is to significantly increase the number of MGU students who are prepared to enter and succeed in postsecondary education. The project has three objectives:

* Objective 1: Increase MGU students’ academic performance and preparation for postsecondary education
* Objective 2: Increase MGU students’ high school graduation rate and participation in postsecondary education
* Objective 3: Increase educational expectations of MGU students and increase student and family knowledge of postsecondary options.

**Activities and Services:** MGU, IHE, and CBO partners will help support project activities. A sampling of MGU activities, by objective, are stated below:

* **Obj 1 & 2:** GEAR UP Center; SIS; afterschool tutoring/mentoring & enrichment; career exploration; rigorous course options (e.g., honors, AP, dual enrollment); PreACT & ACT; professional learning; afterschool and summer programs; mental health and wraparound services, and 1st Year College Program.
* **Obj. 3:** GEAR UP week; college/career and financial readiness (e.g., workshops, FAFSA completion); in- class and one-on-one planning; educational fieldtrips; IHE visits and tours; & work-based learning.

**Number of Students to Be Served:** Annually, MGU will serve 2,714 students. The project begins with a 6th and 7th grade cohort at 7 schools and follows the 6th grade students through to high school graduation and the 7th graders into their first year of college.

**Target Schools:** MGU will serve 7 high-need middle schools (Yr. 1) and transition with the cohort to their feeder high schools. All schools have free and reduced-price lunch rates of at least 50%, with all middle schools having 100% of students receive free meals.

**Partners:** MGU project partners include: Minneapolis Public Schools middle schools, Anderson United Community School, Jefferson Global Studies and Humanities Magnet, Anne Sullivan Communication Center, Franklin Middle School Steam Magnet, Olson Middle School, Northeast Middle School, Anwatin Middle School; IHE partner, Minneapolis College; and CBO partners, AchieveMpls/AchieveMpls: Step Up, Project Success, BridgeWorks – Trade Hub, and the National Postsecondary Strategy Institute.

**Performance Period:** MGU is a seven-year project.