

Project Director: Anthony Battaglia
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Project Title: GEAR UP The Scarab 2031 (GUS31)(FY25-31 GEAR UP Partnership Project)

Cleveland Municipal School District (OH) – (\$204,000)

Project goals and objectives: The proposed GEAR UP the Scarab 31 (GUS31) 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, program-specific performance measures, and project specific performance measures that address specific student and community needs. GUS31 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 What Works Clearinghouse and other evidence-based research. GUS31 will address the Competitive Preference Priorities 1, 2 and 3. **CPP1** details the high-quality data collection and analysis of Collegeforce, College Now’s proprietary data management system, that will support persistence, retention, completion, and post-college outcomes; **CPP2** details the activities and settings that are positive, identity-safe, and inclusive, and that align with supporting students’ social, emotional, academic, and career development needs; **CPP3** integrates components of coaching and transition programs and services that demonstrate Moderate Evidence, the required evidence threshold.

Number of students to be served: GUS31’s three-grade (5, 6, and 7) cohort model will serve 255 students per year.

Target Schools: The originating target middle schools include **(1)** Alfred Benesch; **(2)** George Washington Carver; and **(3)** Marion-Sterling schools). The target high school is **(4)** East Technical High School. These schools are in the CMSD, Cleveland, Ohio’s public school district where 100% of students are eligible for Free/Reduced-Price Lunch and 63% are African American.

Partners: **(1)** Cleveland State University (IHE, a public four-year university); **(2)** Cuyahoga Community College (IHE, a local community college); **(3)** College Now Greater Cleveland (CBO, Ohio’s largest college access organization); **(4)** Greater Cleveland Career Consortium (CBO, focused on career exposure opportunities and connecting target students to the workplace); and **(5)** the Higher Education Compact of Greater Cleveland (CBO, connecting students to 16 IHE partners for college visits and campus experiences).

Performance period: The proposed GUS31 is a *seven-year* partnership project (*FY24-31*).

Project Director: Cynthia Valdez
Email: cynthia.valdez@utrgv.edu

Project Title: College Bound-Career Linked GEAR UP!

The University of Texas Rio Grande Valley (TX) – (\$4,215,200)

The University of Texas at Rio Grande Valley (UTRGV), proposes to implement a **seven-year** GEAR UP Partnership program aimed at **Competitive Preference Priorities (CP) 1, 2, 3**, entitled **College Bound – Career Linked (CBCL) GEAR UP! (City/State):** Edinburg, Texas. **(Contact):** Cynthia Valdez, cynthia.valdez@utrgv.edu, (956) 665-7517.

(Goal): Create a college going environment that promotes high performing learning communities to ensure academic preparation, social emotional competence, postsecondary enrollment, and persistence for all learners including disadvantaged students and at risk of educational failure.

(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 postsecondary education of cohort students through Professional Learning Communities; **3)** Increase cohort students' educational expectations and their families' knowledge of postsecondary education, options, preparation, and financing; and **4)** Increase cohort students' access to advanced academic programs, including knowledge and competencies skills, through STEM, work-based, technology, distance and social emotional learning (mental health) and effective initiatives and strategies. UTRGV and partners will implement evidence-based strategies (**CP 3**), focused on target students', educators', and parents' needs.

(Activities/Services): **Students:** Rigorous Coursework (Advanced Placement, dual enrollment); special programs and STEM Intervention (Remedial) Education; Work-based and Project-Based Learning; Enrichment Activities (field trips, career paths); Wraparound services; Academic Tutoring; Mentoring; Guidance; Counseling and Advising; College Test Preparation (TSI, SAT, ACT); Summer Bridge (exposure to college); Student Leadership; Academic Development; College Readiness (college tours, camps); Financial Literacy (**CP 1**); Social Emotional and Academic Learning and mental health services (**CP 2**);

Parents: Engagement; College Readiness Training (planning, application, financial aid); Financial Literacy; and Leadership Skills.

Educators: Professional development in technology integration; pedagogy; differentiated instruction; online instruction; assessment; college/career readiness; credentials and Counselors Academies. **Year 7:** Provide first year college students retention services and enhanced academic/career advising and tutoring to ensure graduation.

(Students Served): Each year, **CBCL GEAR UP!** will serve a cohort **5,269** seventh (7th) grade at-risk of educational failure, low-income, first generation, English Learners, disadvantaged, and students with disabilities, following them through their first year of college at a cost of **\$800** student/year. UTRGV will implement evidence-based strategies as follows.

(Target Schools): **CBCL GEAR UP!** Includes **19 middle schools, 12 high schools** and **5 school districts** that include Donna ISD, Mission CISD, McAllen ISD, Edinburg CISD, and Weslaco ISD. School districts (**6th-12th grade**) consist of **37,421** students of which **98%** (36,602) are Hispanic, **82%** (30,701) are low-income, **38%** (14,191) are English Learners, **66%** (32,717) are at-risk. **(Partners):** **2** Higher Education Institutions (**CP 1**): The University of Texas Rio Grande Valley – (Center of STEM Excellence – C-STEM) and South Texas College; **8** Community-Based Organizations: The Advancement Via Individual Determination Center, Region One ESC, CoolSpeak, SEEDS, All Aboard, ACT, College First, Mastery Prep; and **7** Private Entities: Texas Instruments, Vernier, Signal Vine, Princeton Review (Tutor.com), Jane Schaffer Academic Writing Program,

National Council for Community and Education Partnerships (NCCEP) and Evaluation Grants & Training (EGT) Institute, Inc.

(Performance Period): 09/01/24 to 08/30/31. **Eligibility:** The target **19** middle schools aggregate Free and Reduced Lunch rate is **85%**; **Evaluation:** Garnered from statistically significant findings of Moderate Evidence (**CP 3**), **CBCL GEAR UP!** includes a rigorous evaluation plan with a quasi-experimental design that will produce promising evidence and meet *What Works Clearinghouse (WWC)* standards.

Project Director: John Matt Orem
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Project Title: *MindSet – CollegeReady GEAR UP*

University of Texas at Austin (TX) – (\$4,614,400)

UT, 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 3*, entitled *MindSet – CollegeReady GEAR UP*.

(Goal): Increase college and career readiness for all learners, specifically students with social emotional learning distress, at-risk of educational failure and disadvantaged students to ensure a smooth transition from middle school to high school to postsecondary education to a career.

(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 their families’ knowledge of postsecondary education, options, preparation, and financing; and **4)** Increase students’/parents’ knowledge and skills, regarding STEM, work-based and online learning, technology, and social emotional learning (mental health) to positively impact students’ competencies, skills, aptitudes, and behavior. UT and partners will implement evidenced-based strategies (promising evidence), focused on target students’, educators’, and parents’ needs.

(Activities/ Services):

Students: Rigorous Coursework (Advanced Placement, dual enrollment); Intervention (Remedial) Education; Competency-Based Learning; special programs and STEM, Work-based learning; Project-Based Learning, Enrichment Activities (field trips, career paths); Wraparound services; Academic Tutoring, Mentoring; Guidance, Counseling and Advising; College Test Preparation (TSI, SAT, ACT); Summer Bridge (exposure to college); Student Leadership; Academic Development; College Readiness (college tours, camps); Financial Literacy; Social Emotional and Academic Learning and mental health services (*CP 2*);

Parents: Engagement, College Readiness Training (planning, application, financial aid), Financial Literacy, and Leadership Skills.

Educators: Professional development in technology integration, pedagogy, differentiated instruction, online instruction, assessment, college/career readiness, credentials and Counselors Academies. **Year 7:** Provide first year college students retention services and enhanced academic/career advising and tutoring to ensure graduation.

(Students Served): Each year, *MindSet – College Ready GEAR UP!* will serve a cohort **5,768** seventh (7th) grade at-risk of educational failure, low-income, first generation, English Learners, disadvantaged, and students with disabilities, following them through their first year of college at a cost of **\$800** student/year. UT will implement evidenced-based strategies as follows.

(Target Schools): *MindSet –CollegeReady* will be implemented in **18 middle schools, 13 high schools** and **4 school districts**, of which **3 districts and 3** middle schools are categorized as **rural** in Central and East Texas that include Coldspring-Oakhurst Consolidated Independent School District (CISD), Aldine ISD, Lufkin ISD, and Livingston ISD. School districts (**K-12th grade**) consist of **68,650** students of which **40%** are Hispanic, **18%** are African American, **77%** are low-income, **21%** are English Learners, **54%** are at-risk and **14%** are students with disabilities.

(Partners): **4** Higher Education Institutions (*CP 1*): University of Texas at Austin (UT), Texas Southern University (TSU), UT MD Anderson, Alamo College and San Jacinto College; **5** Community–Based Organizations: Agile Mind, CoolSpeak and Region 4, 6 and 7 Education Service Center (ESC); **10** Private

Entities: All Aboard, Signal Vine, MDLive, Texas Instruments, Mastery Prep, Princeton Review, National Council for Community and Education Partnerships (NCCEP), FOCUS, Dr. Stella Flores & Associates and EGT Institute, Inc.

(Performance Period): 09/01/24 to 08/30/31.

Eligibility: The target 18 middle schools aggregate Free and Reduced Lunch rate is **87%**;

Evaluation: Garnered from Moderate Evidence (**CP 3**) execute a rigorous evaluation plan, and a quasi-experimental design to produce promising evidence that meets *WWC* standards.

Project Director: Melissa Lopez
Email: mlopez@esc1.net

Project Title: *Choosing College Changing Lives (C3L – GU)! – GEAR UP!*

Region One Education Service Center (TX) – (\$4,831,200)

(Applicant): Region One Education Service Center (Region One), proposes to implement a **seven-year** GEAR UP Partnership program aimed at **Competitive Preference Priorities (CP) 1, 2, 3**, entitled **Choosing College Changing Lives (C3L – GU)! – GEAR UP!**

(City/State): Edinburg, Texas. **(Contact):** Melissa Lopez, mlopez@esc1.net, (956) 984-6046.

(Goal): Establish an efficient college going culture through the delivery of effective academic and social emotional learning strategies that ensure **ALL** learners, particularly those at-risk of educational failure and disadvantaged individuals, are college, career, or military ready.

(Objectives): **1)** Increase the academic performance to adequately prepare them for postsecondary education; **2)** Increase the rate of high school graduation, and participation in postsecondary education; **3)** Increase GEAR UP students' education expectations and families' knowledge of postsecondary education, options, preparation, and financing; and **4)** Increase students'/parents' knowledge and skills, regarding STEM, work-based and online learning, technology, and social emotional learning (mental health) to positively impact students' competencies, skills, aptitudes, and behavior. will implement evidence-based strategies.

(Activities/ Services):

Students: Rigorous Coursework (Advanced Placement, early college and dual enrollment); Intervention (Remedial) Education; special programs and STEM; Work-based learning; Project-Based Learning; Enrichment Activities (career paths); Wraparound services; Academic Tutoring; Mentoring; Counseling and Advising; College Test Preparation (TSI, SAT, ACT); Summer Bridge (exposure to college); Student Leadership; Academic Development; College Readiness (college tours, camps); Financial Literacy; Social Emotional and Academic Learning services (**CP 2**);

Parents: Engagement, College Readiness (planning, application, financial aid); Financial Literacy; and Leadership Skills; and **Educators:** Professional development in technology integration; pedagogy; differentiated instruction; online instruction; assessment; college/career readiness; credentials and Counselors Academies. **Year 7:** Provide first year college students retention services, counseling, advising and tutoring to ensure graduation.

(Students Served): A cohort **6,039** seventh (**7th**) grade students that are at risk of educational failure, disadvantaged, and follow them through their first year of college.

(Target Schools): **C3L – GU!** will be implemented in **26 middle schools, 16 high schools** and **11 school districts**, of which **3 districts** and **6 middle schools** are **rural** in south Texas. School districts (**6th- 8th grade**) consist of **17,194** students of which **98%** are Hispanic, **92%** are low-income (**free and reduced lunch**), **47%** are English Learners, **73%** are at-risk and **12%** are students with disabilities. **(Partners):** **7** Higher Education Institutions (**CP 1**): University of Texas at Rio Grande Valley, Texas A&M International University, Texas Southmost College, Laredo College, Texas A&M Higher Education Center, South Texas College and Rio Grande Valley (RGV) College; **3** Community Organizations: STEM Center of South Texas (SCST), SEEDS Training, and Agile Mind; **11** Private Entities: Supportive ED, ICEV, Texas Instruments, National Council for Community and Education Partnerships (NCCEP), DHR Health, Applied EQ Group, Macarena Hernandez & Associates (MHA), College Equipped readiness Tool (CERT), Successful Lifestyles, KRGV 5, and EGT Institute, Inc.

(Performance Period): 09/01/24 to 08/30/31

Evaluation: Garnered from Moderate Evidence (**CP 3**) execute a rigorous evaluation plan, and a quasi-experimental design to produce promising evidence that meets *What Works Clearinghouse* standards.

Project Director: Ngondi A. Kamatuka
Email: kamatuka@ku.edu

Project Title: University of Kansas' Kansas City Missouri Public Schools GEAR UP (KCMO GU)

University of Kansas Center for Research, Inc. (KS) – (\$760,000)

Project Objectives: (1). Increase academic performance and preparation for postsecondary education of participating students; (2). Increase the rate of high school graduation and participation in postsecondary education of participating students; (3). Increase educational expectations for participating students and student/family knowledge of postsecondary options, preparation, and financing. Activities will be implemented to cohort students no later than 7th grade through the first year of postsecondary education (i.e., 7-year performance period).

Strategies to support enrollment in rigorous course and increase the number of participants who obtain a secondary school diploma: Individualized Plan of Study (IPS); Early Warning System (EWS); Tutoring; After School & Saturday Academies; Social Emotional Learning (SEL) Series; Summer Program (tailored by grade).

GEAR UP strategies to increase the number of students who complete application for and enroll in postsecondary education: Informational Workshops; Career Exposure in-person & virtual; ACT Prep Workshops; College Mentor Program; Dual Enrollment; College and Scholarship Portfolio; College Application Events; Summer Bridge to College Program; First- Year Postsecondary Experience.

GEAR UP strategies to enhance student and families understanding of the financial aid process and how to secure funding to help pay for postsecondary education: Classroom Presentations; Family Events; FAFSA Assistance.

Number of Students To be Served: 950 (KCMO GEAR UP is serving one cohort of 7 graders)

Target Middle Schools: Central Middle School; Northeast Middle School; and Paseo Academy of Performing Arts. Middle schools will feed into the following **Target High Schools:** East High School; Northeast High School; Central High School; Southeast High School; and Paseo Academy of Performing Arts. Partners: Kansas City Missouri Public School District (KCMO); Mastery Prep; and Zion Leadership Group.

Performance Period: 9/26/24- 9/25/31

The KCMO GEAR UP proposal addresses all three Competitive Preference Priorities as established by the U.S. Department of Education:

Competitive Preference Priority 1: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success.

Competitive Preference Priority 2: Meeting Student Social, Emotional, and Academic Needs.

Competitive Preference Priority 3: Moderate Evidence.

Objectives of the proposal address the baseline data as presented in the Need for the Project section, and are complemented by a strong evaluation plan that will provide the basis for programmatic changes and improvement. A logic model is included in the Project Narrative and will be used to guide the evaluation plan. The evaluation plan includes project specific GEAR UP measures as well as the three national objectives and five GPRA measures used to evaluate GEAR UP project's success. In accordance with GEPA, the project

includes appropriate considerations regarding status recognized types of barriers that can impede equitable access, participation or employment.

Project Director: Tracey Muff
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Project Title: GEAR UP Built4Bibb (GU B4B)

Bibb County School District (GA) – (\$2,643,209)

Bibb County School District is located in Macon, Georgia, and proposes ***GEAR UP: Built4Bibb (GU B4B)***, a Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). The project will serve 3,304 students in 14 schools (Weaver Middle, Ballard- Hudson Middle, Rutland Middle, Howard Middle, Miller Middle, Appling Middle, VIP Academy Middle, Westside High, Southwest High, Rutland High, Howard High, Central High, and Northeast High, and VIP Academy High). GU B4B is a 7-year cohort implementation model project. The project begins with 6th and 7th -grade cohorts and follows the 7th-grade cohort through their first year of college and the 6th-grade cohort through their high school senior year. The district receives a Community Eligibility Provision (CEP); therefore, all students receive free meals. In addition to being a high-poverty district, the students have significant academic deficits compared to their peers in the state and nation. GU B4B has a qualified team of partners that includes Central Georgia Technical College, United Way of Central Georgia, Mentors Project, MidSouth Community Federal Credit Union, and Towering Your Success, LLC.

The overlying goal for the project is ***to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.*** To meet this goal, the project has ***five measurable objectives.*** The objectives are as follows:

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

Teachers serving the cohort students will have an opportunity to participate in professional development (PD). The PD will include Personalized Learning, Mental Health Awareness, and Lean Six Sigma, along with targeted PD provided through consultants and project partners.

Students will receive many services. Students will receive tutoring in the core subject areas, receive mentoring services, access GEAR UP personnel, complete transition programs, experience work-based learning, earn stackable credentials, and visit IHEs. During Year 7, students will receive tutoring, mentoring, job placement assistance, and college advising from GEAR UP personnel. To address Competitive Preference Priority 1, the GU B4B project will increase postsecondary access, affordability, completion, and success for underserved students by establishing a system of high-quality data collection and analysis, such as data on persistence, retention, completion, and post-college outcomes, for transparency, accountability, and institutional improvement by integrating local, state, and federal reporting repositories for practitioner use to increase. For Competitive Preference Priority 2, Promising and Moderate Evidence supports the implementation of apprenticeships, mentorships, and work-based learning to assist students with obtaining technical and job skills, in addition to recognized postsecondary credentials in in-demand industries, such as STEM. Many project activities align with Competitive Preference Priority 2, in which the GU B4B project will provide social and emotional learning, restorative justice programming, mental health support, mentoring, tutoring, academic enrichment and talent development programs for college and career readiness for all GU B4B students. In addition to the Competitive Preference Priorities 1 & 2, the GU B4B project meets the Competitive Preference

Priority 3 by integrating strategies proven as moderate evidence of increasing the number of low-income students who are prepared to enter and succeed in postsecondary education.

Project Director: Jeremy Strickland
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Project Title: Believe and Achieve - Seminole State College GEAR UP

Seminole State College (OK) – (\$934,400)

Seminole State College (SSC), located in Seminole, OK, is a two-year, public, states-supported Native American-Serving Nontribal Institution serving a highly-disadvantaged four-county region (2,865 sq. mi., pop. 120,687, 15.7% Native American), where more than three-quarters of communities are populated by fewer than 1,500 residents. Nearly 200 years after the Trail of Tears brought many of their ancestors to the region, most area residents grapple with profound economic and educational disadvantages, the implications of which are particularly heartbreaking for youth relying on under-resourced public schools to help them break out of generational cycles of poverty. Established in 1931 to expand educational access across this disadvantaged region, SSC is committed to increasing support services these students need to succeed academically, to complete high school, and to enroll and thrive in college.

Drawing on our successful experience administering previous GEAR UP (GU) projects, SSC proposes ***Believe and Achieve***, a seven-year GU project to serve two cohorts of students (totaling 1,168 students), beginning with 6th and 7th graders enrolled in 12 school districts across Hughes, Okfuskee, Pottawatomie, and Seminole Counties: **Asher Public Schools, Holdenville Public Schools, Konawa Public Schools, Maud Public Schools, Moss Public Schools, Okemah Public Schools, Seminole Public Schools, Strother Public Schools, Tecumseh Public Schools, Varnum Public Schools, Wetumka Public Schools, and Wewoka Public Schools.**

The proposed project is supported by a network of 25 partners, including **SSC**, all **partner schools** listed above, and the following: **BancFirst (Konawa), BancFirst (Okemah), First United Bank (Wewoka), Security State Bank (Seminole), CoBro Consulting, National Council for Community and Education Partnership (NCCEP), Seminole Chamber of Commerce, Texas Instruments, Enviro Systems Incorporated, East Central University, Oklahoma Baptist University, and Citizen Potawatomi Nation.**

Project Goals are the three national GU objectives: 1) Increase the academic performance and preparation for postsecondary education for GEAR UP students; 2) Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students; and 3) Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing.

The following **project objectives** support these goals: Objective 1.1: Increase rigorous course completion and reduce remediation; Objective 2.1: Increase high school graduation. Objective 2.2: Increase college enrollment; and Objective 3.1: Increase postsecondary/financial aid knowledge and preparation for students, parents. Aligned with these project objectives are specific, measurable **performance indicators**, including the five GEAR UP performance measures; three GEAR UP program measures, and several project-specific measures related to overall program goals, objectives, and services to be provided by the project.

Services and Activities to be provided over the seven-year project include mentorship and advocacy services provided by Education Coordinators; services to provide students and families with financial aid information; academic and career counseling; tutoring, academic engagement and remediation support; professional development support for partner school teachers; exposure to college campuses; and services to assist with overall college preparation.

The proposal addresses Competitive Preference Priorities 1, 2, and 3 established for the competition. The Federal requested budget for Years 1-7 is \$6,540,800 for a seven-year project to be implemented from September 1, 2024 to August 31, 2031. The committed Partner Match as documented on Partner Cost Sharing Worksheets is \$6,633,825 for Years 1-7.

Project Director: John Matt Orem
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Project Title: *ALL IN – GEAR UP!*

University of Texas at Austin (TX) – (\$2,836,000)

UT, 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 3**, entitled *ALL IN – GEAR UP!*

(Goal): Increase college and career readiness for all learners, specifically students with social emotional learning distress, at-risk of educational failure and disadvantaged students to ensure a smooth transition from middle school to high school to postsecondary education to a career.

(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 their families' knowledge of postsecondary education, options, preparation, and financing; and **4)** Increase students'/parents' knowledge and skills, regarding STEM, work-based and online learning, technology, and social emotional learning (mental health) to positively impact students' competencies, skills, aptitudes, and behavior. UT and partners will implement evidenced-based strategies (promising evidence), focused on target students', educators', and parents' needs.

(Activities/ Services):

Students: Rigorous Coursework (Advanced Placement, dual enrollment); Intervention (Remedial) Education; Competency-Based Learning; special programs and STEM; Work-based learning; Project-Based Learning; Enrichment Activities (field trips, career paths); Wraparound services; Academic Tutoring; Mentoring; Guidance; Counseling and Advising; College Test Preparation (TSI, SAT, ACT); Summer Bridge (exposure to college); Student Leadership; Academic Development; College Readiness (college tours, camps); Financial Literacy; Social Emotional and Academic Learning and mental health services (**CP 2**); **Parents:** Engagement; College Readiness Training (planning, application, financial aid); Financial Literacy and Leadership Skills; and **Educators:** Professional development in technology integration; pedagogy; differentiated instruction; online instruction; assessment; college/career readiness; credentials and Counselors Academies. **Year 7:** Provide first year college students retention services and enhanced academic/career advising and tutoring to ensure graduation.

(Students Served): Each year, *ALL – IN GEAR UP!* will serve a cohort **3,545** seventh (**7th**) grade at-risk of educational failure, low-income, first generation, English Learners, disadvantaged, and students with disabilities, following them through their first year of college at a cost of **\$800** student/year. UT will implement evidenced-based strategies as follows.

(Target Schools): *ALL IN – GEAR UP* will be implemented in **10 middle schools, 10 high schools** and **5 school districts**, of which **4 districts** and **7 middle schools** are categorized as **rural** in Central and East Texas that include Eagle Pass Independent School District (ISD), Lockhart ISD, San Felipe-Del Rio Consolidated (CISD), Southwest ISD and Somerset ISD. The school districts (**K-12th grade**) consist of **46,494** students of which **64%** are Hispanic, **56%** are low-income, **14%** are English Learners, **54%** are at-risk and **10%** are students with disabilities. **(Partners):** **4** Higher Education Institutions (**CPI**): University of Texas at Austin (UT), Texas Southern University (TSU), UT MD Anderson, Alamo College and San Jacinto College; **5** Community-Based Organizations: Agile Mind, CoolSpeak and Region 4, 6 and 7 Education Service Center (ESC); **10** Private Entities: All Aboard, Signal Vine, MDLive, Texas Instruments, Mastery Prep, Princeton Review, National Council for Community and Education Partnerships (NCCEP), FOCUS, Dr. Stella Flores & Associates and EGT Institute, Inc.

(Performance Period): 09/01/24 to 08/30/31

Eligibility: The target **10** middle schools aggregate **Free and Reduced Lunch rate is 81%**;

Evaluation: Garnered from Moderate Evidence (**CP 3**) execute a rigorous evaluation plan, and a quasi-experimental design to produce promising evidence that meets *What Works Clearinghouse*.

Project Director: Jennifer Dodd
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Project Title: GEAR UP-First Ring Collaborative 2031 (GUFR31)

ESC of Northeast Ohio (OH) – (\$3,680,000)

Project goals and objectives: The proposed GEAR UP First Ring Collaborative 2031 (GUFR31) 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, program-specific measures, and project-specific performance measures that address specific student and community needs. GUFR31 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 What Works Clearinghouse and other evidence-based research. GUFR31 will address the Competitive Preference Priorities 1, 2 and 3. **CPP1** details the high-quality data collection and analysis of Collegeforce, College Now's proprietary data management system, that will support persistence, retention, completion, and post-college outcomes; **CPP2** details the activities and settings that are positive, identity-safe, and inclusive, and that align with supporting students' social, emotional, academic, and career development needs; **CPP3** integrates components of coaching and transition programs and services that demonstrate Moderate Evidence, the required evidence threshold.

Number of students to be served and Target Schools: GUFR31's two-grade cohort model will serve 4,600 students per year. The project will serve students in grades 6 and 7 at 13 originating middle schools from 10 public school districts, and, as students' progress to high school, at 11 high schools within the 10 districts. Eighty percent (80%) of target schools' students are eligible for free and reduced-price lunch and 60% are African American.

Partners: (1) Brooklyn City School District (LEA); (2) Cleveland Heights-University Heights City School District (LEA); (3) East Cleveland City School District (LEA); (4) Euclid City School District (LEA); (5) Garfield Heights City School District (LEA); (6) Maple Heights City School District (LEA); (7) Parma City School District (LEA); (8) Richmond Heights Local School District (LEA); (9) South Euclid-Lyndhurst City School District (LEA); (10) Warrensville Heights City School District (LEA); (11) Cleveland State University (IHE, a public four-year university); (12) Cuyahoga Community College (IHE, a local community college); (13) College Now Greater Cleveland (CBO, Ohio's largest college access organization); (14) Greater Cleveland Career Consortium (CBO, focused on career exposure opportunities and connecting target students to the workplace); and (15) the Higher Education Compact of Greater Cleveland (CBO, connecting students to 16 IHE partners for college visits and campus experiences).

Performance period: The proposed GUFR31 is a *seven-year* partnership project (*FY24-31*).

Project Director: Ngondi A. Kamatuka
Email: kamatuka@ku.edu

Project Title: University of Kansas' Kansas City Kansas Public Schools GEAR UP (KCKPS GU)

University of Kansas Center for Research, Inc. (KS) – (\$2,400,000)

Project Objectives: (1). Increase academic performance and preparation for postsecondary education of participating students; (2). Increase the rate of high school graduation and participation in postsecondary education of participating students; (3). Increase educational expectations for participating students and student/family knowledge of postsecondary options, preparation, and financing. Activities will be implemented to cohort students no later than 7th grade through the first year of postsecondary education (i.e., 7-year performance period).

Strategies to support enrollment in rigorous course and increase the number of participants who obtain a secondary school diploma: Individualized Plan of Study (IPS); Early Warning System (EWS); Tutoring; After School & Saturday Academies; Social Emotional Learning (SEL) Series; Summer Program (tailored by grade).

GEAR UP strategies to increase the number of students who complete application for and enroll in postsecondary education: Informational Workshops; Career Exposure in-person & virtual; ACT Prep Workshops; College Mentor Program; Dual Enrollment; College and Scholarship Portfolio; College Application Events; Summer Bridge to College Program; First-Year Postsecondary Experience.

GEAR UP strategies to enhance student and families understanding of the financial aid process and how to secure funding to help pay for postsecondary education: Classroom Presentations; Family Events; FAFSA Assistance.

Number of Students To be Served: 3,000 (KCKPS GEAR UP is serving two cohorts of 6 & 7 graders); **Target Middle Schools:** Argentine Middle School; Arrowhead Middle School; Carl B. Bruce Middle School; Central Middle School; Eisenhower Middle School; Gloria Willis Middle School; Rosedale Middle School. Middle schools will feed into the following **Target High Schools:** F.L. Schlagle High School; J.C. Harmon High School; Washington High School; Wyandotte High School. Partners: Kansas City Kansas USD 500; Mastery Prep; and Zion Leadership Group.

Performance Period: 9/26/24-9/25/31

The KCKPS GEAR UP proposal addresses all three Competitive Preference Priorities as established by the U.S. Department of Education: **Competitive Preference Priority 1:** Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success. **Competitive Preference Priority 2:** Meeting Student Social, Emotional, and Academic Needs **Competitive Preference Priority 3:** Moderate Evidence Objectives of the proposal address the baseline data as presented in the Need for the Project section, and are complemented by a strong evaluation plan that will provide the basis for programmatic changes and improvement. A logic model is included in the Project Narrative and will be used to guide the evaluation plan. The evaluation plan includes project specific GEAR UP measures as well as the three national objectives and five GPRA measures used to evaluate GEAR UP project's success. In accordance with GEPA, the project includes appropriate considerations regarding status recognized types of barriers that can impede equitable access, participation or employment.

Project Director: Cesar Perez
Email: ceperez@myvaughncharter.com

Project Title: Next Century GEAR UP

Vaughn Next Century Learning Center District (CA) – (\$2,709,600)

Project goals and objectives: project goals for our 3,387 cohort students include (1) a successful middle-to-high school transition, (2) A-G curriculum completion, (3) high school graduation, and (4) postsecondary enrollment, persistence, and graduation.. Objectives include increasing academic performance and preparation for postsecondary education of students, increasing student and family knowledge of postsecondary education options, preparation, and financing, and increasing the rate of high school graduation (including 'college ready' graduation), enrollment in postsecondary education, and progress toward postsecondary graduation.

Activities and services: outreach, orientation, supportive services, mentoring, academic tutoring, Summer and Bridge Academies, social emotional learning (SEL), afterschool services, credit recovery services, college counseling with postsecondary plans, 1:1 and group advising, A-G coursework assessment, enrollment in challenging curricula and coursework, dual/concurrent enrollment, Advanced Placement (AP) enrollment and exam support, tutoring and support, SAT/ACT tutoring, college readiness workshops, financial aid workshops, UCLA Peer Leaders Program, parent postsecondary readiness workshops, local and overnight college field trips, career pathways, summer counseling (texting reminders), postsecondary campus workshops and advising, college corners, and alumni network speakers and events.

Number of students to be served: 3,387 cohort students.

Target schools: Vaughn Middle School for International Studies and Technology (MIT), Vaughn International Studies Academy (VISA) High School (HS), Bert Corona Charter School, Bert Corona Charter HS, PUC Lakeview Charter Academy, PUC Lakeview Charter HS, PUC Community Charter Middle School (MS), PUC Community Charter Early College HS, PUC Triumph Charter Academy, PUC Triumph Charter HS, PUC Nueva Esperanza Charter Academy, PUC Inspire Charter Academy, Discovery Charter Preparatory HS #2, Joseph Le Conte MS, Olive Vista MS, San Fernando Institute for Applied Media, San Fernando MS, Helen Bernstein HS, STEM Academy, Sylmar Biotech HS, Academy of Scientific Exploration HS, Arts, Theatre, Entertainment HS, Social Justice Humanitas HS, Technology Prep HS.

Partners: In addition to the schools above, partners include the University of California, Los Angeles (UCLA), California State University, Northridge (CSUN), Los Angeles (LA) City College, LA Mission College, LA Valley College, CoBro Consulting, EduCare Foundation, All Aboard Tours, Study Smart Tutors, and El Centro de Amistad.

Performance period: 10/01/2024- 09/30/2031

Project Director: Derek Potter
Email: dpotter@tnitech.edu

Project Title: GEAR UP Tennessee Tech–Upper Cumberland (GU-Tech)

Tennessee Technological University (TN) – (\$ 1,424,800)

Number of students to be served: 1,781

Target schools: 4 LEAs: 16 middle schools that feed into 4 high schools

Partners: 4 LEAs; 3 public IHEs; 2 state agencies; 2 community-based organizations (1 formal and 1 informal); and 2 businesses (1 formal and 1 informal)

Performance period: September 1, 2024 – June 30, 2031

Summary: The GEAR UP Tennessee Tech–Upper Cumberland (GU-Tech) project proposes to serve 1,781 students in four counties (4 LEAs) located in the Upper Cumberland region of Tennessee. All 6th and 7th grade students in the four identified LEAs will participate in the GUTech project. In addition to addressing the four GU objectives and 14 GU performance measures, this project also addresses the three GU Competitive Preference Priorities. All of the proposed GU-Tech services have been specifically selected to ensure that the GU objectives, performance measures, and priorities are achieved.

Project goals and objectives:

Objectives:

- (1) Pass Algebra 1 or its equivalent by the end of ninth grade;
- (2) Graduate from high school;
- (3) Complete the Free Application for Federal Student Aid;
- (4) Enroll at an institution of higher education (IHE).

Performance Measures: (1) Increase middle school core math course success rates to 6% higher than comparison group.; (2) Increase math proficiency rates to 5% higher than comparison group; (3) Increase rates of Algebra 1 completion by the end of 9th grade to 8% higher than comparison group; (5) Increase ADA to 98%; (6) At least 95% of high school students will be promoted each year; (7) At least 80% of high school students will earn no F grades each year; (8) Increase four-year cohort graduation rate to 3% higher than comparison group; (9) Increase student knowledge of financial aid to 75% by end of 12th grade; (10) Provide financial aid counseling/workshops to 75% of high school students by 12th grade; (11) 40% of students apply for scholarships by 12th grade; (12) Increase FAFSA completion to 10% higher than comparison group; (13) 80% of students will visit at least one college campus by 12th grade; and (14) 80% of students will visit at least one college campus by 12th grade.

Activities and services: (1) Early Warning System (EWS); (2) Academic Tutoring and Support; (3) ACT Preparation; (4) College Connections Mentorship Program (CCM); (5) EPSO Enrollment and Completion; (6) Career Exploration Leading to Meaningful WBL Experiences; (7) College Planning and Readiness Sessions; (8) Campus Visits and Summer Programs; (9) Family Capacity/Parent Engagement; (10) Special Events Designed for Improved College-going Culture; and (11) Professional Development Opportunities.

Project Director: Janelle Thomas
Email: abigail.hobart@region10.org

Project Title: Education Service Center Region 10 GEAR UP (ESC10 GU) Project

Education Service Center Region 10 (TX) – (\$3,606,400)

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 (ESC10 GU)** in collaboration with the following institutions and agencies: University of Texas at Dallas, Duncanville ISD, Family Faith Academy, Ferris ISD, Lancaster ISD, Mesquite ISD, Wills Point ISD, Oak Cliff Lions Club, Texas Instruments, StemExcellence, Glimpse Learning (XR Terra), Mastery Prep, TagTeam Tutoring, Pathful Explorer, Agile Mind and Glynis Rosas, Consulting. **Schools: ESC10 GU** will be implemented at **6** school districts, **17** middle schools and **10** high schools. **ESC 10** is a 10-county region located in north Texas serving 130 independent school districts and 880,000 students. Students have limited access to opportunities or resources for post-secondary and career options.

Goal: *Create highly effective learning 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 the academic performance and preparation for post-secondary education for GEAR UP cohort students; 2) Increase the rate of high school graduation and enrollment in post-secondary education for GEAR UP students; 3) Increase cohort students' educational expectations and students' and parents' knowledge of post-secondary education options, preparation; and financing. 4) Increase the percentage of cohort students enrolling, attending, and persisting in and graduating from post-secondary institutions. Each year the **ESC10 GU** program will educate, serve and support **4,508 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)** through **ESC10 GU's** system of high-quality data collection and analysis cohort students will enroll in rigorous courses such as Pre-AP, AP, dual enrollment and students will have access to early-college courses with the opportunity to earn postsecondary course credits while in high school (**CCP1**); **2)** provide students and parents with enriching supportive services such as tutoring, mentoring, counseling/interventions, standardized test preparation such as STAAR, PSAT/ACT/SAT/TSI, Summer Bridge, college visits, campus, college awareness seminars, financial literacy, and leadership development; summer counseling and advising (**CPP3**); **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 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; **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 and in addition **ESC10 GU** will incorporate activities focused on developing students' social skills to better equip them to navigate relationships with peers, teachers and family (**CPP 2**); **6)** increase students' and families knowledge of personal financial literacy.

Project Director: Dina Ibarra
Email: dibarra@uw.edu

Project Title: Rural Initiative in STEM Education and Undergraduate Preparation (RISE UP) GEAR UP Partnership

University of Washington (WA) – (\$3,035,200)

The Skagit and Yakima Valleys in Washington State encompass many small rural agricultural communities, home to many immigrant and migrant farmworkers. These two valleys have large populations of Hispanic, and American Indian and limited English-speaking students. The target schools in these valleys have some of the highest Hispanic and immigrant-migrant student enrollment rates in the state with a poverty rate of 92.1%. Schools are located in the Yakima/Skagit Valleys and on the Yakama Indian Reservation. Students have low academic achievement rates, low graduation rates, low aspirations about going to college, and low college-going rates.

Fourteen rural school districts, 4 higher education institutions, and 15 community and business organizations came together to develop the Rural Initiative in STEM Education and Undergraduate Preparation (RISE UP) GEAR UP Partnership to address the severe needs of low-income, at-risk students in the Yakima/Skagit Valleys and on the reservation. The Strategic Partners are 1) Higher Education Institutions: University of Washington (UW), Heritage University, Yakima Valley College, and Skagit Valley College. 2) Schools: Allen Elem., Lucille Umbarger Elem., East Valley Central MS, Goldendale MS, Grandview MS, Granger MS, Mt. Adams MS, LaVenture MS, Mount Baker MS, Royal MS, Harrison MS, Sierra Vista MS, Toppenish MS, Wahluke JH, Wapato MS, Lewis & Clark MS, Franklin MS, Wilson MS, Wash. MS and Zillah MS; 3) Community Organizations: Project Lead The Way, Boeing, Microsoft, NASA, Museum of Flight, Pacific Science Center, Yakima Valley Farmworkers Clinic, Yakama Nation Behavioral Health Services, Fred Hutchinson Cancer Research, College Board, Yakama Indian Nation, Educational Service District 105, Pacific Northwest National Laboratory, ALVA, uAspire, Help Me, Harlan! Productions (Best First Year), Signal Vine, Junior Achievement World, Robotics Education & Competition Foundation, and RGI Research Corporation.

The RISE UP GEAR UP Partnership will serve 3,794 students annually for 7 years through their first year of college. Using a strong theory supported by a Logic Model, the RISE UP Partners selected culturally appropriate, evidence-based strategies and services that respond to the identified needs of the target low-income students and parents. We are addressing Competitive Preference Priorities 1, 2 & 3.

The Partnership has selected a range of supportive, identity-safe, inclusive, culturally appropriate, and evidence-based programs to develop trusting relationships between students, parents, community partners, and educators and increase the percentage of students taking rigorous and challenging courses. The partners will implement Advancement via Individual Determination (AVID) and Project Lead the Way, STEM-focused programs offering rigorous and challenging courses for students. After School, Summer Bridge and Tutoring Programs will also be offered to support students' academic achievement in Math and Science. Partners will provide mentoring and a range of college-readiness activities including information, assistance, and workshops for students and parents on financial aid, scholarships, admission applications, financial literacy, campus visits, and career exploration.

Objectives & Measurable Outcomes are: Objective #1: To support students enrolling in and successfully completing academic rigorous coursework. 1a) Increase % of students passing the 8th-grade exam in Science to 41%; 1b) Increase % of students passing the 8th-grade exam in Math to 38%; 1c) Increase % of 8th-grade students completing Algebra I to 75%; 1d) Increase % of students completing advanced Science to 54%; 1e) Increase % of students completing Advanced Math courses to 65%; 1f) Increase % of students who complete a dual enrollment course to 45%; Objective #2: To provide college financial aid information to students. 2a) Increase students' knowledge of financial aid by 25% each year; 2b) Increase % of students completing FAFSA to 70%; Objective #3: To increase the percentage of students graduating high school with a high school diploma. 3a) Increase % of students on track to graduate to 75%; 3b) By 12th -grade increase student meeting state math exam to 51%; 3c) By 12th grade, increase students meeting science state exam to 65%; 3d) By end of 12th grade % of students graduating will increase to 95% Objective #4: To increase the percentage of students enrolling in and

attending postsecondary education 4a) Increase % of graduates enrolling in higher education to 70%; 4b) Increase % of students completing their first year of college to 75%.

Project Director: Dr. Marisa Pierce
Email: marisa.pierce@victoriacollege.edu

Project Title: Victoria College and Victoria Independent School District: Middle School to College GEAR UP Project 2024-2031

Victoria County Junior College District (TX) – (\$ 191,072)

Contact Info: Sophia Kameitjo, Director of Grants Administration, Sophia.Kameitjo@VictoriaCollege.edu, 361-582-2454

Goals and Objectives for GEAR UP Participants:

Goal 1: Increase academic performance and preparation for postsecondary education.

Objectives: *Average daily attendance at GEAR UP Schools:* **A.** Grades 7- 8: 93% per year; **B.** Grades 9-12: 93% per year. *Percentages of GEAR UP students that will meet or master STAAR standards:* Spring 2025: **C.** Grade 7 Reading-75%; **D.** Grade 7 Math-21%. Spring 2026: **E.** Grade 8 Reading-50%; **F.** Grade 8 Math-60%; **G.** Grade 8 Science-40%; **H.** Grade 8 Social Studies-20%. Spring 2027: **I.** Grade 9 Algebra I-50%; **J.** 98% of grade 9 will pass Algebra 1 or equivalent course.

Outcomes: *Dual credit milestones during high school:* Spring 2028: **i.** 20% complete 3 hours. Spring 2030: **ii.** 14% complete 15 hours; **iii.** 40% satisfy TSI college readiness standards.

Goal 2: Increase the rate of high school graduation and postsecondary enrollment.

Objectives: *Percentages of participants promoted on time to successive grade levels:* **A.** Grade 7-8, 99%; **B.** Grade 8-9, 99%; **C.** Grade 9-10, 95%; **D.** Grade 10-11, 97%; **E.** Grade 11-12, 99%. *Grade 12 average SAT and ACT scores will reach or exceed the following benchmarks:* Spring 2030: **F.** SAT Math, 496; **G.** ACT Math, 22; **H.** ACT Science, 23.

Outcomes: *Graduation and postsecondary enrollment milestones:* Spring 2030: **i.** 99% will graduate high school. Fall 2030: **ii.** 50% will enroll in postsecondary. By Fall 2031: **iii.** 70% will persist to 2nd year of postsecondary.

Goal 3: Increase student/family knowledge of postsecondary options, prep, and financing.

Objectives: *Increase by 2 percentage points per year the number of participants who have/are:* **A.** Moderate or Strong desire to attend a postsecondary institution; **B.** Knowing which VC metamajor or program(s) of study aligns with their career goals; **C.** Familiar or Very Familiar with financial aid mechanisms; **D.** Confident they will be able to pay for postsecondary education; **E.** Adequately prepared for and familiar with expectations for postsecondary enrollment; **F.** Confident that their family members are prepared to support them after enrollment.

Outcomes: *Grade 12 college-going milestones:* Spring 2030: **i.** 100% will complete ApplyTexas; **ii.** 90% will complete FAFSA; **iii.** 70% will complete scholarship application.

Activities and Services: Advising/Mentoring, Tutoring/Coaching, Test & Exam Prep, Dual Credit Enrollment Assistance, Dual Credit Tuition Waivers, Financial Literacy Sessions, Financial Aid Information & Assistance, College Info, College Visits, College Admissions Assistance, High School & Postsecondary Summer Bridge, Academic Skills Workshops, Career & Transfer Exploration, Parent & Teacher Engagement

Students Served: 426 per year from grade 7 through 1st year of college

Target Schools: STEM Middle School, Patti Welder Middle School, Victoria East High School, Victoria West High School

Partners: Victoria Independent School District, STEM Middle School, Patti Welder Middle School, Victoria East High School, Victoria West High School, Golden Crescent Workforce Solutions, Citizens Medical Center, Formosa Plastics Corporation

Performance Period: 7 years, 2024-25 through 2030-31

Project Director: Mohamed Ibrahim
Email: mibrahim1@atu.edu

Project Title: ATU GEAR UP Project

Arkansas Tech University (AR) – (\$925,600)

Arkansas Tech University is located in Russellville, Arkansas, in west central Arkansas. Contact information is as follows:

Arkansas Tech University Gear Up Program 215 West O Street Russellville, Arkansas 72801

Janet Wood, Director of the Office of Research and Sponsored Programs, Dr. Tim Carter, Dean, College of Education and Health ATU Authorized Organizational Representative GEAR UP Supervising Administrator jwood41@atu.edu tcarter@atu.edu (479) 880-4329 (479) 964-3217

The **ATU GEAR UP Program** is poised to create vigorous academic and educational experiences to low-income, diverse, disadvantaged youth in Johnson and Pope Counties in west central Arkansas. Our project goals focus on academic outcomes to increase high school graduation rates, expand the rate of graduates meeting state collegiate entrance requirements, and increase the rate of students applying to and enrolling in college. We will provide these activities and services through tutoring, mentoring, and advising using both in-person and remote platforms. We will conduct career and college workshops, offer career exploration opportunities, and provide a variety of events to build a college going culture in the schools we serve.

Our plan is to service 1,157 students from two middle schools, one junior high, and two high schools. Our school district partners include: **Clarksville School District** and **Russellville School District**. Our community partners include the Russellville Boys and Girls Club, Education Consulting, LLC, and STEM training. We are applying for a 7-year grant starting with students in the 6th and 7th grades and following them through their first year of college. We will provide emphasis on summer counseling to cohorts of students and start summer melt activities in the early years to ensure maximum support and matriculation to college.

The following three goals will guide the ATU GEAR UP project design:

1. Increase the academic performance and preparation for postsecondary education of participating students,
2. Increase the rate of high school graduation and participation in postsecondary education, and
3. Educate students and their families about higher education options, preparation, and financing for success in postsecondary education.

ATU has established the following five objectives for the GEAR UP project:

1. Increase the academic performance and preparation for postsecondary education of participating Students
2. Increase the rate of high school graduation and participation in postsecondary education of participating students
3. Increase GEAR UP students' and their families' knowledge of postsecondary education options, preparation, and financing
4. Increase GEAR UP students and former GEAR UP students who are enrolled at an IHE
5. Increase persistence to the second year of postsecondary education.

Project Director: Doug Thompson
Email: thompsondm2@appstate.edu

Project Title: Appalachian GEAR UP: Advancing Prosperity through Education & eXcellence (APEX)

Appalachian State University (NC) – (\$5,000,000)

Contact information: M. Corinne Smith (smithmc3@appstate.edu, 829-262-6041)

Performance period: 2024-2031

Project goals: (a) increase the academic performance and preparation for postsecondary education of rural students, (b) increase the rate of high school graduation and participation in postsecondary education of rural students, and (c) increase educational expectations for participating students and increase student and family knowledge of postsecondary education options, preparation, and financing.

Project objectives: APEX employs a project design of systemic change, school climate, and college-going culture (academic preparation and college knowledge) to promote college enrollment and persistence. The project objectives are to: (a) provide on-going learning activities that can enhance students' academic and non-academic performance, (b) provide on-going professional learning to teachers and counselors to enhance quality inclusive instruction, (c) provide on-going college and career enrichment activities for parents to enhance their engagement in their child's college and career readiness, and (d) facilitate and support reciprocal communications among partner schools, colleges, educators, students, and parents.

Activities and services: Algebra 1 intervention; ACT intervention; dual enrollment; tutoring; social and emotional learning programming and coursework; financial aid/literacy workshops; FAFSA awareness and support; college application workshops and assistance; college visits; work-based learning; near peer mentoring, counseling and advising; family outreach programming; teacher professional learning.

Grade levels served: 6th – 12th graders, and first year of college

Total number of students to be served: 14,438

Local education agency partners: Burke, Catawba, Cherokee Central, Clay, Graham, Jackson, Macon, Madison, McDowell, Polk, Swain, Transylvania

Target schools: Burke (East Burke Middle, Heritage Middle, Liberty Middle, Table Rock Middle, Walter R Johnson Middle, East Burke High, Freedom High, Jimmy C Draughn High School, Robert L. Patton High School), Catawba (Harry M Arndt Middle, Maiden Middle, River Bend Middle, Bunker Hill High, Challenger Early College High, Fred T Foard High, Maiden High, Saint Stephens High), Cherokee Central (Cherokee Central Middle, Cherokee Central High), Clay (Hayesville Middle, Hayesville High), Graham (Robbinsville Middle, Robbinsville High), Jackson (Cullowhee Valley School, Fairview Elementary, Scotts Creek Elementary, Smokey Mountain Elementary, Smokey Mountain High, Blue Ridge Early College, Jackson County Early College), Macon (Macon Middle, Macon High, Macon Early College), Madison (Madison Middle, Madison High, Madison Early College), McDowell (East McDowell Middle, West McDowell Middle, Foothills Community School, McDowell High, McDowell Academy for Innovation, McDowell Early College), Polk (Polk County Middle, Polk County High, Polk County Early College), Swain (Swain County Middle, Swain County High), Transylvania (Brevard Middle, Rosman Middle, Brevard High, Rosman High).

Other partners: Asheville-Buncombe Technical Community College, Blue Ridge Community College, Catawba Valley Community College, Isothermal Community College, McDowell Technical Community College, Western Piedmont Community College, AeroEducate, American School Counseling Association (ASCA), Center for Analytics Research & Education (CARE), CoBro Consulting, Data Anywhere, Leading Edge

Learning, Level All, MasteryPrep, Mathematics Science Education Center (MSEC), National Postsecondary Strategy Institute (NPSI), Participate Learning, The Princeton Review, Public School Forum of North Carolina, Texas Instruments, Youth Villages.

Project Director: Dr. Joy Brittain
Email: brittajs@jmu.edu

Project Title: JMU GEAR UP-Staunton

James Madison University (VA) – (\$321,600)

James Madison University (JMU) located in Harrisonburg, Virginia, will utilize funding from the U.S. Department of Education to offer a GEAR UP (GU) grant to serve 402 6th and 7th grade students in the Staunton City School District. The schools served during the grant period will be Shelburne Middle School and Staunton High School, both within the city of Staunton, VA. The grant application is a seven-year grant proposal, and the performance period will be from September 1, 2024-August 2031. The contact for JMU will be Dr. Joy Brittain who can be reached at brittajs@jmu.edu, 540-568-2875.

Eighty percent of the students receive free and reduced lunch and over 50% are socio-economically disabled thus creating potential barriers to a college education. This grant proposal has been constructed to assist this cohort to persist until college completion through a series of systematic and consistent services and activities, which begin during the first year and continues through the first year of college.

This grant has been constructed to promote the success of the GU project objectives:

1) an increase in the passing of end of course algebra 1 assessment, 2) increase the number who graduate from high school through an increase in students taking dual-enrollment coursework, and a decrease in the truancy rate, 3) increase in those completing the FAFSA by the end of their 12th grade, 4) Increase of students who are enrolled in institutions of higher education via parent involvement, and 5) increase the number who persist to the second year. Based on student need, the project will offer a comprehensive program of support services to include, but are not limited to: individual and group advising/coaching, tutorial services, financial literacy, career exploration, reduction in truancy through engagement specialists, parent institutes, life skills, GEAR UP Club, Choices Curriculum, postsecondary course selection and assistance and resources in applying to postsecondary education.

In addition, the project will ensure the students are developing non-cognitive skills such as academic mindset, perseverance, self-regulation, and approaches to learning strategies through workshops, presentations, culturally enriching activities, service-learning experiences, and individualized coaching.

To prepare students for the rigors of college, the project will focus on college readiness through dual enrollment/AP coursework and workshops for both students and their families on college application timelines, FAFSA workshops, using a college decision matrix, scholarship searches, transition to college, how to pay for college workshops, career assessments, and campus visits. The cohort of students will be followed throughout the academic year through tutoring, mentorship, Satisfactory Academic Progress and intrusive advising for those who do not meet the benchmarks for each grade level. Academic and cultural field trips will be offered to support the success of project objectives and goals.

To bolster the impact of the GEAR UP grant and foster community involvement in supporting its students residing in the city, a coalition of both national and local partners will collaborate to enhance its initiatives. Among these partners are the National Center for School Engagement and CoBro.

As this initiative progresses throughout the grant cycle, James Madison University reaffirms its commitment to fostering equitable access to education and empowering students to reach their full potential, irrespective of socio-economic challenges.

University of Washington, Washington St., Contact: Roslyn Kagy, roslyn@uw.edu Ph: 306.584.5645

South King County in Washington State encompasses four urban school districts home to a diverse immigrant and in-migration population. These schools have a high percentage of students of Hispanic and Black students (51.7%), English Language Learners (36.5%), low-income (87.6%) with a low college-going rate of 45%. Furthermore, these students are experiencing large academic achievement gaps in math, science, and English. These under-funded schools educate the highest-need students in the state. GEAR UP presents a unique opportunity to accelerate in closing the opportunity and achievement gaps for our high-need students.

Four urban school districts, a preeminent STEM focused university and nineteen community and business organizations came together to develop the GEAR UP Achievers Partnership to address the severe needs of low-income, at-risk students in the South King County. The Strategic Partners are: 1) Higher Education Institutions: University of Washington (UW), Green River College and Seattle Central Colleges; 2) School Districts & Schools: Renton - Dimmitt MS, Tukwila – Showalter MS, Highline – Glacier MS, Cascade MS, Chinook MS, and Auburn – Olympic MS, Rainier MS; 3) Community Organizations: Boeing Aerospace, Microsoft, Core Plus Aerospace, UW College of Engineering, UW Clean Energy, UW Molecular Engineering Materials Center, UW Statistics, NatureBridge, Museum of Flight, Mathematics Engineering Science Achievement (MESA), UW Dream Project, Pacific Science Center, Robot Mesh, Fred Hutchinson Research Center, Community Center for Education Results, UW MEM-Center, Puget Sound ESD 121, College Success Foundation, Our Future Matters, and RGI Research Corporation.

The Achievers GEAR UP Partnership will serve 4,044 students annually for 7 years through their first year of college. Using a strong theory supported by a logic model, the Achievers Partners selected a range of supportive, identity-safe, inclusive, culturally appropriate, and evidence-based programs to develop trusting relationships between students, parents, community partners, and educators and increase the percentage of students taking rigorous and challenging courses. The partners will implement Advancement via Individual Determination (AVID) and Core Plus Aerospace STEM-focused programs offering rigorous and challenging courses for students. After School, Summer Bridge and Tutoring Programs will also be offered to support students' academic achievement in Math and Science. Partners will provide mentoring and a range of college-readiness activities including information, assistance, and workshops for students and parents on financial aid, scholarships, admission applications, financial literacy, campus visits, and career exploration. We are addressing Competitive Preference Priorities 1, 2 & 3. Measurable Outcomes are Objective #1: To support students enrolling in and successfully completing academic rigorous coursework. 1a) Increase % of 7th grade students meeting ELA standard in ELA to 33%; 1b) Increase % of students passing the 7th-grade exam in Math to 37%; 1c) Increase % of 9th-grade students completing Algebra I to 60%; 1d) Increase % of students completing advanced Science to 54%; 1e) Increase % of students completing Advanced Math courses to 60%; 1f) Increase % of students who complete a dual enrollment course to 55%; Objective #2: To provide college financial aid information to students. 2a) Increase students' knowledge of financial aid by 25% each year; 2b) Increase % of students completing FAFSA to 70%; Objective #3: To increase the percentage of students graduating high school with a high school diploma. 3a) Increase % of students on track to graduate to 75%; 3b) By 12th-grade increase students meeting state math exam to 45%; 3c) By 12th grade, increase students meeting standard exam in ELA to 65%; Objective #4: To increase the percentage of students enrolling in and attending postsecondary education. 4a) Increase % of graduates enrolling in higher education to 73%; 4b) Increase % of students completing their first year of college to 75%.

Wichita State University has designed a “Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project titled, “GEAR UP @ Haysville” (GUH). This project is a new initiative for the host institution. GUH provides early intervention academic services and college knowledge to two cohorts of 450 students each in the Haysville Public School District (USD 261) for the graduating classes of 2030 and 2031.

GUH Project Goals: The project will increase:

- 1) The academic performance and preparation for post-secondary education;
- 2) The rate of high school graduation and participation in post-secondary education;
- 3) The educational expectations for participating students and increase student and family knowledge of post-secondary education options, preparation, and financing.

GUH Project Objectives: Students will:

- 1) Pass Algebra 1 or its equivalent by the end of 9th grade,
- 2) Graduate from high school,
- 3) Complete the Free Application for Federal Student Aid (FAFSA),
- 4) Enroll at an Institution of Higher Education (IHE),
- 5) Remain on track to enroll in college or persist to their second year at an institution of higher education.

Activities and Services: GUH establishes a successful project by providing services such as outreach activities, orientation to GEAR UP, academic advising, college access plans, tutoring, high school credit recovery, mentoring, enrollment in rigorous and challenging curricula and coursework, summer activities, Science, Technology, Engineering, Math (STEM) activities, career planning, campus visits, dual or concurrent enrollment, mental health workshops, job shadowing, internships, financial literacy workshops, and GUH staff professional development. Staff provides information on financial aid, FAFSA and ACT/SAT workshops, end of school year recognition ceremonies, assistance with college applications and enrollment, scholarships, first year in college services and educational professional development for school district staff.

Target Schools: GUH collaborates with the Haysville Public School District (USD 261) in Haysville, Kansas. The project serves two middle schools and one high school: Haysville Middle School, Haysville West Middle School, and Campus High School.

Partners: The host institution (WSU) commits to the administration, supervision, and improvement of the project. The project partners with USD 261 to provide educational services to students, families, and district staff. Key business partners include CoBro Consulting LLC, Premier Food Services, and Paradigm Shift. The partners commit to donating services and supplies for the implementation of the grant.